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BETWEEN GRADES 4&5

SUMMER EXPRESS™

VOCABULARY • GRAMMAR • WRITING • READING • MATH

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SUMMER EXPRESS

BETWEEN GRADES 4&5

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Dear Parent:

Congratulations! You hold in your hands an exceptional educational tool that will give your child a head start into the coming school year.

Inside this book, you'll find one hundred practice pages that will help your child review and learn math, reading, writing, grammar, vocabulary, and so much more! The workbook is divided into 10 weeks, with two practice pages for each day of the week, Monday to Friday. However, feel free to use the pages in any order that your child would like. Here are other features you'll find inside:

- A weekly **incentive chart** and **certificate** to motivate and reward your child for his or her efforts.
- Suggestions for fun, creative **learning activities** you can do with your child each week.
- A **recommended reading list** of age-appropriate books that you and your child can read throughout the summer.
- A **certificate of completion** to celebrate your child's accomplishments.

We hope you and your child will have a lot of fun as you work together to complete this workbook.

Enjoy!
The editors

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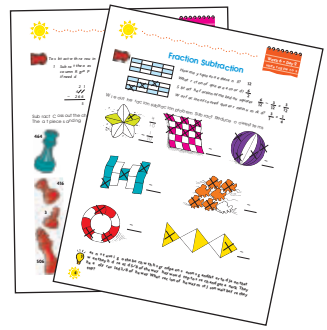
Terrific Tips for Using This Book

1 Pick a good time for your child to work on the activities. You may want to do it around mid-morning or early afternoon when your child is not too tired.

2 Make sure your child has all the supplies he or she needs, such as pencils and markers. Set aside a special place for your child to work.

3 At the beginning of each week, discuss with your child how many minutes a day he or she would like to read. Write the goal at the top of the incentive chart for the week. (We recommend that a child entering fifth grade read at least 30 minutes a day.)

4 Reward your child's efforts with the small stickers at the end of each day. As an added bonus, let your child affix a large sticker at the bottom of the incentive chart for completing the activities each week.



5 Encourage your child to complete the worksheet, but don't force the issue. While you may want to ensure that your child succeeds, it's also important that your child maintain a positive and relaxed attitude toward school and learning.

6 After you've given your child a few minutes to look over the practice pages he or she will be working on, ask your child to tell you his or her plan of action: "Tell me about what we're doing on these pages." Hearing the explanation aloud can provide you with insights into your child's thinking processes. Can he or she complete the work independently? With guidance? If your child needs support from a family member, try offering choices regarding with whom he or she will be working. Providing choices is an approach that can help boost your child's confidence and help him or her feel more ownership of the work to be done.

7 When your child has finished the workbook, present him or her with the certificate of completion on page 143. Feel free to frame or laminate the certificate and display it on the wall for everyone to see. Your child will be so proud!

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Skill-Building Activities for Any Time

The following activities are designed to complement the ten weeks of practice pages in this book. These activities don't take more than a few minutes to complete and are just a handful of ways in which you can enrich and enliven your child's learning. Use the activities to take advantage of the time you might ordinarily disregard—for example, standing in line or waiting at a bus stop. You'll be working to practice key skills and have fun together at the same time.

Finding Real-Life Connections

One of the reasons for schooling is to help children function out in the real world, to empower them with the abilities they'll truly need. So why not put those developing skills into action by enlisting your child's help with reading a map, following a recipe, checking grocery receipts, and so on. He or she can apply reading, writing, science, and math skills in important and practical ways, connecting what he or she is learning with everyday tasks.

An Eye for Patterns

A red-brick sidewalk, a beaded necklace, a Sunday newspaper—all show evidence of structure and organization. You can help your child recognize something's structure or organization by observing and talking about patterns they see. Your child will apply his or her developing ability to spot patterns across all school subject areas, including alphabet letter formation (writing), attributes of shapes and solids (geometry), and characteristics of narrative stories (reading). Being able to notice patterns is a skill shared by effective readers and writers, scientists, and mathematicians.

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Journals as Learning Tools

Most of us associate journal writing with reading comprehension, but having your child keep a journal can help you keep up with his or her developing skills in other academic areas as well—from adding fractions to combining sentences. To get started, provide your child with several sheets of paper, folded in half, and stapled together. Explain that he or she will be writing and/or drawing in the journal to complement the practice pages completed each week. The journal is another tool you both can use to monitor progress of skills newly learned or practiced, or those that need improvement. Before moving on to another set of practice pages, take a few minutes to read and discuss that week's journal entries together.

Promote Reading at Home

- Let your child catch you in the act of reading for pleasure, whether you like reading science fiction novels or do-it-yourself magazines. Store them someplace that encourages you to read in front of your child and **demonstrate that reading is an activity you enjoy**. For example, locate your reading materials on the coffee table instead of your nightstand.
- Set aside a family reading time. By designating a reading time each week, your family is assured an opportunity to discuss with each other what you're reading. You can, for example, share a funny quote from an article. Or your child can tell you his or her favorite part of a story. The key is to **make a family tradition of reading and sharing books** of all kinds together.
- **Put together collections of reading materials** your child can access easily. Gather them in baskets or bins that you can place in the family room, the car, and your child's bedroom. You can refresh your child's library by borrowing materials from your community's library, buying used books, or swapping books and magazines with friends and neighbors.

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Skills Review and Practice

Educators have established learning standards for math and language arts. Listed below are some of the important skills covered in *Summer Express* that will help your child review and prepare for the coming school year so that he or she is better prepared to meet these learning standards.

Math

Skills Your Child Will Review

- adding without regrouping multiplication facts
- finding area and perimeter (feet, yards)
- reading tables, charts, and bar graphs

Skills Your Child Will Practice to Prepare for Grade Five

- solving word problems using knowledge of money values and decimals
- solving word problems using multiplication skills
- identifying equivalent fractions
- adding with regrouping
- adding decimals (e.g., money values)
- subtracting with regrouping and multiple regrouping
- subtracting fractions
- multiplying with regrouping
- multiplying decimals and whole numbers
- dividing with remainders and decimals
- changing decimals to fractions
- plotting coordinates on a grid
- matching geometric terms with corresponding shapes
- recognizing equivalent decimals, fractions, and percents

Language Arts

Skills Your Child Will Review

- proofreading (e.g., grammar, meaning, spelling, sentence variety)
- prewriting strategies to relate information (e.g., graphic organizers)
- writing for a purpose (e.g., expository paragraph, persuasive paragraph, descriptive paragraph)
- expanding and combining sentences
- identifying topic sentences
- writing in paragraph form
- using parts of speech
- writing in upper- and lowercase cursive letters
- demonstrating knowledge of level-appropriate reading vocabulary (e.g., synonyms, antonyms, and so on)

Skills Your Child Will Practice to Prepare for Grade Five

- using proofreading symbols (e.g., capitalization, missing words)
- using a graphic organizer to write a concrete poem
- writing for a purpose (e.g., comparison paragraph)
- identifying incomplete sentences
- fixing run-on sentences
- adding details to increase a reader's interest
- using exact verbs to clarify meaning
- identifying parts of a paragraph
- identifying parts of speech (e.g., present-, past-, and future-tense verbs)
- using subject-verb agreement
- punctuating using commas and colons
- using supporting details
- summarizing information
- using phonetic, structural, and context analysis (e.g., syllables) to identify unfamiliar words

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Helping Your Child Get Ready: Week 1

These are the skills your child will be working on this week.

Math
- adding without regrouping
- adding with regrouping

Reading
- sequencing

Writing
- including details

Vocabulary
- synonyms and antonyms
- idioms

Grammar
- sentence types

Handwriting
- uppercase cursive letters

Here are some activities you and your child might enjoy.

Restaurant Review Next time you eat out, have your child write a review of the restaurant. Encourage him or her to use lots of descriptive words.

Secret Messages Suggest that your child come up with a code to write secret messages in. Have him or her trade messages with you or another family member.

Word Problem Reversals To help your child understand tricky word problems, have him or her work in reverse! Supply a number sentence such as 5 x 8 = 40 or 40 ÷ 5 = 8 and have your child come up with a word problem for it.

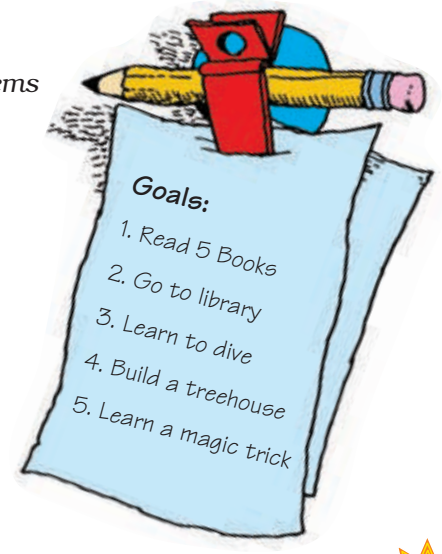
Set a Summer's End Goal Suggest that your child set a goal for the end of the summer. Perhaps it's becoming an expert on a favorite animal, or learning how to count in another language. Help your child come up with a plan for success.

Your child might enjoy reading the following books:

Frindle
by Andrew Clements

Afternoon of the Elves
by Janet Taylor Lisle

The Dream Keeper and Other Poems
by Langston Hughes



Special Note: The activity for Day 5 of this week is a mini-book. Have your child tear out the page along the perforation and cut along the dotted line. After positioning the two sections so the mini-book pages are in sequence, your child can staple and fold to form a book. Then he or she can answer all the puzzles in the mini-book.

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_____'s Incentive Chart: Week 1

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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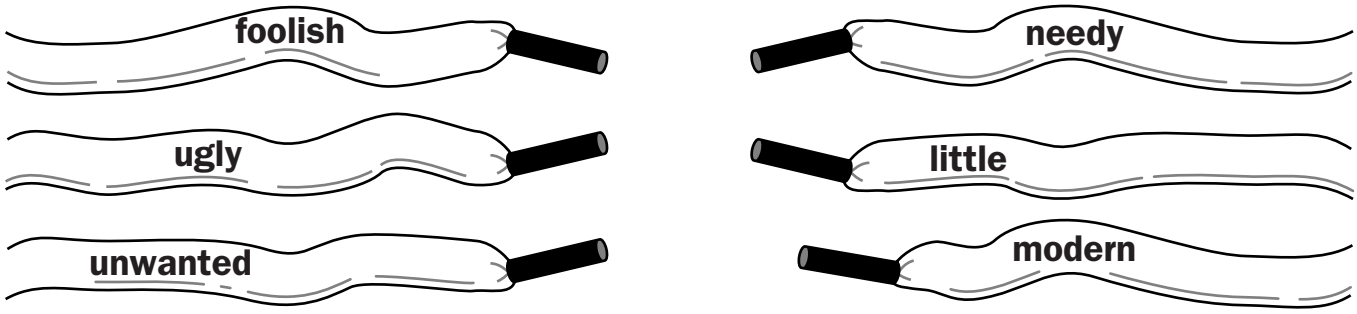
Two Left Feet

These shoes are all mixed up! You can pair them off. Each shoe contains a word that is a synonym for a word on another shoe. Synonyms are words that have the same or almost the same meaning. Put each pair of shoes together by coloring them the same color. Use a different color for each pair.

Lace up those synonym shoes! Each of the shoelaces has a word that is an antonym for a pair of shoes above. Antonyms are words that have the opposite meanings. Color each lace the same color as the pair of shoes that is its opposite.



Bonus: Create antonym *socks*. Challenge a friend to match them to the shoes.

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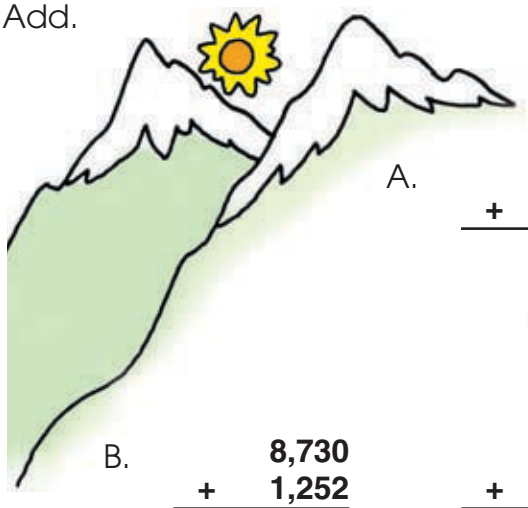
Climbing High

To add multiple-digit numbers without regrouping, follow these steps.

1. *Add the ones column.*
2. *Add the tens column.*
3. *Add the hundreds column.*
4. *Continue working through each column in order.*

Add.



A.

1,136	9,025	
+ 2,433	+ 851	

B.

8,730	2,928	3,650	80,662
+ 1,252	+ 5,021	+ 4,210	+ 11,136

C.

55,100	60,439	81,763	36,034
+ 31,892	+ 30,310	+ 8,231	+ 41,753

D.

321,957	623,421	264,870	592,604	127,094
+ 260,041	+ 151,441	+ 303,120	+ 102,335	+ 832,502

Mount Everest is the highest mountain in the world. To find the height of Mount Everest, begin climbing in Row D. Write the underlined numbers in order. Continue writing the numbers in Row C, Row B, and Row A. How many feet did you climb?

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Spout Some Specifics

To be a good writer, it is important to know what you are writing about, to be specific, and to include details. All this helps to create a picture for your readers and will make your writing more interesting and informative. Compare the two phrases below. Which one is more specific, interesting, and informative? Which one creates a more vivid picture?

a vehicle or *an old, rusty, dilapidated pick-up truck with flat tires and a shattered windshield*

For each general word or phrase, write a more specific word. Then add details to describe each specific word.

	Specific Word		Details
1.	**a body of water**	_____	_____
2.	**a piece of furniture**	_____	_____
3.	**an article of clothing**	_____	_____
4.	**a child's toy**	_____	_____
5.	**a noise or sound**	_____	_____
6.	**a tool**	_____	_____
7.	**a group of people**	_____	_____
8.	**a reptile**	_____	_____
9.	**garden plants**	_____	_____
10.	**a kind of fruit**	_____	_____
11.	**a kind of vegetable**	_____	_____
12.	**a drink**	_____	_____
13.	**footwear**	_____	_____
14.	**musical instrument**	_____	_____
15.	**a holiday**	_____	_____

Look at yourself in the mirror. Then write on a sheet of paper as many words and phrases as you can to describe yourself so that someone who does not know you would get a clear, vivid picture of what you look like.

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Types of Sentences

A **declarative sentence** makes a statement. An **interrogative sentence** asks a question. An **exclamatory sentence** shows strong feeling. An **imperative sentence** states a command.

A. **What kind of sentence is each of the following? Write *declarative*, *interrogative*, *exclamatory*, or *imperative* on the line.**

1. Merlin carried the baby to safety. _____
2. Why did traitors poison the town's wells? _____
3. Go back and fetch the missing sword. _____
4. Slip the sword into the groove, and pull it out. _____
5. The king was England's bravest ruler! _____
6. Who will follow Selene? _____

B. **Identify which groups of words are incomplete sentences and which are complete sentences. Write *incomplete* or *complete* on the line.**

1. Sarah at the edge of the square. _____
2. The knights fought so bravely! _____
3. How did Kay treat her dog? _____
4. The sword out of the stone. _____
5. Natalie was trained to be a pilot. _____

C. **Correct the incomplete sentences in part B. Add an action word to each one. Then rewrite the complete sentence on the line.**

1. _____
2. _____

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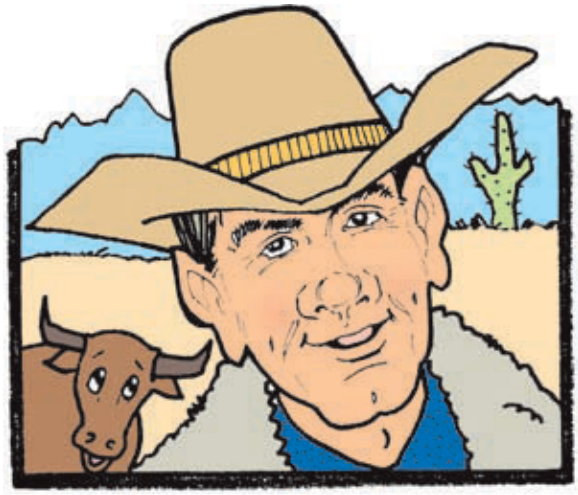
A Real Cool Cowboy

The events in a story take place in a certain order. This is the **sequence** *of events.*

Pecos Bill is a well-known character in American folklore. His legend developed from a magazine article written by Edward O'Reilly in 1923. This cowboy hero is often credited for being the creator of branding, roping, and other cowboy activities. It is also said that Pecos Bill taught broncos how to buck and cowboys how to ride.

Legend has it that Pecos Bill was born in the 1830s in Texas. He teethed on a bowie knife and had bears and other wild animals as friends. On a family trip to the West, little Bill fell out of the wagon near the Pecos River. He was found by coyotes that raised him.

Two famous natural landmarks are also amusingly traced back to Pecos Bill—the Grand Canyon and Death Valley. Supposedly, Pecos Bill once made a bet that he could ride an Oklahoma cyclone without a saddle. The cyclone was not able to throw him off, and it finally "rained out" under him in Arizona. This rain was so heavy that it created the Grand Canyon. When he reached California, Pecos Bill crashed. It was the force of his fall that is said to have created Death Valley. In actuality, some rocks in the deepest part of the Grand Canyon date back to about two billion years ago. The Colorado River began forming the Grand Canyon about six million years ago. Over centuries, the water eroded the layers of rock, and the walls of the canyon were created. More erosion occurred later as a result of wind, rain, and melting snow. Death Valley is a desert in California and Nevada. It contains the lowest point in the Western Hemisphere at 282 feet below sea level.



No one is quite sure how Pecos Bill died. One version says he laughed himself to death after listening to silly questions a man from Boston asked him about the West.

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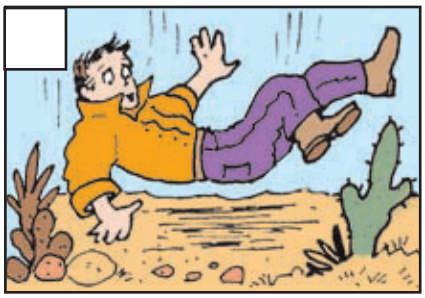
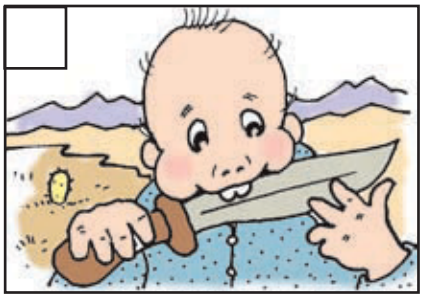
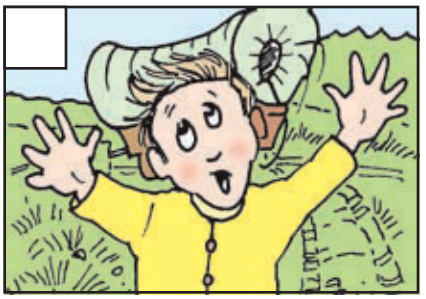
1. **Look at each picture. Number the events in the order in which they happened in the story. Write a sentence for each.**



2. **Four words from the story are hidden in the puzzle. The definition of each word is given below. Shade in the letters for each word, reading left to right and top to bottom. The remaining letters will spell the name of a real cool cowboy two times.**

a piece of writing

laughingly

attributed with

a particular form of something

a	p	r	t	e	i	c
c	o	l	e	s	a	b
m	u	s	i	i	n	l
g	l	y	l	c	p	r
e	d	e	i	t	c	e
o	d	v	s	e	b	r
i	s	l	l	i	o	n

Read a story about an imaginary character. On another sheet of paper, write five events from the character's life in the order in which they happened.

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Wild Birds

Some addition problems will require regrouping several times. The steps look like this.

1. *Add the ones column. Regroup if needed.*
2. *Add the tens column. Regroup if needed.*
3. *Add the hundreds column. Regroup if needed.*
4. *Continue working through each column in order.*

1	*11*	*111*	*111*
37,462	*37,462*	*37,462*	*37,462*
+ 22,798	*+ 22,798*	*+ 22,798*	*+ 22,798*
0	*60*	*260*	*60,260*

Add. Then use the code to finish the fun fact below.

bald eagle

Z.	953	B.	295	R.	418	Q.	565	S.	862	X.	478
+	418	+	337	+	793	+	957	+	339	+	283

falcon

I.	2,428	C.	1,566	Y.	3,737	A.	9,289	Y.	8,754
+	6,679	+	2,487	+	6,418	+	4,735	+	368

vulture

L.	57,854	P.	29,484	E.	36,238	F.	67,139
+	45,614	+	46,592	+	46,135	+	25,089

owl

D.	240,669	O.	476,381	R.	882,948
+	298,727	+	175,570	+	176,524

What do all of these birds have in common?

They are _____ _____ _____ _____ _____ _____ _____

632 **9,107** **1,211** **539,396** **1,201** **651,951** **92,228**

_____ _____ _____ _____.

76,076 **1,059,472** **82,373** **10,155**

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Letter Match

Match the cursive letters to their partners.

A
B
C
D
E
F
G
H
I
J
K
L
M

N
O
P
Q
R
S
T
U
V
W
X
Y
Z

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Similes Expressions that compare two things using the words "as" or "like" are called similes. Complete each of these popular similes by putting the name of an animal on each blank. If you don't know the simile, put in your best guess.

as wise as a/an _____

as proud as a/an _____

as sly as a/an _____

as busy as a/an _____

as graceful as a/an _____

as strong as a/an _____

as quiet as a/an _____

as stubborn as a/an _____

as gentle as a/an _____

Foods Complete each of these idioms by putting the name of a food on each blank. If you don't know the idiom, put in your best guess.

be a couch _____ (sit around, be lazy)

walk on _____ (be very cautious)

in a _____ (have a big problem)

spill the _____ (give away a secret)

a piece of _____ (something that's very easy)

like two _____ in a pod (to be very similar)

go _____ (go crazy)

Draw a picture that illustrates the meaning of one of the idioms in this mini-book. Write the idiom at the bottom of the page.

_____

_____

Eating Your Words

To "eat your words" is an expression called an idiom. Idioms can't be taken literally. To understand them, you have to know their special meanings.

Lucy said we'd lose the game, but we won. Now she'll have to eat her words.

Name

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Parts of the Body

Complete each of the idioms on these two pages by putting the name of a part of the body on each blank. If you don't know the idiom, put in your best guess.

be all _____ (be eager to listen)

hold your _____ (be silent)

have your _____ in the clouds (to daydream)

make your _____ water (look and smell tasty)

get it off your _____ (make a confession)

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get a pat on your _____ (be praised)

make your _____ stand on end (be scary)

be all _____ (be awkward or clumsy)

stick your _____ out (take a risk)

button your _____ (keep quiet)

pull someone's _____ (fool someone)

catch your _____ (be noticed)

on your _____ (be alert)

give someone a _____ (help someone)

Animals

Complete each of these idioms by putting the name of an animal on each blank. If you don't know the idiom, put in your best guess.

have a _____ in your throat (be hoarse)

raining _____ and _____ (rain hard)

be a _____ (feel fearful or anxious)

have _____ in your stomach (feel nervous)

_____ around (play noisily)

smell a _____ (suspect something's wrong)

have _____ in your pants (feel restless)

Create your own

similes by completing each of the phrases below. Try to make your similes as descriptive as possible.

as funny as _____

as noisy as _____

as scary as _____

as fast as _____

as playful as _____

as angry as _____

Helping Your Child Get Ready: Week 2

These are the skills your child will be working on this week.

Math
- rounding and estimating
- reading tables and charts
- word problems

Reading
- following directions

Writing
- elaborating
- combining sentences

Vocabulary
- compound words

Grammar
- parts of speech
- commas

Here are some activities you and your child might enjoy.

Fantastic Stats Your child can use a calculator to create fantastic stats about him- or herself. For instance, have your child figure out how many times he or she has breathed since birth. Here's how:

1. Figure out a breath rate for one minute. **2.** Find how many breaths in one hour (multiply by 60). **3.** Find how many breaths in 1 day (multiply breaths per hour by 24). **4.** Find how many breaths in one year (multiply breaths per day by 365). **5.** Find how many breaths in the *n* years he or she has been alive (multiply breaths per year by *n*).

30-Second Rhyme-Around Give your child 30 seconds to think of as many rhymes as possible for a given word. Start off with words that are easier to rhyme (like *cat*), and work up to more challenging ones.

Word Expert Boost your child's vocabulary by playing Word Expert. Tell him or her that for each word you say, he or she must give you an antonym, a synonym, and an example of the word. For example, for *awesome*, a synonym might be *amazing*, an antonym might be *terrible*, and an example could be the *Grand Canyon*.

Family Newsletter Encourage your budding journalist by having him or her write a family newsletter. It can include news, weather reports, movie and book reviews, upcoming events, and even advertisements.

Your child might enjoy reading the following books:

A Single Shard
by Linda Sue Park

I, Juan de Pareja
by Elizabeth Borton de Trevino

Shiloh
by Phyllis Reynolds Naylor

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_____'s Incentive Chart: Week 2

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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Bee Riddle

Riddle: What did the farmer get when he tried to reach the beehive?

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

1. Round 7 to the nearest ten _____
2. Round 23 to the nearest ten _____
3. Round 46 to the nearest ten _____
4. Round 92 to the nearest ten _____
5. Round 203 to the nearest hundred _____
6. Round 420 to the nearest hundred _____
7. Round 588 to the nearest hundred _____
8. Round 312 to the nearest hundred _____
9. Round 549 to the nearest hundred _____
10. Round 710 to the nearest hundred _____

Decoder

400..... A
800..... W
30..... O
10..... Y
25..... E
500..... I
210..... J
20..... L
40..... C
700..... U
90..... S
100..... T
600..... G
95..... F
50..... N
550..... V
300..... Z
7..... H
200..... Z

A "B ___ ___ ___ ___" ___ ___ ___ ___ ___ ___

10 5 8 1 4 9 7 3 6 2

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Make It Interesting

A sentence can be very simple. This sentence tells who did what.

The crew worked.

As you write and revise your writing, add details about people, places, or things, or about where, when, and what happens. This will make your writing more interesting. Here's how the sentence above was revised several times. Each sentence gives a little more information.

The construction crew worked.
The construction crew worked quickly.
The construction crew worked quickly to clear the rubble.
The construction crew worked quickly to clear the rubble at the building site.
The construction crew worked quickly yesterday to clear the rubble at the building site.

Rewrite each sentence four times. Add new details each time to tell more about whom or what, how, where, and when.

The children played.

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
   _____

A package arrived.

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
   _____

Rewrite the following sentence several times on a sheet of paper. Remove a detail each time until you are left with a very simple sentence.

The excited team cheered wildly after winning the championship basketball game.

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Green Gift

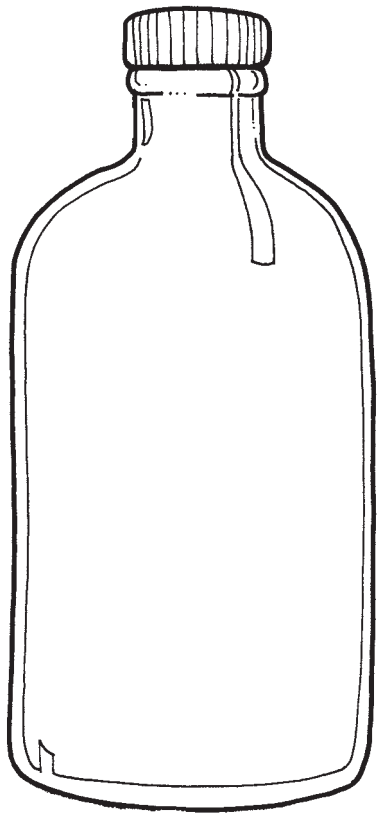
"Poor Grandma! I wish there was some way we could cheer her up," Amy said to her brother Mark.

Grandma had fallen and broken her leg. The doctor said she would be in a cast for six weeks. Grandma was very active and loved to work in her garden, so she would not enjoy sitting in her chair waiting for her leg to heal.

"I have an idea," said Mark. "I saw some pictures of terrariums in a magazine. Terrariums are little indoor gardens that can be grown in glass jars. Let's make a terrarium for Grandma, so she can enjoy a garden in her house."

Amy thought Mark had a great idea, so the two of them found the magazine article with the directions for making a terrarium and showed their mom. She agreed that a terrarium would be a perfect gift for Grandma. She helped Amy and Mark find a large, clear glass bottle, which they cleaned and checked for leaks. After a trip to the garden shop to buy the materials, they were ready to assemble the terrarium.

First, they put a small layer of charcoal and gravel drainage material at the bottom of the bottle. This would keep the soil from getting too damp.



Draw a layer of charcoal and gravel at the bottom of the bottle.

Next, they added a layer of dark, rich soil.

Draw a layer of dark soil on top of the drainage materials.

Now they were ready to add the plants. Mark used a long-handled spoon to tap out holes in the soil. Amy had chosen two plants at the garden shop. One was tall with long, thin, green leaves. The other was short with bright pink flowers. Mark placed the plants in the holes and gently tapped the soil down over their roots.

Draw the two plants Mark and Amy planted.

To make the terrarium even more colorful, Amy placed some colorful rocks and bright green moss around the plants.

Draw the colorful rocks and green moss that Amy added to the terrarium.

Finally, Mark and Amy lightly watered the plants by pouring water through a small funnel at the top of the bottle. Now the terrarium was ready to take to Grandma.

When Amy and Mark showed Grandma her new terrarium, she was so happy. Now she had a beautiful little garden to enjoy right inside her home.

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Mark and Amy want to make another terrarium for their Aunt Hilda's birthday, but they lost the magazine article with the directions. Help them make a new set of directions.

1. Make a list of all the materials Mark and Amy needed to assemble the terrarium.

_____

_____

_____

2. What must be done to the bottle before adding the materials to it? _____

_____

3. Tell how to assemble the terrarium. Be sure to use the steps in correct order.

First, _____

_____

Next, add _____

Now use a long-handled spoon to _____

and then add _____

and tap _____

To make the terrarium more colorful, place _____

_____

Finally, _____

_____

4. Why do you think Amy only chose two plants for the terrarium? _____

_____

_____

5. What kinds of plants would not be good choices for a terrarium? _____

_____

_____

Cut a label off a product your family is finished using. On another sheet of paper, write three questions involving the directions on the label for using the product. Give the label and the questions to someone in your family to answer.

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How's Your Heart Rate?

You Need:
◆ stopwatch or watch with a second hand ◆ tennis ball

Animals have hearts that do the same job as a person's heart. An animal's heart beats to pump blood through its body. What's different about an animal heart and a human heart? The number of times it beats in a minute.

Each day your heart beats about 100,000 times. That's enough times to pump almost 1,500 gallons of blood throughout your body! By the time you are 70 years old, your heart will have pumped about 38 million gallons of blood. No wonder it's important to keep your heart strong and healthy!

The number of times a heart beats in a certain amount of time is called **heart rate**. Check out the table to find some average animal heart rates. Then follow the steps to add your heart rate to the table.

How to Find Your Heart Rate

- Place two fingers on your neck or your wrist. Move them around until you feel a pulse beat.
- Count the beats for 30 seconds. Have someone at home time you with the watch.
- Multiply the number of beats by two. That number is your heart rate for one minute.

ANIMAL	HEART RATE (for one minute)
Canary	1,000
Mouse	650
Chicken	200
Cat	110
Dog	80
Adult human	72
Giraffe	60
Tiger	45
Elephant	25
Gray whale	8
You	

Hearts Are Hard Workers

To prove it, try this. Squeeze a tennis ball as hard as you can and let go. That's how hard your heart works to pump blood through your body. Now try to squeeze the ball for one minute to match your heart rate. Not too easy, is it?

Answer these questions about animals' heart rates, using the information on the table.

1. Which animal's heart beats fastest in one minute? _____

   Which beats slowest? _____

2. What do you notice about the size of the animal compared with its heart rate?

   _____

3. Where do you think a horse's heart rate might fit on the table? Explain your answer.

   _____

   _____

4. Which animal is your heart rate the closest to? _____

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Compound It All!

A **compound word** *is formed by combining two words.*

Each word below can be combined with one of the other words to form a compound word. Starting with *cookbook,* take the second word, *book,* and write it on the next line. Then choose a word from the box that will make a new compound word. Continue until you have used all the words in the box.

house	**way**	**walk**	**side**	**hill**
cook	**store**	**book**	**hold**	**up**

cook + book = cookbook

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

Starting with the word *quarterback,* continue to make compound words as you did above using the words from the box.

mate	**stick**	**back**	**quarter**	**yard**	**room**	**ball**

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

Read a page from a book you are reading, a newspaper column, or a magazine article. On another sheet of paper, list the compound words you find.

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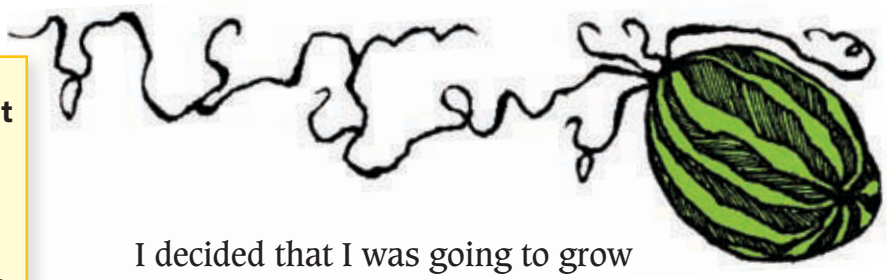
Attack of the Massive Melon!



Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____ ADJECTIVE ENDING IN *EST*
2. _____ NOUN
3. _____ PLURAL NOUN
4. _____ ADJECTIVE
5. _____ NOUN
6. _____ VERB ENDING IN *ING*
7. _____ FAMOUS PERSON
8. _____ ADJECTIVE
9. _____ ADVERB
10. _____ NOUN
11. _____ FAVORITE FOOD
12. _____ NUMBER
13. _____ BODY PART
14. _____ VERB

I decided that I was going to grow the _____(1) garden in the world. I used a _____(2) to dig holes in the backyard, then I spread seeds and _____(3) all around. Pretty soon, my garden started looking _____(4) . I had planted _____(5) seeds, but a watermelon started _____(6) out of the ground! It grew and grew. This watermelon became bigger than _____(7) ! Mom said we should eat it before it turned _____(8). So every day I climbed _____(9) up a _____(10) , then leaped to the top of the melon and cut off huge pieces. We made watermelon shakes, peanut butter and watermelon sandwiches, and _____(11) with watermelon sauce. I've eaten almost nothing but melon for the last _____(12) months! Mom said, "Don't look a gift horse in the _____(13)" I sure learned a lesson: Don't bite off more than you can _____(14) !

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Hot Subjects

If two sentences share the same subject, information about the subject can be written as a phrase after the subject in the new sentence. Be sure to use commas to set apart the phrase from the rest of the sentence.

Sentence 1: **The Gateway Arch is America's tallest human-made monument.**

Sentence 2: **The monument rises 630 feet above the ground.**

Combined: **The Gateway Arch, America's tallest human-made monument, rises 630 feet above the ground.**

Read the sentences. Combine the ideas in each pair into one sentence by including information in a phrase after the subject in the sentence.

1. **The Caspian Sea is the world's largest lake.**
   The lake covers an area about the same size as Montana.

   _____

2. **The Komodo dragon is a member of the monitor family.**
   It can grow to a length of 10 feet.

   _____

3. **Our closest star is the sun.**
   It is estimated to be more than 27,000,000°F.

   _____

4. **Ronald W. Reagan was our nation's 40th president.**
   He worked as a Hollywood actor for almost 30 years.

   _____

5. **Georgia is the state that grows the most peanuts.**
   It harvests over 1.3 billion pounds each year.

   _____

6. **Barry Bonds is major league baseball's all-time homerun hitter.**
   He broke Hank Aaron's record in 2007.

   _____

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A Penny Saved Is a Penny Earned

Write a number sentence for each problem. Solve.

A. **Aimee and her 2 sisters are saving to buy a camera. Aimee has $12.89. Each of her sisters has $28.53. How much money do all the girls have combined?**	B. **Katie has $23.95 in her purse, $17.23 in her bank, and $76.82 in her savings account. What is the total amount of Katie's money?**
C. **Jonah worked in the yard for 3 days. The first day he earned $7.96. The second day he earned $2.00 more than the first day. The third day he earned $2.00 less than the first day. How much did Jonah earn altogether?**	D. **Jack has $9.29. He also has 79 dimes and 139 pennies. How much money does he have altogether?**
E. **Kelsey has 478 coins in her collection. The silver dollars equal $79.00, and the quarters equal $99.75. How much is Kelsey's collection worth in all?**	F. **Claire bought lemonade for herself and two friends. Each cup costs $1.75. How much did Claire spend in all?**

On another sheet of paper, write a word problem with a sum equal to $41.68.

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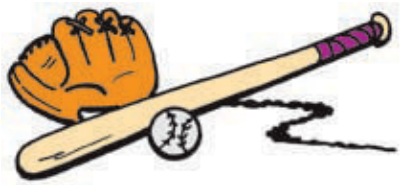
Triple the Fun

When you write, you may want to list three or more items or ideas in a series in a single sentence. Be sure to use a comma after each item in a series except after the last item.



Max dressed quickly, ate breakfast, and raced out the door.
Luis, Jamie, Leroy, and Sam met Max at the baseball field.
They were hopeful, excited, and nervous about their first game.

Answer each question below in a complete sentence. Use commas where they are needed. Make sure each sentence begins and ends correctly. Remember to check your spelling.

1. **What are the titles of three books you've read recently or would like to read? Remember to underline the title of each book.**

_____

2. **What are four of the planets in our solar system closer to the sun than Pluto?**

_____

3. **What are three green, leafy vegetables?**

_____

4. **What countries would you like to visit? Include at least three in your answer.**

_____

5. **What months fall between January and July?**

_____

6. **What three things have you done today to help out at home?**

_____

7. **What states or bodies of water border your state?**

_____

8. **What activities do you and your friends enjoy in the summer?**

_____

9. **Who are some of the most important people in your life?**

_____

Make up some questions like the ones above and challenge someone you know to answer them on a sheet of paper. Correct the sentences.

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Helping Your Child Get Ready: Week 3

These are the skills your child will be working on this week.

Math
- subtraction with regrouping
- subtraction with multiple regrouping

Reading
- predicting
- drawing conclusions

Writing
- combining sentences
- sentence variety

Vocabulary
- prefixes

Grammar
- proofreading

Handwriting
- lowercase cursive letters

Here are some activities you and your child might enjoy.

30-Second Synonyms Give your child 30 seconds to come up with as many synonyms as possible for the word *happy*. Then try *sad*.

Cricket Weather Can you hear crickets chirping where you live? If you can, here's a fun way to practice some math skills. Tell your child to count how many times a cricket chirps in 15 seconds. Have him or her add 37 to that number. The sum is the temperature in degrees Fahrenheit!

Fire Safety Plan Ask your child to create a fire safety plan booklet. He or she can draw a map on each page to describe how each family member should escape from your home. Another page can explain where family members should go if they need to leave the house quickly.

Set a Family Record How long can your child hop? It's time to set a family record! Have him or her choose an activity and see how long he or she can do it. Then see if he or she can break the record the next day.

Your child might enjoy reading the following books:

Tom's Midnight Garden
by Phillippa Pearce

Who Was That Masked Man, Anyway?
by Avi

Zeely
by Virginia Hamilton

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_____'s Incentive Chart: Week 3

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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Checkmate

To subtract with regrouping, follow these steps.

1. *Subtract the ones column. Regroup if needed.*

$$\begin{array}{r} 2\ 11 \\ 4\not{3}\not{1} \\ -\ 2\,6\,6 \\ \hline 5 \end{array}$$

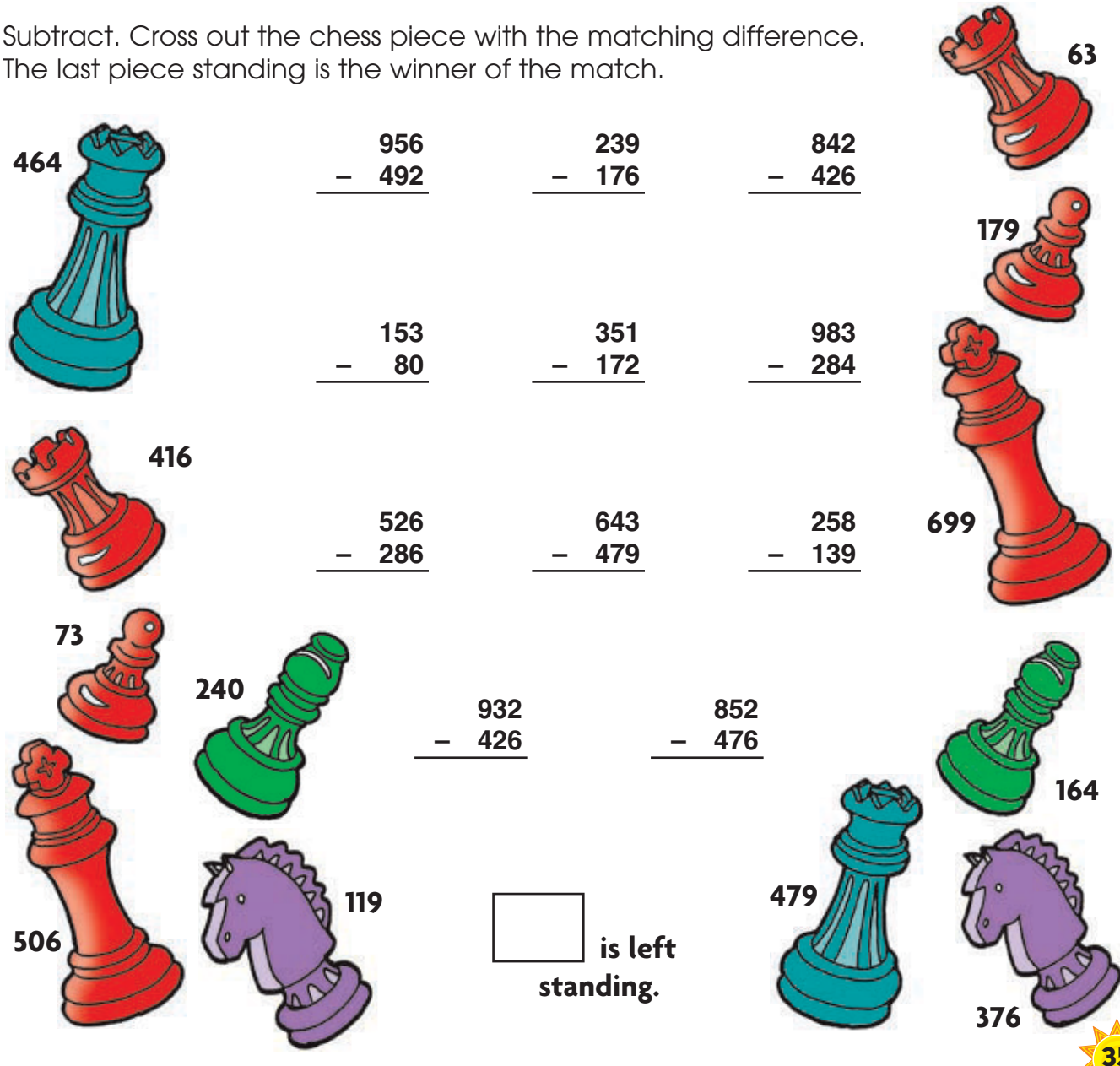
2. *Subtract the tens column. Regroup if needed.*

$$\begin{array}{r} 12 \\ 3\not{2}11 \\ \not{4}\not{3}\not{1} \\ -\ 2\,6\,6 \\ \hline 6\,5 \end{array}$$

3. *Subtract the hundreds column. Regroup if needed.*

$$\begin{array}{r} 12 \\ 3\not{2}11 \\ \not{4}\not{3}\not{1} \\ -\ 2\,6\,6 \\ \hline 1\,6\,5 \end{array}$$

Subtract. Cross out the chess piece with the matching difference. The last piece standing is the winner of the match.



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All Aboard!

*A **prefix** is a word part that is added to the beginning of a word and changes its meaning. Here are some common prefixes and their meanings.*

a-	on	**multi-**	many, much	**super-**	above, beyond
anti-	against	**non-**	not	**trans-**	across
im-	not	**over-**	too much	**un-**	not
in-	not	**pre-**	before	**under-**	below, less than
inter-	among, between	**re-**	again		
mis-	wrong	**re-**	back		

Here are some words with these prefixes. Use the information from the chart to write what you think each word means. Then use a dictionary to check your definitions. Make corrections if needed.

1. **aboard** _____
2. **supervisor** _____
3. **multicolored** _____
4. **misunderstood** _____
5. **international** _____
6. **preheat** _____
7. **nonstop** _____
8. **transcontinental** _____
9. **uncomfortable** _____
10. **overpriced** _____
11. **review** _____
12. **unbelievable** _____
13. **inexpensive** _____
14. **underweight** _____
15. **impatient** _____
16. **antifreeze** _____

What other prefixes do you know? On another sheet of paper, list them along with their meanings. Knowing what a prefix means can help you to figure out the meaning of an unfamiliar word.

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Letter Match

Match the cursive letters to their partners.

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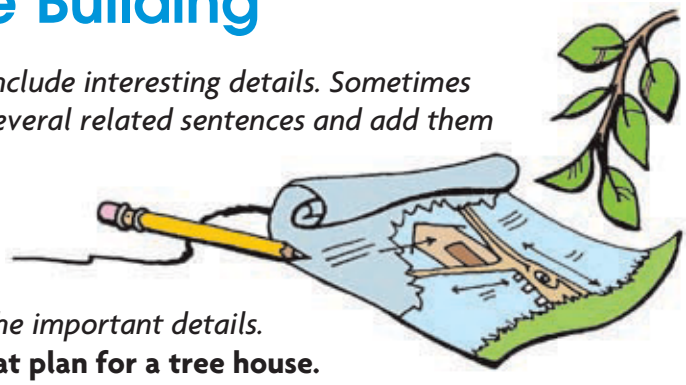
Sentence Building



When you write about something, try to include interesting details. Sometimes you can take the important details from several related sentences and add them to the main sentence.

Kyle and Jim had a great plan.
They're my brothers.
The plan was for a tree house.

Now here's a sentence that combines all the important details.

My brothers Kyle and Jim had a great plan for a tree house.

Read each group of sentences. Take the important details from the two related sentences and add them to the main sentence to make one sentence.

1. **My brothers built a tree house. They built it in the old oak tree. It's in our backyard.**

_____

2. **Jim made a ladder for the tree house. He made it out of rope. It is sturdy.**

_____

3. **Kyle bought paint. The paint was brown. He bought a gallon.**

_____

4. **Kyle and Jim finished painting. They painted the walls. It took an hour.**

_____

5. **Jim painted a sign. He painted "no trespassing." The sign is on the tree house door.**

_____

6. **A squirrel leaped into their tree house. It leaped from a branch. It was curious.**

_____

7. **The visitor startled my brothers. It was unexpected. My brothers were unsuspecting.**

_____

8. **The squirrel leaped out of the tree house. It was frightened. It was in a big hurry.**

_____

Write three short sentences on a sheet of paper about a funny experience. Then try to combine them into one sentence. Which sounds better, one sentence with lots of details or two or three shorter sentences each with one detail? Why?

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Test Time

Making predictions *is using information from a story to determine what will happen next.*

On Monday, Mrs. Bunch announced to her students that they would have their test covering the 50 states and capitals on Friday. In addition to knowing each state's capital, the students would have to be able to fill in all the states' names on a U. S. map. Mrs. Bunch also told the students to be sure to take special notice of their own state. She even put up a poster in front of the classroom showing the state map along with the state motto and flower. Best friends Kevin and Matt both wanted to do well on the test, but each boy studied for the test in a very different way.

Kevin decided to wait until Thursday evening to begin studying. He thought if he learned everything on Thursday, he would be able to remember it better on Friday. After supper on Thursday evening, Kevin took his study notes into the family room so he could watch television while he studied. Mrs. Bunch had given all the students an alphabetical list of the states and their capitals. Kevin read the list over and over again. Then he covered up the capitals and tried to remember what they were as he read each state's name. When he felt that he knew most of the capitals, he then took out his map and began studying where all the states were located. Because Kevin kept taking some time to watch his favorite TV shows, he did not get finished with his studying until very late. The next morning he skipped breakfast so he would not miss his bus and arrive late to school.

Matt, on the other hand, took a different approach to his studying. On Monday evening he made a set of flash cards. On one side of the card, he wrote the name of the state and on the opposite side, he wrote the state's capital. He made one card for each state. He then traced the map of the United States, being careful to outline each state. He took this map to the copy store and made several copies. Now he had some maps on which to practice writing the state names. On Tuesday, Wednesday, and Thursday, Matt spent an hour after supper in his room studying his flash cards and practicing filling in his maps. His mom and dad also helped him by quizzing him about the state capitals while he helped with clearing the table and loading the dishwasher after supper. On his way to school each day, Matt took his flash cards with him on the bus and practiced naming the capitals. Matt went to bed a little earlier on Thursday evening. The next morning he had a good breakfast before catching his bus. On the way to school, he looked over his map and flash cards one last time.

When the boys arrived at school on Friday, they joined their classmates and prepared to take the big test on the states. As Mrs. Bunch handed out the test, Matt noticed that she had taken down the poster of their own state map. Then he received his test and, like his friend Kevin, began to work hard to do his very best.

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1. What mistakes do you think Kevin made in the way he studied? _____

_____

_____

_____

2. How was Matt's study plan different from Kevin's? _____

_____

_____

_____

3. The test Mrs. Bunch gave was worth 100 points: one point for naming each state's capital correctly and one point for each state correctly filled in on the map. Write in the number of correct answers you think each boy got on his test.

/100
Kevin

/100
Matt

Explain why you think each boy earned the score you wrote. _____

_____

_____

_____

_____

4. Mrs. Bunch included one extra credit question on the test. What do you think it was?

_____

_____

On another sheet of paper, write about a test you thought you were prepared for but it turned out you really were not. Read it to someone in your family.

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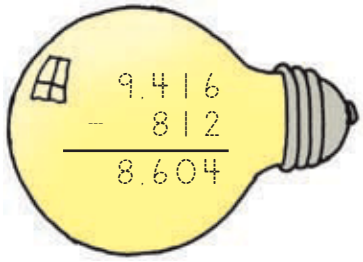
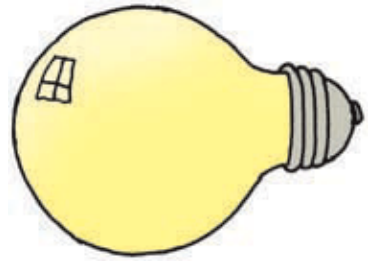
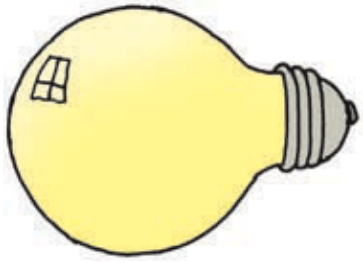
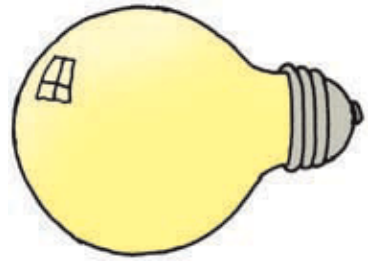
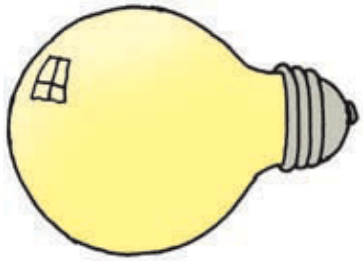
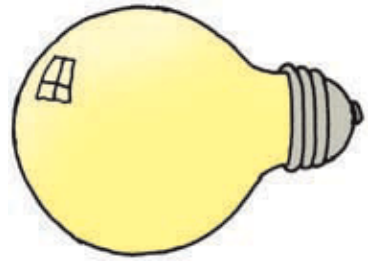
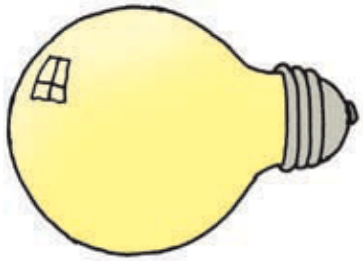
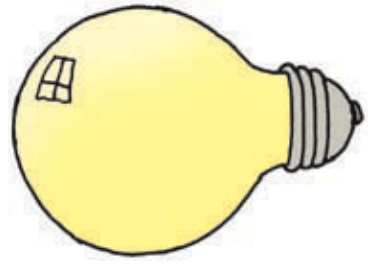
Bright Idea!

Each part of a subtraction problem has a name:

$$\begin{array}{rl} 3,486 & \leftarrow \textbf{minuend} \\ -\ 2,371 & \leftarrow \textbf{subtrahend} \\ \hline 1,115 & \leftarrow \textbf{difference} \end{array}$$

Find each missing subtrahend by subtracting the difference from the minuend.

9,416 − ☐ = 812 	32,194 − ☐ = 5,778 
63,417 − ☐ = 21,759 	91,753 − ☐ = 18,475 
8,110 − ☐ = 3,794 	17,942 − ☐ = 8,786 
49,234 − ☐ = 39,741 	23,976 − ☐ = 18,687 

On another sheet of paper, write two subtraction problems with missing subtrahends. Ask someone in your family to help you solve the problems.

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Flower Fun

To **draw conclusions** *is to use the information in a story to make a logical assumption.*

Aaaaaahhhhh! It was that time of year again—time to plant flowers. Christina and her dad were trying to decide what kind of flowers to plant this year. Her dad showed her an ad in the morning paper. He wanted Christina to check it out so she could help him determine what they should buy. The two always like to surprise Christina's mom with beautiful flowers before her "big day" in May. Christina was surprised to see Flower Power was having a sale. She knew they had better hurry to the store.

FLOWER POWER SALE
Beautiful flowers of all kinds
— annuals and perennials—
are all on sale — 25% OFF!
All pots and hanging baskets
are on sale, too
Buy one, get one FREE!
Reg. $3.99 to $49.99
Hurry! Sale ends Tuesday!
Flower Power
2418 Harbor Ave.

1. **What time of year is it?** _____

2. **Circle the day in May on which Christina and her dad want her mother to enjoy beautiful flowers.**

   Father's Day **Earth Day** **Mother's Day** **Easter**

3. **Circle why Christina and her dad will probably go to Flower Power today.**

   because they are having a sale

   because they want to plant today

   because the two always plant flowers together

4. **Why was Christina surprised that Flower Power was having a sale?** _____

   _____

   _____

5. **Why might Christina and her dad want to buy new pots or hanging baskets?**

   _____

6. **Why does the ad say to hurry?** _____

   _____

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Behind the Special Effects in Today's Hit Movies

Find and mark the ten grammar errors.

Dear State-of-the-Art,

Recently, I seen the movie *Detonation*, starring Arnold Morphus. It had a lot of great special effect. But, the part I likeded best come near the end. There were not no car chases, and not even any space aliens in the scene. The two characters was just talking. How did they do that?

Signed,

Curious

Dear Curious,

The part of the movie that you liked is called *acting.* Acting requires that the stars act, talk, and make gestures just like real people. Though acting in todays' movies is quite rare, believe it or not, in the olden days, acting was actually quite common in movies!

Signed,

State-of-the-Art

Dear State-of-the-Art,

How did they make the four cockroaches speak its lines in the movie *Roach Motel*?

Signed,

PUZZLED

Dear Puzzled,

This is an easy one! They just hold up cue cards. The roach read their lines right off the cue cards.

Signed,

State-of-the-Art

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Show Time

Sometimes a writer can change the order of the words in a sentence to make it more interesting.

The telephone rang just as the girls were about to leave.
Just as the girls were about to leave, the telephone rang.

Gina decided to answer it in spite of the time.
In spite of the time, Gina decided to answer it.

Do not forget to add a comma when you begin a sentence with a clause or a phrase that cannot stand alone as in the second and last sentences.

Rewrite each sentence by changing the order of the words.

1. **Marta watched for the bus while Gina answered the phone.**

_____

2. **The caller hung up just as Gina said "Hello."**

_____

3. **The girls were going to miss the one o'clock show unless they hurried.**

_____

4. **The bus had already come and gone by the time they got to the corner.**

_____

5. **The next bus to town finally showed up after the girls had waited a half hour.**

_____

6. **The girls decided to catch the four o'clock show because they missed the earlier show.**

_____

7. **They wouldn't have to stand in line later because Gina bought the tickets first.**

_____

8. **Gina and Marta were at the theater by three o'clock even though it was early.**

_____

9. **They bought a tub of popcorn and drinks once they were inside.**

_____

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Helping Your Child Get Ready: Week 4

These are the skills your child will be working on this week.

Math
- geometry
- multiplication facts

Reading
- drawing conclusions
- reading for details

Writing
- revising

Vocabulary
- suffixes

Grammar
- parts of speech
- run-on sentences

Here are some activities you and your child might enjoy.

Egg-citing Science Here's a quick and easy science activity. Ask your child if he or she thinks an egg will float in a bowl of water. Have him or her try it. Then add salt, one teaspoon at a time. Does this make a difference? Have him or her do research to find out why.

Zero Is a Hero To help your child understand how important zero is, have him or her look at a few of your grocery store receipts. Whenever a zero appears, have him or her transpose it. For example, .07 would become .70. Have your child add up the new numbers and compare the old and new totals.

Word Sleuths Give your child a newspaper and a highlighter pen. Have him or her search the newspaper trying to find five words he or she doesn't know. Model how to find the meaning of the word (using context clues, the etymology of the word, or the dictionary).

Survey Says . . . What is each family member's favorite treat? Have your child survey the family and share the results.

Your child might enjoy reading the following books:

Trial by Journal
by Kate Klise

Nim's Island
by Wendy Orr

Catwings
by Ursula K. LeGuin

	Cake	Brownies	Cookies	Cupcakes
JOSE	✓			✓
JUAN	✓		✓	✓
CARLOS	✓	✓	✓	✓
ROSA		✓	✓	

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_____'s Incentive Chart: Week 4

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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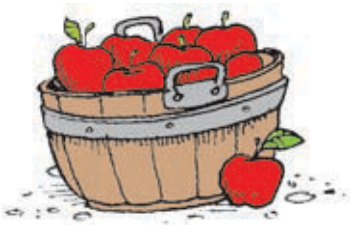
The State of Apples

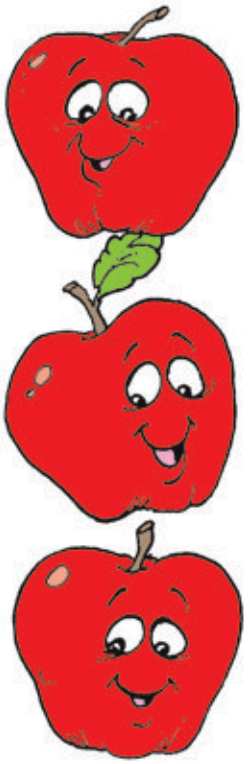
*A **suffix** is a group of letters that are added to the end of a word and can add meaning to it. Some common suffixes and their meanings are listed in the box.*

-ous	full of	**-ward**	direction
-less	without	**-ity**	condition of
-ment	action or process	**-en**	to make
-ent	one who	**-ology**	science or study of
-an	relating to	**-ily**	in what manner



One state grows enough apples for everyone in the world to have 18 pounds of apples a year. Do you know which state this is? To find out, use the suffixes to write a word for each definition. The letters in the boxes will answer the question.

1. **in the direction of the east** ___ ___ ___ ___ ☐ ___ ___ ___
2. **in a hearty manner** ___ ___ ☐ ___ ___ ___ ___ ___
3. **one who resides in a place** ___ ___ ☐ ___ ___ ___ ___ ___
4. **full of treachery** ___ ___ ___ ___ ___ ☐ ___ ___ ___ ___ ___
5. **relating to America** ___ ___ ___ ___ ☐ ___ ___ ___
6. **action of governing** ___ ___ ___ ___ ___ ☐ ___ ___ ___ ___
7. **the study of animals** ___ ___ ___ ___ ___ ☐ ___
8. **the condition of being necessary** ___ ___ ___ ___ ___ ___ ___ ☐ ___
9. **without noise** ___ ☐ ___ ___ ___ ___ ___ ___ ___
10. **to make weak** ___ ___ ___ ___ ___ ☐



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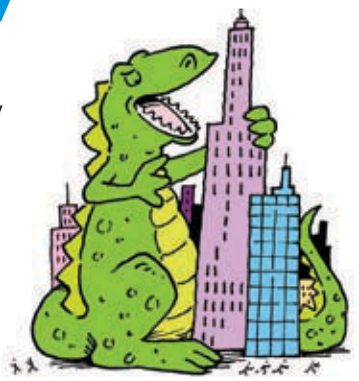
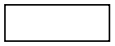
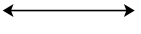
Geometric Terminology



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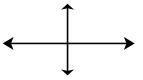
• 
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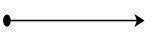
• 
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•
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1	2	3	4	5	6	7	8	9	10	11	12	13	14

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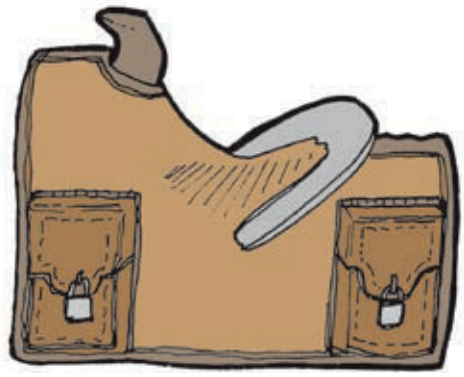
A Timely Business

To **draw conclusions** *is to use the information in a story to make a logical assumption.*



April 15, 1860—The mail did get through! The pony express mail delivery service is happy to announce that its riders finished the first complete run from Saint Joseph, Missouri, to Sacramento, California. It originated on April 3.

For those of you unfamiliar with the pony express, this impressive service employs men who ride fast ponies or horses, relay-style, across a 1,966-mile trail. These men carry letters and small packages. They promise delivery from one end of the trail to the other in 10 days or less!

Finally, there is a way to communicate long distance with friends and acquaintances. You will not have to rely on slow boats or stagecoaches. About 180 riders, 400 fast horses, and 190 pony express stations make up the pony express. Its riders are generally of small build, and many are teenagers. A day's work consists of about a 75-mile trip, with stops at several stations. The stations are about 10 to 15 miles apart. Riders earn about $100 to $150 a month.

Currently, it costs $5.00 to send half an ounce of mail. However, the price could fall to $1.00 in the future if the service continues to do well. Mail usually travels at a rate of about 200 miles a day.

The pony express operates both day and night to ensure timely delivery of important letters and packages. Its riders work in all kinds of weather and even face attacks by Indians. Be kind if you see a hard-working rider.

October 26, 1861—Sad news for the pony express. After operating for only about 19 months, the service closed its doors today. This came just 2 days after the opening of the transcontinental telegraph, a device that has revolutionized long-distance communication. Needless to say, the pony express faces huge monetary losses.

The closing comes just months after the pony express service boasted of a 7-day, 17-hour delivery from St. Joseph, Missouri, to Sacramento, California. The record-breaking ride delivered a copy of President Abraham Lincoln's first address to Congress.

1. **Underline each statement that could have happened after the pony express closed.**

   People relied on boats and stagecoaches for mail delivery.

   Pony express riders had to find new jobs.

   There were many fast horses for sale.

   News traveled more quickly by means of the transcontinental telegraph.

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2. How do you think people felt about the pony express closing._____

_____

_____

3. Circle how you think the pony express riders felt after the pony express closed.

relieved sad defeated enlightened

4. Underline what you think would have happened to the pony express if it had stayed open after the transcontinental telegraph opened.

The pony express would have hired more riders.

People would have stopped using the pony express once they realized how much more efficient it was to communicate over distance by means of the transcontinental telegraph.

The pony express would have built several more trails for their riders to use.

5. Find words from the story to match each definition. Then circle each word in the puzzle. The words go across, up, down, or backward.

hires and pays _____

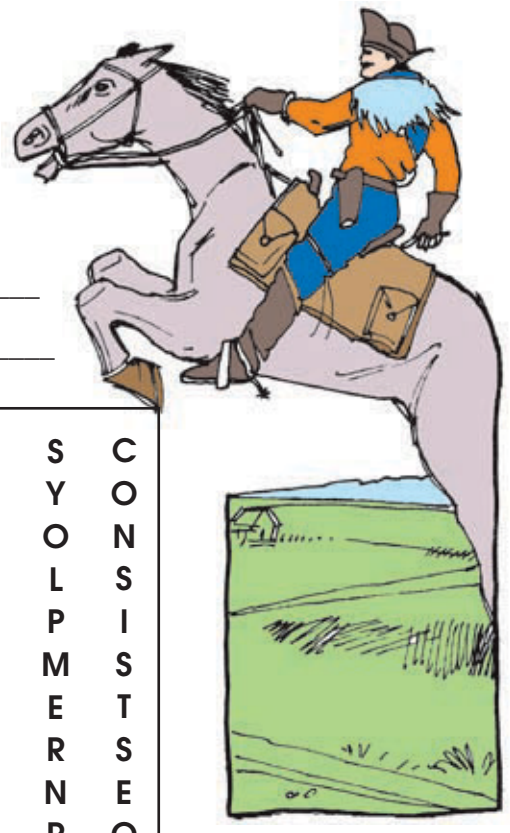
having a strong impact on _____

made up of _____

began _____

people you know, but not very well _____

brought about a major change _____



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

Railroads were built across the United States in the late 1800s. On another sheet of paper, write how you think this changed communication in the United States.

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Two at the Zoo

Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____ FRIEND'S NAME
2. _____ ADJECTIVE
3. _____ YOUR TOWN
4. _____ FRIEND'S NAME
5. _____ NOUN
6. _____ ANIMAL
7. _____ ADJECTIVE
8. _____ NOUN
9. _____ VERB
10. _____ NOUN
11. _____ ADJECTIVE
12. _____ FRIEND'S NAME
13. _____ ADJECTIVE
14. _____ VERB
15. _____ NOUN

The whole thing was an accident. My friend _____ (1) and I just wanted to spend a _____ (2) day at the _____ (3) Zoo. Who knew that _____ (4) would slip on a _____ (5) and bump into the _____ (6) cage? The door sprang open, and the _____ (7) creature inside, which was eating a _____ (8), ran out of the cage. It went nuts! I've never seen an animal _____ (9) like that before! The zookeeper came out with a giant _____ (10) to catch the _____ (11) beast. The zookeeper's eyesight wasn't good. He caught _____ (12) instead. Don't worry—my friend now lives in a _____ (13) cage and can _____ (14) all day long, or even play with a _____ (15) .

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Keeps On Going

Writers sometimes make the mistake of running together two or more sentences without telling how the ideas are related. This kind of sentence is called a **run-on sentence**.

Kansas holds the record for having the largest ball of twine in the United States can you believe it weighs over 17,000 pounds in fact, the giant ball is 40 feet in circumference, 11 feet tall, and made up of more than 1,100 miles of twine!

To fix a run-on sentence, identify each complete thought or idea and break it into shorter sentences.

Kansas holds the record for having the largest ball of twine in the United States. Can you believe it weighs over 17,000 pounds? In fact, the giant ball is 40 feet in circumference, 11 feet tall, and made up of more than 1,100 miles of twine!

Rewrite each run-on sentence correctly. Remember to begin and end each sentence correctly.

1. **Did you know that the United States is the top meat-eating country in the world each person consumes about 260 pounds of meat each year beef is the most commonly eaten meat.**

_____

_____

_____

2. **Have you ever noticed that Abraham Lincoln faces right on a penny he is the only president on a U.S. coin who does Sacagawea faces right on the new dollar coin, but she was not a president?**

_____

_____

_____

3. **It would be fantastic to have a robot to do all my chores, help do my homework, and play games I really think the day will come unfortunately, it won't come soon enough for me.**

_____

_____

_____

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Under the Big Top

The answer to a multiplication problem is called the **product**.
The numbers being multiplied are called **factors**.

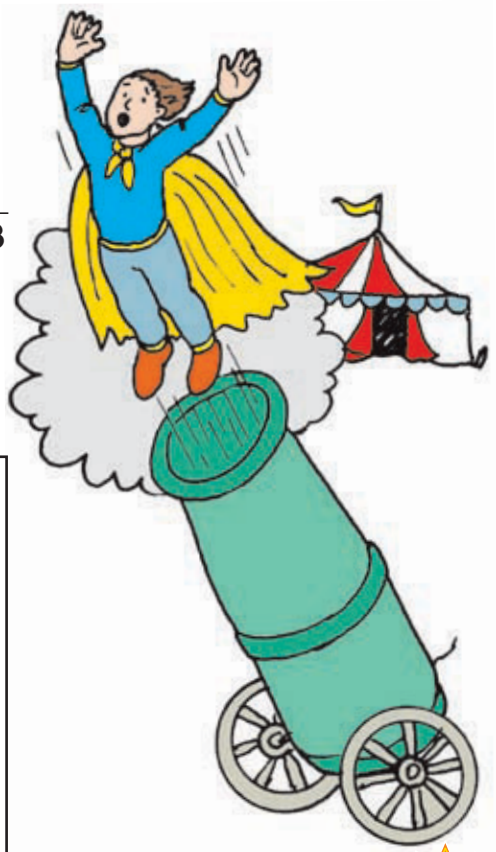
Multiply. Then use each product and the code to answer the riddles.

What happened to the human cannonball at the circus?

____	____		____	____	____		____	____	____	____	____			
4 x 6	6 x 3		7 x 7	3 x 4	8 x 8		8 x 3	6 x 8	7 x 9	2 x 9	8 x 7			
____	____	____		____	____	____	____	____		____	____			
6 x 2	8 x 9	7 x 8		9 x 9	8 x 6	9 x 7	3 x 6	7 x 8		7 x 6	9 x 8			
____	____	____		____	____	____	____		____	____	____ !			
5 x 9	6 x 4	9 x 2		8 x 8	4 x 3	6 x 6	6 x 3		8 x 7	2 x 6	5 x 5			

What happened to the kid who ran away with the circus?

____	____		____	____	____									
3 x 8	2 x 9		4 x 6	3 x 4	8 x 7									
____	____		____	____	____	____	____							
9 x 5	6 x 7		9 x 3	7 x 9	8 x 6	9 x 8	5 x 8							
____	____		____	____	____	____ !								
6 x 8	5 x 9		3 x 9	2 x 6	5 x 3	9 x 6								



A = 12	H = 24	O = 42	V = 21
B = 27	I = 48	P = 16	W = 49
C = 15	J = 4	Q = 28	X = 1
D = 56	K = 54	R = 63	Y = 25
E = 18	L = 8	S = 64	Z = 2
F = 81	M = 36	T = 45	
G = 40	N = 72	U = 0	

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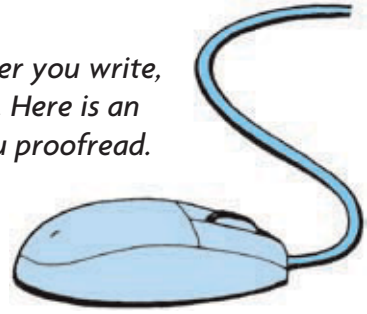
A Long School Year

Have you ever accidentally left out words when you write? Whenever you write, it is always a good idea to proofread for words that may be missing. Here is an example of what to do when you want to add a missing word as you proofread.



e-mail
I got an ∧ from my friend last night.

met
We ∧ last summer when my family was in Japan.

Read the passage below about school in Japan. Twenty-one words are missing. Figure out what they are and add them to the sentences. Use the ∧ symbol to show where each missing word belongs. Then write each missing word above the sentence.
Hint: Every sentence has at least one missing word.

How would like to go to school on Saturdays? If you lived in the of Japan, that's just where you'd be each Saturday morning. I have a who lives in Japan. Yuichi explained that attend classes five and one-half a week. The day is on Saturday. I was also surprised to that the Japanese school is one of the longest in the world—over 240 days. It begins in the of April. While we have over two months off each, students in Japan get their in late July and August. School then again in fall and ends in March. The people of believe that a good is very important. Children are required to attend school from the age of six to the of fifteen. They have elementary and middle just like we do. Then most go on to school for another three years. Yuichi says that students work very because the standards are so high. He and some of his friends even extra classes after school. They all want to get into a good someday.

Write several sentences on a sheet of paper about something that interests you. Rewrite the sentences on another sheet of paper, this time leaving out a key word in each one. Challenge someone at home to add the missing words. Then compare the two sets of sentences.

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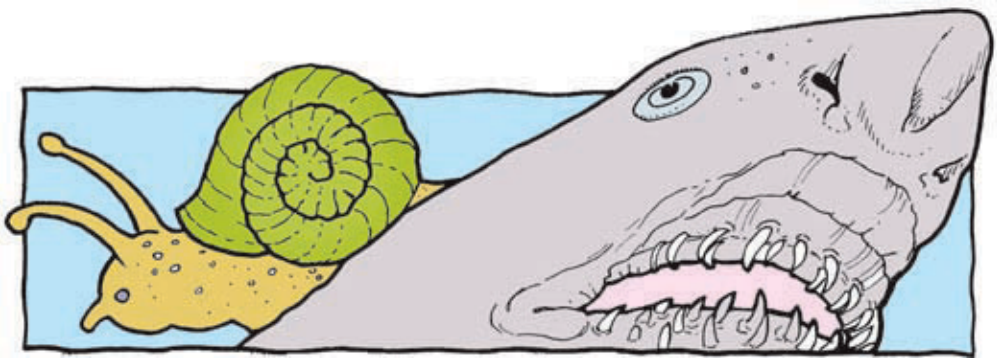
Amazing Animals

All animals are fascinating, and some are truly amazing! For example, did you know that sharks' teeth are 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 human head
giraffe	grasslands in Africa	vertebrate	is the tallest of animals; has only seven neck bones
penguin	in the southern half of the world with cold ocean waters	vertebrate	has eggs kept warm by male until hatched
octopus	oceans throughout the world	invertebrate	has three hearts
shark	oceans throughout the world	vertebrate	never runs out of teeth
snail	almost everywhere—forests, deserts, rivers, ponds, oceans	invertebrate	can sleep for almost three years without waking up
sperm whale	oceans throughout the world	vertebrate	can hold its breath for up to 60 minutes

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1. Which animal(s) live in the ocean? _____

_____

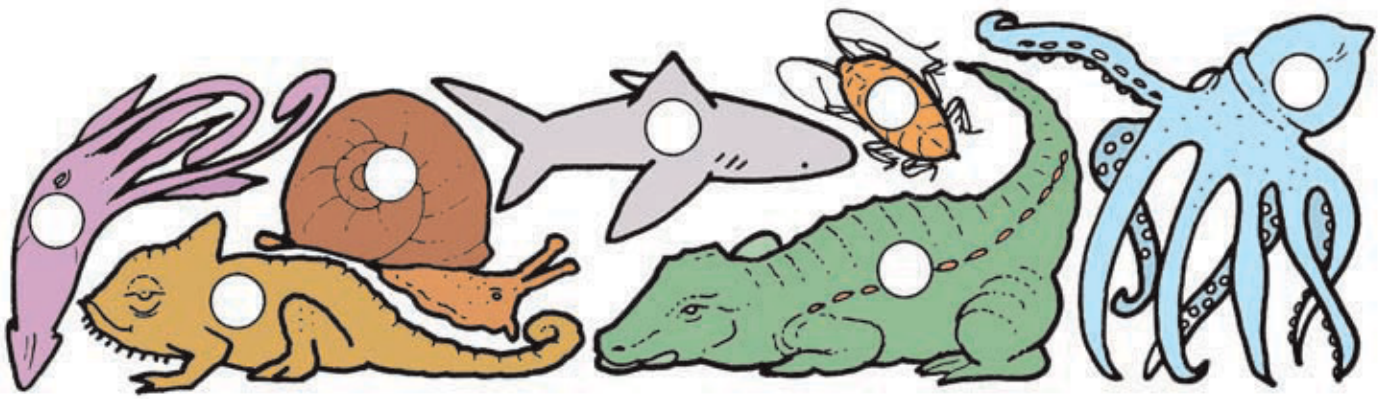
2. What do the giant squid and the chameleon have in common? _____

_____

3. Which animal would delight the "Tooth Fairy"? _____

4. Label the animals below with a *V* if they have backbones. _____

_____



5. Which animals live all, or nearly all, over the world? _____

_____

6. Which animal is very muscular? _____

7. Which animal eats an average of about once a week? _____

8. Which animal can live headless for about a week? _____

9. What is fascinating about a chameleon's eyes? _____

_____

10. Which animal is a "super snoozer"? _____

11. Which animal can hold its breath for nearly an hour? _____

12. Which animal has seven bones in its neck? _____

Read about another animal. Find a fascinating fact about it to share with someone in your family.

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Helping Your Child Get Ready: Week 5

These are the skills your child will be working on this week.

Math
- multiplication with regrouping
- area and perimeter

Reading
- summarizing
- comparing and contrasting

Writing
- parts of a paragraph
- topic sentences

Vocabulary
- word roots

Grammar
- subject-verb agreement

Here are some activities you and your child might enjoy.

Double Meanings Have your child figure out the two (or more!) meanings for each of these words: *bob*, *hamper*, *maroon*, *fair*. Think of more double-meaning words to challenge your child.

Penny Flick In this measuring skill-building game, competitors flick a penny across the floor or table top. The winner is the one whose coin comes to rest closest to 1 meter from the starting line.

Root-Word Hunting Ask your child to think of as many words as possible that have the root word *aqua*. Then have him or her figure out the meaning of this root. Try this with other roots like *graph*, *spect*, and *geo*.

Memorize a Poem Encourage your child to memorize a short poem. Have him or her read the poem repeatedly (a great way to build reading fluency). Suggest that he or she learn one line a day. Agree on a special treat when he or she has successfully memorized the poem.

Your child might enjoy reading the following books:

King of Shadows
by Susan Cooper

Ella Enchanted
by Gail Carson Levine

A Year Down Yonder
by Richard Peck

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_____'s Incentive Chart: Week 5

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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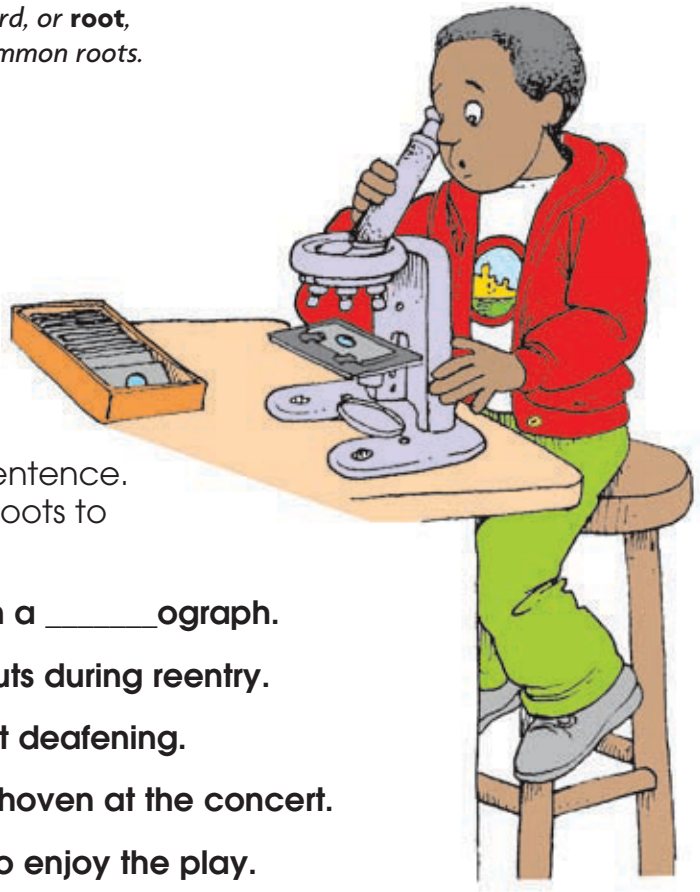
The Root of the Matter

A word can have parts. The main part of a word, or **root**, *contains the basic meaning. Here are some common roots.*

spec, vid, vis, scop = see
aud = hear
phon, son = sound
tact = touch
clam, claim = shout
dic = speak



The root is missing from one word in each sentence. Use context clues and the meaning of the roots to complete each word with its root.

1. **My grandfather listens to his old 45s on a _____ograph.**
2. **NASA lost con_____ with the astronauts during reentry.**
3. **The _____or of the crowd was almost deafening.**
4. **We heard a piano _____ata by Beethoven at the concert.**
5. **Everyone in the _____ience seemed to enjoy the play.**
6. **Hometown _____tators cheered as their team ran onto the field.**
7. **The crack in the plate is barely _____ible.**
8. **Why don't you come over and watch a _____eo with us?**
9. **The suspect pro_____ed that he was not guilty of the charges.**
10. **The students used a micro_____e to study the plant cells.**
11. **I will _____tate the list of words so listen carefully.**

On another sheet of paper, list the words you made. Define each one in your own words. Then use a dictionary to check your definitions. Make corrections if needed.

Here are some more common roots. Find out what each root means. Knowing these roots will help you figure out the meaning of unfamiliar words.

act	**aero**	**aqua**	**bio**	**cycl**	**fac**	**form**	**geo**	**gram**
liber	**loc**	**mar**	**mob**	**nat**	**pod**	**photo**	**ques**	**san**
saur	**scribe**	**sign**	**terr**	**therm**	**trib**	**voc**	**void**	**volv**

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Subject-Verb Agreement

The **subject** and **verb** in a sentence must agree in person (first, second, or third) and in number. A singular subject takes a singular verb, and a plural subject takes a plural verb.

A. **Draw one line under the subject in each sentence. Draw two lines under the verb. Then write *S* if the subject and verb are singular or *P* if they are plural.**

1. A conductor beats time with a baton. _____
2. Many musicians memorize their music. _____
3. The principal violinist leads the other musicians. _____
4. The concert hall buzzes with voices. _____
5. Mariachi bands consist of violins, guitars, trumpets, and singers. _____
6. The singers and lead guitarist often practice together. _____
7. Jazz groups perform at the State Theater in our city. _____
8. A pianist works hard to prepare for a performance. _____

A. **Write the present tense form of the verb in parentheses ( ) that correctly completes each sentence.**

1. Mariachi bands _____ all over the world. (play)
2. My cousin _____ everywhere with the band. (go)
3. The trumpet player always _____ a radio with him. (take)
4. The guitarist in this band also _____ music. (write)
5. The drummer _____ the conductor carefully. (watch)
6. My favorite singer _____ two songs on the Top Ten list. (have)
7. My brother and I _____ to them every morning. (listen)
8. Jamal and Denise _____ the city every year. (visit)

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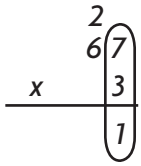
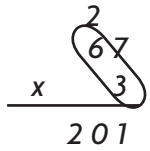
The Faraway Country

To multiply with a 2-digit factor that requires regrouping, follow these steps.

1. *Multiply the ones. Regroup if needed.*
   7 x 3 = 21



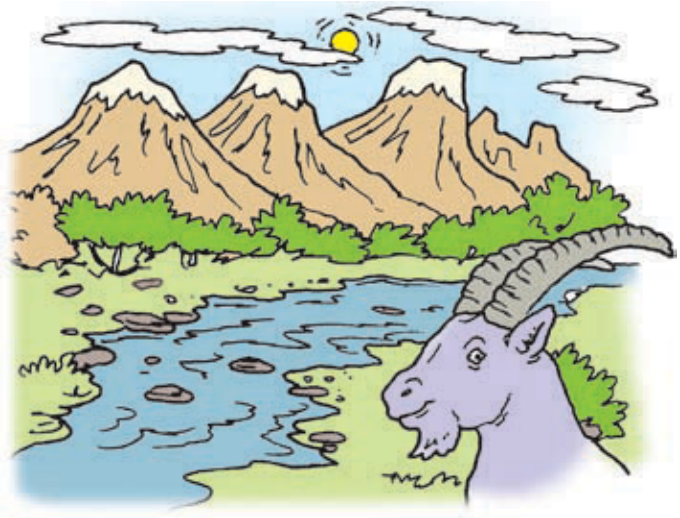
2. *Multiply the bottom factor in the ones column with the top factor in the tens column. Add the extra tens.*
   6 x 3 = 18 18 + 2 = 20



Multiply.

A.

48	24	73
x 3	x 7	x 4



B.

57	63	56
x 7	x 9	x 3

C.

98	64	57	35	23	82
x 2	x 8	x 8	x 9	x 8	x 6

D.

95	77	83	96	28	96
x 9	x 6	x 9	x 8	x 4	x 5

Switzerland is famous for the magnificent Swiss Alps. Waterfalls are formed by many of the mountain streams. The highest waterfall is Giessbach Falls. To find out how many meters high this waterfall is, add the products in Row A.

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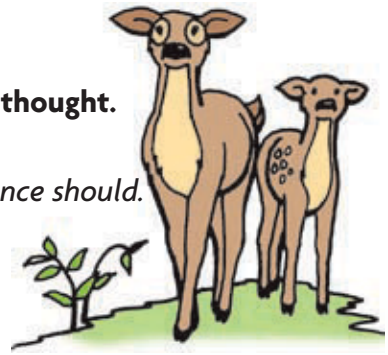
What's the Topic?

Every paragraph has a topic sentence that tells the main idea of the paragraph, or what it is about. It usually answers several of these questions:

Who? What? Where? When? Why? How?

Here are some examples.

The doe and her fawn faced many dangers in the forest.
We were amazed by our guest's rude behavior.
Baking bread from scratch is really not so difficult, or so I thought.
Getting up in the morning is the hardest thing to do.



Did these topic sentences grab your attention? A good topic sentence should.

Here are some topics. Write a topic sentence for each one.

1. **convincing someone to try octopus soup**

_____

2. **an important person in your life**

_____

3. **an embarrassing moment**

_____

4. **the importance of Independence Day**

_____

_____

5. **lunchtime at the school cafeteria**

_____

Now list some topics of your own. Then write a topic sentence for each one.

_____
Topic #1

_____ _____
Topic #2 **Topic #3**

_____
Topic sentence #1

_____
Topic sentence #2

_____
Topic sentence #3

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Parts of a Paragraph

A **paragraph** *is a group of sentences that tells about one main idea. The* **topic sentence** *tells the main idea and is usually the first sentence.* **Supporting sentences** *tell more about the main idea. The* **closing sentence** *of a paragraph often retells the main idea in a different way. Here are the parts for one paragraph.*

Paragraph Title: **Starting Over**

Topic Sentence: **Today started off badly and only got worse.**

Supporting Sentences:

1. **Everyone in my family woke up late this morning.**
2. **I had only 15 minutes to get ready and catch the bus.**
3. **I dressed as fast as I could, grabbed an apple and my backpack, and raced to get to the bus stop on time.**
4. **Fortunately, I just made it.**
5. **Unfortunately, the bus was pulling away when several kids pointed out that I had on two different shoes.**

Closing Sentence: **At that moment, I wanted to start the day over.**

When you write a paragraph, remember these rules:

- **Indent** *the first line to let readers know that you are beginning a paragraph.*
- **Capitalize** *the first word of each sentence.*
- **Punctuate** *each sentence correctly (? ! . ,).*

Use all the information above to write the paragraph. Be sure to follow the rules.

_____
paragraph title

_____

_____

_____

_____

_____

_____

_____

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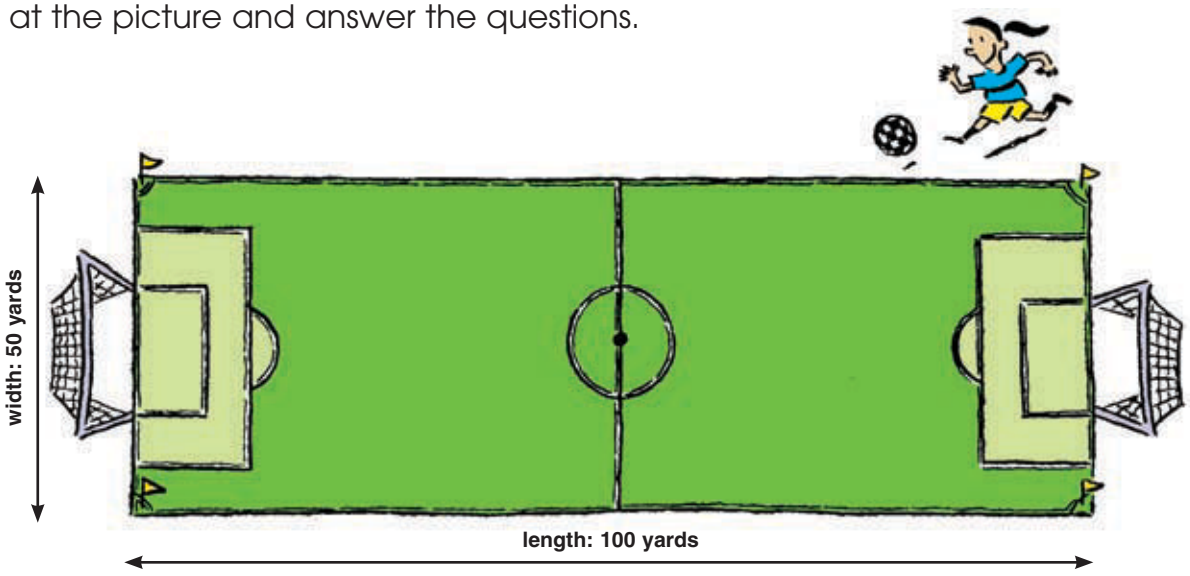
Math's Got It Covered

This soccer player sure has a lot of ground to cover. Just how much exactly? Look at the picture and answer the questions.



1. a. **What is the length of the field?** yards _____ feet _____
   b. **What is the width of the field?** yards _____ feet _____
   c. **What is the perimeter of the field?** yards _____ feet _____
   d. **What is the area of the field?** yards _____ feet _____

2. a. **What is the perimeter of half of the field?** yards _____ feet _____
   b. **What is the area of half of the field?** yards _____ feet _____

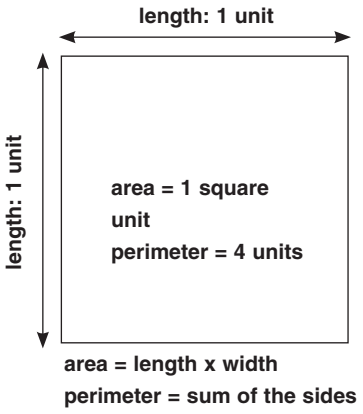
3. **Imagine a field with a length of 130 yards and a width of 75 yards.**
   a. **What is the perimeter of that field?** _____
   b. **What is the area of that field?** _____

All-Star Math!

Is the perimeter of half the field what you expected? Why or why not?

_____

_____



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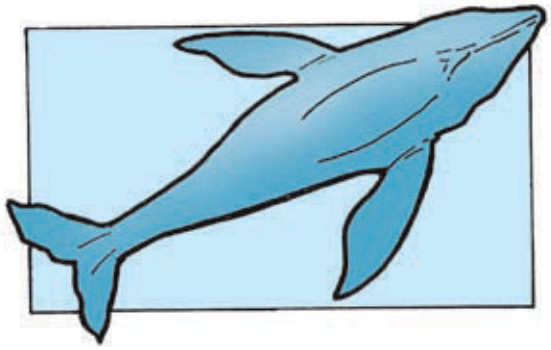
The Wonderful Whale

A **summary** *tells the most important parts of a story.*

For each paragraph, circle the sentence that tells the most important part.

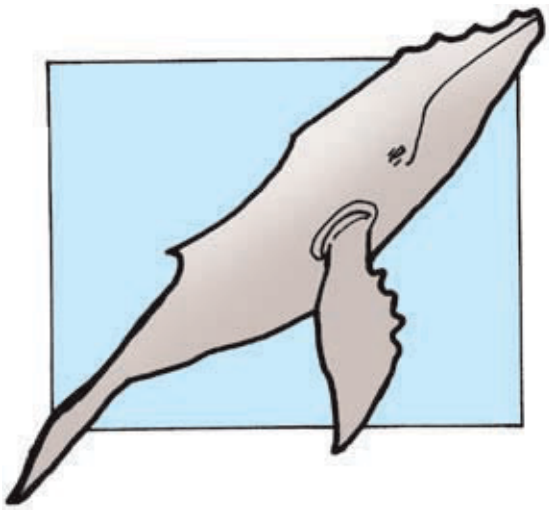
1. The largest animal that has ever lived is the blue whale. It can grow up to 300 feet long and weigh more than 100 tons. Whales, for the most part, are enormous creatures. However, some kinds only grow to be 10 to 15 feet long.



The blue whale is the largest animal.
Most whales are enormous creatures.
Some whales are only 10 to 15 feet long.

2. Whales look a lot like fish. However, whales differ from fish in many ways. For example, the tail fin of a fish is up and down; the tail fin of a whale is sideways. Fish breathe through gills. Whales have lungs and must come to the surface from time to time to breathe. Whales can hold their breath for a very long time. The sperm whale can hold its breath for about an hour.

Whales and fish do not share similar breathing patterns.
Whales can hold their breath for about an hour.
Whales might look a lot like fish, but the two are very different.



3. Baleen whales have no teeth. Toothed whales have teeth. Baleen whales have hundreds of thin plates in their mouth. They use these plates to strain out food from the water. Their diet consists of tiny plants and animals. Toothed whales eat such foods as other fish, cuttlefish, and squid.

Whales can be divided into two groups—baleen and toothed.
Baleen whales have plates in their mouths; toothed whales do not.
Toothed whales use their teeth to chew their food.

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4. Whales have a layer of fat called blubber. Blubber keeps them warm. Whales can live off their blubber for a long time if food is scarce. Blubber also helps whales float, as it is lighter than water.

   Layers of fat are called blubber.
   Blubber is very important to whales and has many purposes.
   Blubber is what makes whales float.

5. **Write the main idea of each paragraph to complete a summary about whales.**

_____

_____

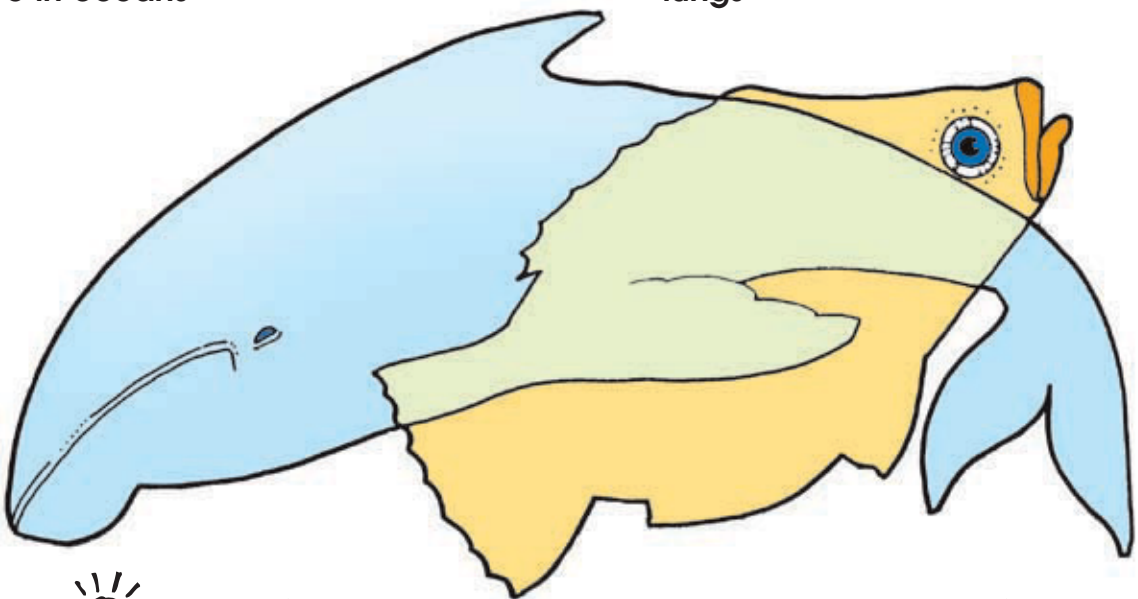
_____

_____

_____

6. **Fill in the whale and the fish with the following descriptions. Write the descriptions that are specific to each on the spaces that don't overlap. Write what the two have in common in the shared space.**

can hold breath for long time
gills
live in ponds
live in oceans
people love to watch
tail fin sideways
tail fin up and down
lungs



Read information about another animal. On another sheet of paper, write a summary of the information.

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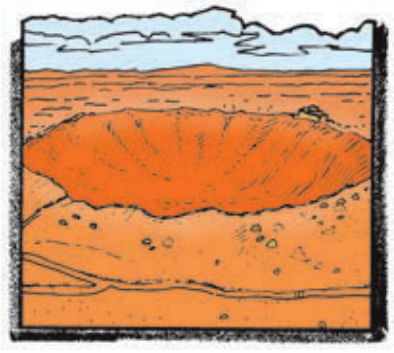
A Difficult Choice

Emily and Zach are confused! Their parents told them they could choose between Massachusetts and Arizona for their vacation this summer, and they think both states seem pretty awesome. Emily has always wanted to visit Boston, the capital of Massachusetts. Zach and she both agree that strolling along the Freedom Trail would be pretty neat. Walking the trail would enable them to see Boston's most famous historic landmarks, like the site of the school Ben Franklin attended and the Old State House. It was built in 1713 and served as the seat of the colonial government.

Emily and Zach both love the beach. If they went to Massachusetts, they could spend a few days at the beaches on Cape Cod. Emily loves boogie boarding, and Zach is great at body surfing. They both enjoy building sandcastles with their mom and dad.

Zach finds learning about Native Americans fascinating and has always wanted to travel along the Apache Trail in Arizona. This mountain highway passes Native American ruins in Tonto National Forest. Emily is not as interested in traveling along this trail as Zach, but they both would like to visit Phoenix, the capital, and then travel to Grand Canyon National Park and Meteor Crater. Zach learned in science class that Meteor Crater is a hole over 4,000 feet wide and 520 feet deep that was created when a huge object from space fell to Earth. The object went so deep that it has never been found. Zach would really like to try to locate it. Emily thinks he is crazy! If experienced scientists and researchers cannot find it, Zach might as well not even bother to try.



If Arizona is the chosen state, Emily and Zach would also like to stop at a few other places. Arizona is home to fifteen national monuments. That is more than any other state.

The only drawback for Zach if they choose Arizona would be the heat. It is very hot and dry in this southwestern state. Arizona has a lot of what Massachusetts does not—desert land. Once in July in Arizona, it got up to 127°F !

Massachusetts, on the other hand, is located in the northeastern United States. Here, Zach and Emily and their parents could enjoy mild temperatures of about 75° F. Their parents love hot weather, but Zach and Emily do not really like to sweat. Therefore, both know that they would prefer the climate of Massachusetts.

How will they ever decide to which state they should travel? If only they could take two trips!

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1. "Pack" each suitcase to describe the two regions.

Tonto National Forest

Old State House

Freedom Trail

mild climate

Phoenix

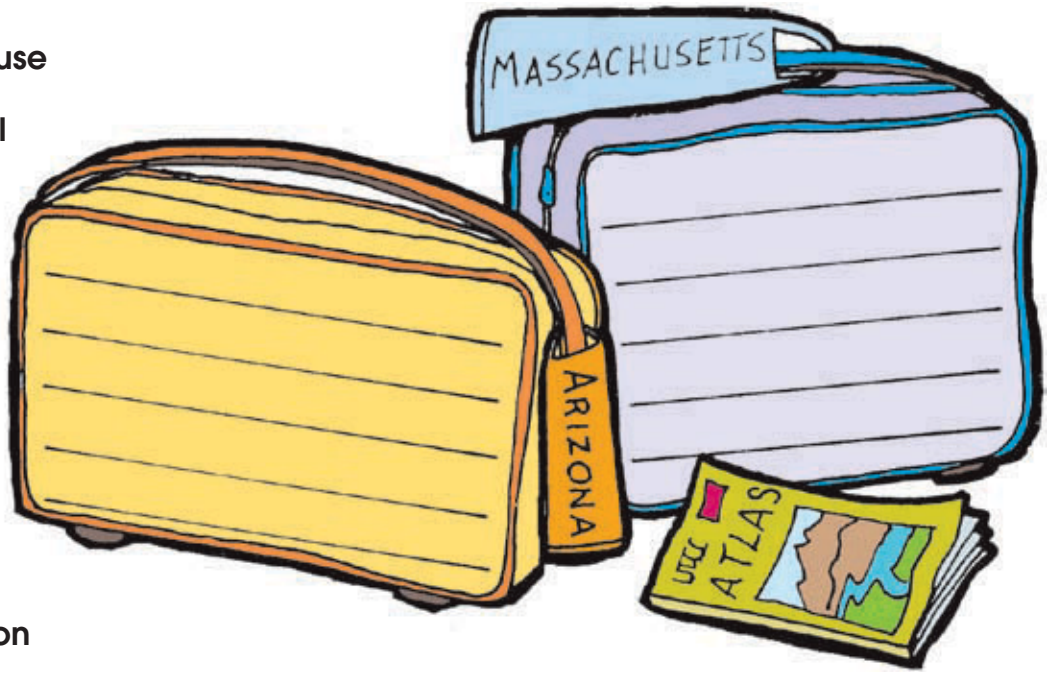
Boston

very hot

Cape Cod

Apache Trail

Grand Canyon



2. Circle things both Emily and Zach like or would like to see.

building sandcastles	Apache Trail	hot weather	beach
Meteor Crater	surfboarding	Freedom Trail	sweating

3. Write one way Zach and Emily are different from their parents. _____

_____

4. Write one way the Freedom Trail and the Apache Trail are different. _____

_____

_____

5. How do Zach and Emily spend their time differently at the beach? _____

_____

6. How are Zach and Emily's feelings different when it comes to finding the missing object at Meteor Crater? _____

_____

Read about a state you would like to visit. On another sheet of paper, write five differences between the state you chose and the state in which you live.

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Helping Your Child Get Ready: Week 6

These are the skills your child will be working on this week.

Math
- subtracting fractions
- adding money

Reading
- making inferences
- comparing and contrasting

Writing
- writing topic sentences

Vocabulary
- homophones

Spelling
- spelling patterns

Here are some activities you and your child might enjoy.

Compound It Ask your child to list as many compound words as possible that contain the word *house*.

Compliment Jar Create a compliment jar. Label a clear plastic jar with the word "Compliments." Invite everyone in your home to write a compliment for another family member on a slip of paper and place it in the jar. Once a week, invite your child to read the compliments aloud to the rest of the family.

Circle Graph Have your child make a circle graph showing how he or she spends time in a typical 24-hour period.

Window Poem Have your child write a window poem. Have him or her look out a window and write a short poem about what he or she sees.

Your child might enjoy reading the following books:

The Man in the Ceiling
by Jules Feiffer

The Facts and Fictions of Minna Pratt
by Patricia MacLachlan

Phoebe the Spy
by Judith Berry Griffin

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_____'s Incentive Chart: Week 6

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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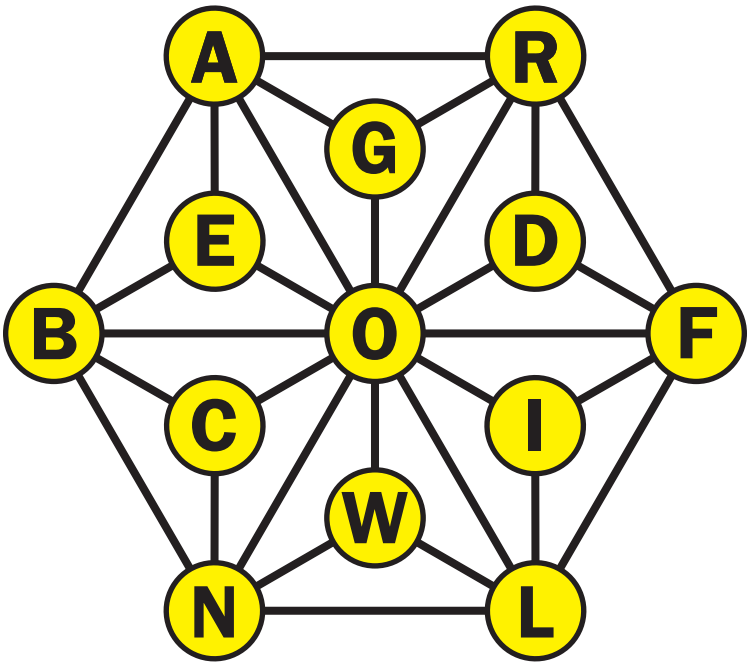
A Beastly Puzzle

How many three- and four-letter animal names can you find in this puzzle? Words can be spelled by moving from letter to letter along the lines connecting the circles. For example, you can form the word DOG by starting at the D, moving left to the O and then up to the G. There are six more animals names in the puzzle.



Bonus: There are lots of other words in this puzzle that aren't names of animals. Find as many as you can.

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Which One Do You Mean?

A **homophone** *is a word that sounds just like another word, but it has a different spelling and a different meaning.*

Write the correct homophone in each blank to complete the sentence. Use a dictionary if necessary.

1. **ball, bawl**
   The toddler started to _____ when the dog ran off with her _____.
2. **manner, manor**
   The lord and lady of the _____ displayed a kindly _____ toward their servants and staff.
3. **chute, shoot**
   Just as the cameraman was about to _____ the scene, the actor lost his balance and slid down the _____.
4. **straight, strait**
   The captain skillfully sailed the ship _____ through the treacherous _____ without any difficulty.
5. **weather, whether**
   _____ or not we hold the family reunion outdoors depends completely on the _____ that day.
6. **least, leased**
   According to our neighbors, Mr. Jenkins _____ the house across the street for at _____ two years.

The homophones are used incorrectly in the sentences below. Cross out each incorrect word. On another sheet of paper, rewrite the sentences with the correct words.

7. **I slipped the bridal over my hoarse's head, took the reign, and lead the animal toward the riding path.**
8. **The air to the thrown proved to be a fare ruler.**
9. **Theirs an extra hangar in the close closet.**
10. **We ordered stake sandwiches on toasted hole wheat bred.**
11. **The boys leaped over the creak and duct behind a bolder, hoping they wood not be scene.**
12. **We needed the doe, aloud it to rise, and baked it for an our and a half.**

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Topic Talk

Most paragraphs begin with a topic sentence, but it can appear elsewhere in a paragraph. Sometimes a topic sentence is located at the end of a paragraph or even in the middle.

A boiling mass of clouds was almost overhead. A bolt of lightning streaked across the darkened sky. Thunder boomed, and it began to rain and hail. We had to find a safe place quickly! There wasn't a moment to spare because early summer storms sometimes turn into tornadoes.

Read the paragraph again. This time try the topic sentence elsewhere in the paragraph.

Read each paragraph. Notice that each one is missing a topic sentence. Think about the supporting sentences. What main idea do you think they support? Write a topic sentence to tell the main idea of each paragraph. Remember that a topic sentence is not always the first sentence of a paragraph.

1. **The days are growing longer. The winter snows are melting as the temperatures rise. Colorful crocuses are popping up here and there. Robins have begun to return north, and creatures are beginning to come out of their winter burrows.** _____

_____

2. _____

It was fun and easy. Students, parents, and teachers began saving the box tops from all Healthful Foods products. After we collected 100,000 box tops, we mailed them to Healthful Foods headquarters. We earned 10 cents for each box top for a total of $10,000. Our school will use the money to buy computers.

3. **The last weekend in June is quickly approaching. You know what that means.**

_____

This year the festivities will begin at 10:00 A.M. at Twin Lakes Picnic Grove, pavilion 12. As always, there will be music, dancing, lots of great food, games, and some new surprises! We look forward to seeing you.

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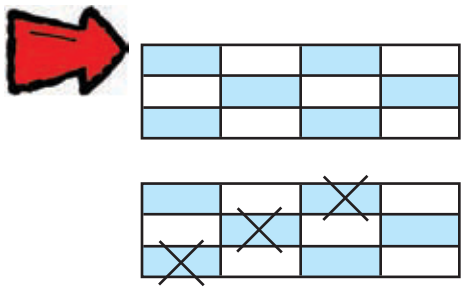
Fraction Subtraction



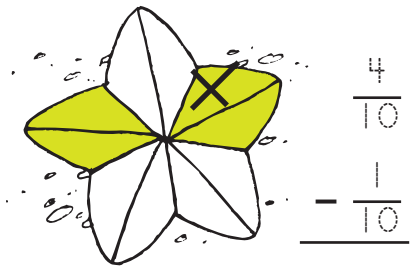
How many squares are there in all? **12**

What fraction of squares are colored? $\frac{6}{12}$

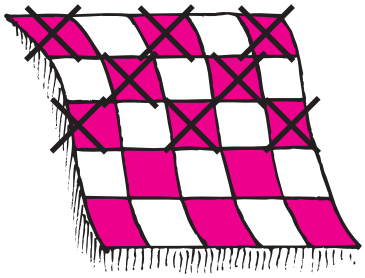
Subtract the fraction of marked-out squares. $\frac{6}{12} - \frac{3}{12} = \frac{3}{12}$

What fraction of colored squares remain unmarked? $\frac{3}{12} = \frac{1}{4}$

Write out the fraction subtraction problem. Subtract. Reduce to lowest terms.



$\frac{4}{10} - \frac{1}{10} =$ _____



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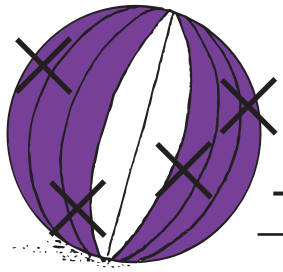

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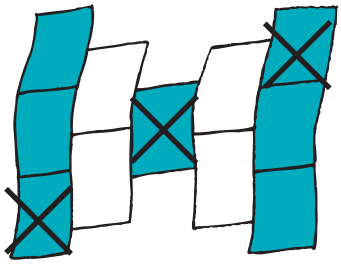

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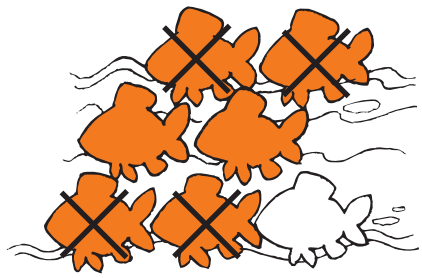

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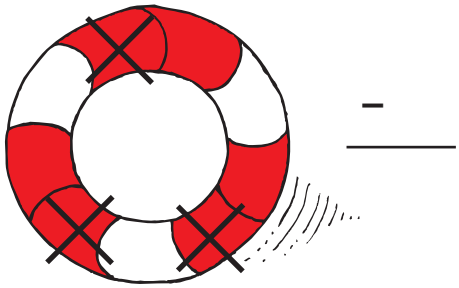

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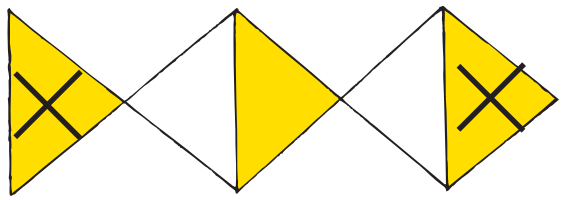

– _____

Jason is traveling to the beach with his grandparents. Jason's grandfather told Jason that when they had traveled 5/8 of the way, they would stop to stretch and get a snack. They have only traveled 3/8 of the way. What fraction of the way must Jason wait before they stop?

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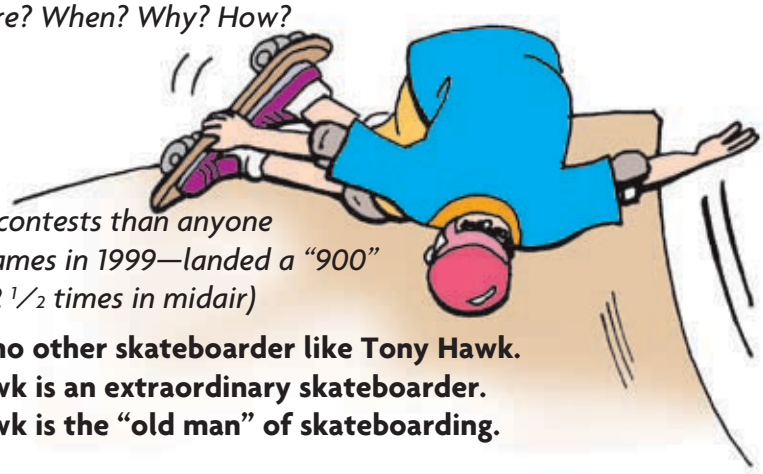
A Lot of Details

When you are ready to write a topic sentence, think about the main topic or idea of the paragraph you will be writing and the details you plan to include. Then jot down several possible sentences and choose the best one. Remember that a topic sentence can answer several questions: Who? What? Where? When? Why? How?

Tony Hawk

– skateboarder
– in his forties
– turned professional at age 14
– has won more skateboarding contests than anyone
– made history at Summer X Games in 1999—landed a "900" (a complete somersault done 2 1/2 times in midair)



Possible topic sentences: **There is no other skateboarder like Tony Hawk.**
Tony Hawk is an extraordinary skateboarder.
Tony Hawk is the "old man" of skateboarding.

Here are some topics with details. Write two topic sentences for each one on the lines below.

1. **Pet Rocks**	2. **Komodo Dragon**	3. **A Great Dessert**
— fad in the 1970s — idea came from Gary Dahl, a salesman — sold rocks as pets — came with a manual — manual had tips on how to teach a pet rock tricks	— member of monitor family — grows to 10 feet and weighs 300 pounds — meat eater — dangerous to humans — largest lizard in the world — long neck and tail, strong legs — found on Komodo Island	— slice a banana — add vanilla ice cream — sprinkle on some walnuts — cover with lots of hot fudge sauce — top with mounds of whipped cream and a cherry

1. _____

_____

2. _____

_____

3. _____

_____

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Remember that the supporting sentences you write support or tell more about the main idea in your topic sentence. Read the paragraph below. Draw one line under the topic sentence. Draw two lines under the supporting sentences. Check (√) the closing sentence.

Tony Hawk

Tony Hawk is an extraordinary skateboarder. He turned professional when he was only 14 years old. Now in his forties, Tony has won more skateboarding contests than anyone else has. He even made history in 1999 by landing a trick called the "900" at the Summer X Games. Tony Hawk may just be the greatest skateboarder in the world.

Now, review the topics on page 75. Choose one. Then review the details listed about the topic in the box. Next, use the information to write at least three supporting sentences to support the topic sentence you wrote. Include a closing sentence and a title. Write the paragraph below.

_____

_____

_____

_____

_____

_____

_____

_____

Make a list of topics you would like to write about. Choose one. Then list on a sheet of paper details you know about the topic. Do some research if necessary. Then write a topic sentence and several supporting sentences.

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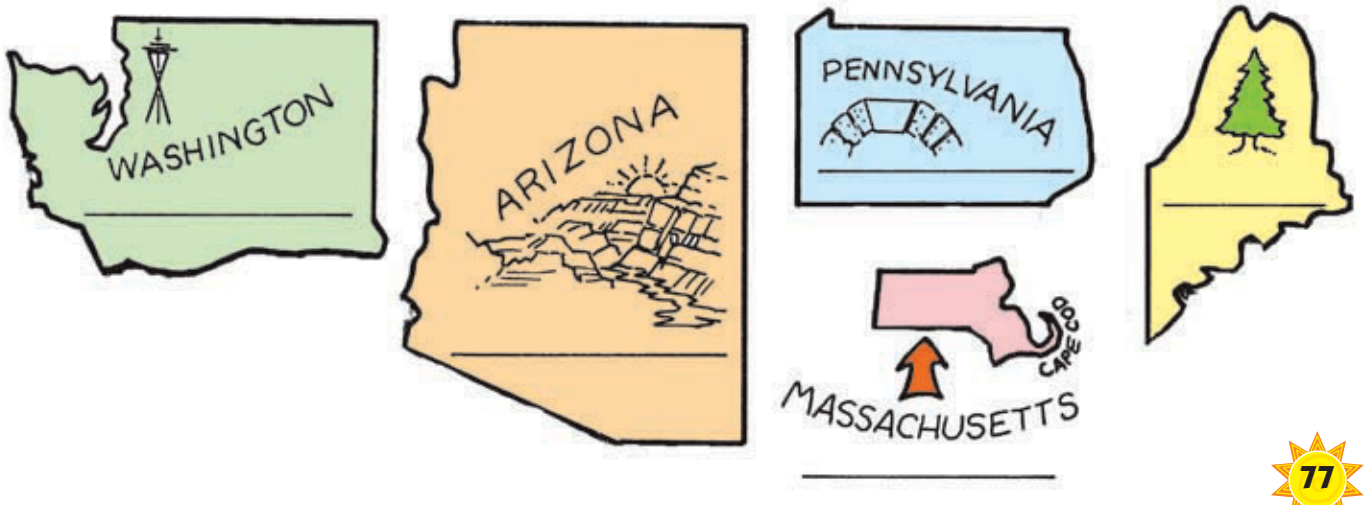
Guess the State

Spencer, Jack, Grant, and Kara are new in Mrs. Steen's fifth-grade class. Each of these students came from one of the following states: Pennsylvania, Arizona, Washington, and Massachusetts. They are taking turns giving the class clues about the state from which they moved. The other children are trying to guess the state from the clues.

Use the following clues to help you determine which state was the home of each new student. Write each new student's name on the correct state outline below. Label the state in which all the students now live.

1. **Spencer is not from the Keystone State.**
2. **Grant is not from the south or the east.**
3. **Kara is not from the south or the west.**
4. **Jack is not from the south or the west.**
5. **Grant and Spencer are both from states that border another country.**
6. **Jack and Kara lived the closest to each other before they moved.**
7. **Grant used to be able to visit the Space Needle.**
8. **Many of Spencer's old friends speak Spanish very well.**
9. **Kara used to live in "the birthplace of the United States."**
10. **Jack used to vacation on Cape Cod. He also loved strolling along the Freedom Trail.**
11. **All four children love their new state. It is located in the northeastern corner of the United States. It is the largest New England state. Its nickname is the Pine Tree State. Canada forms its northern boundary.**



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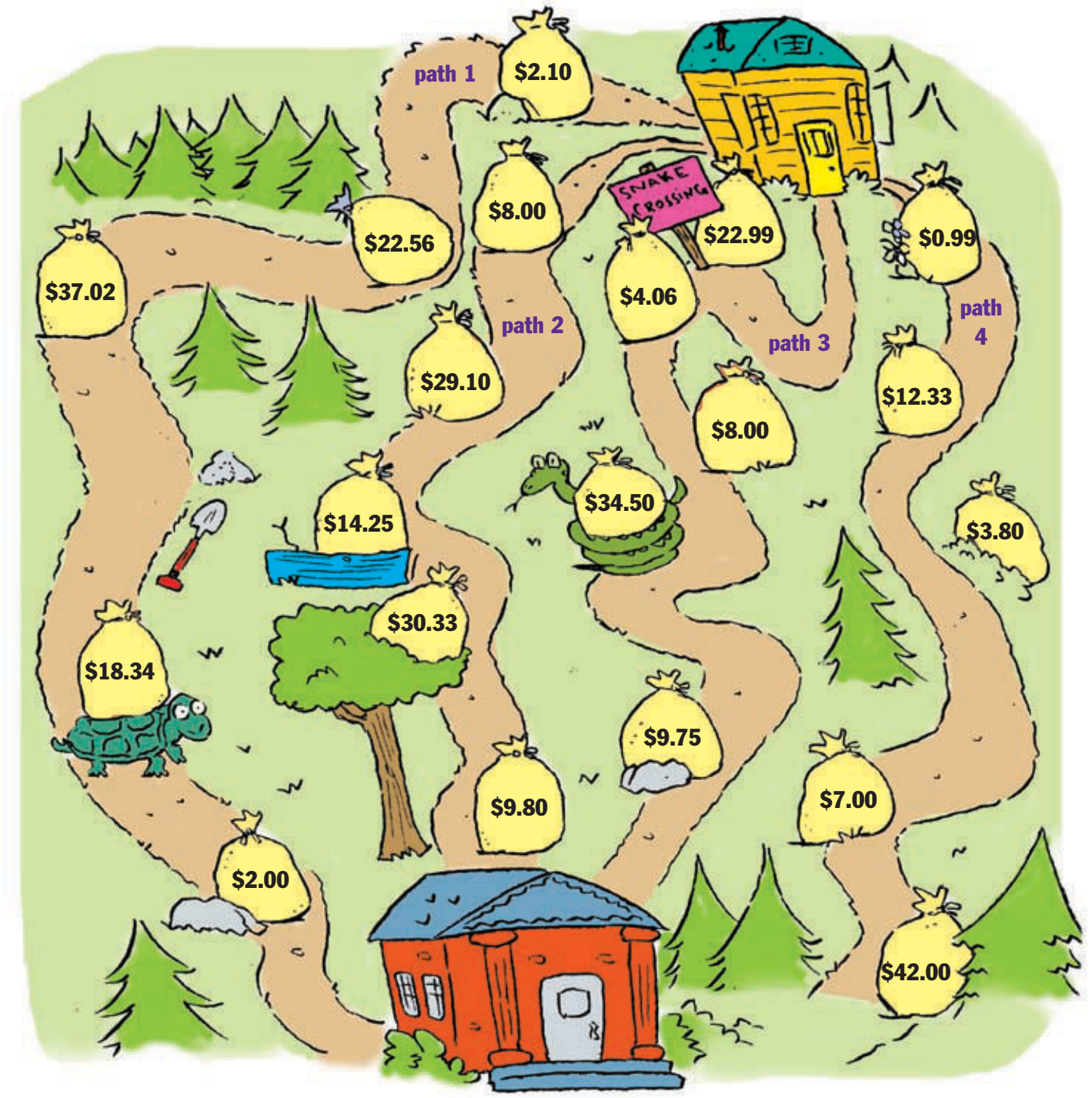
Greedy Gretchen

Gold! Gold! Gold! Help Greedy Gretchen find the path through Nottingham Forest from her house to the bank. On which path can she collect the most gold? Draw a line to show that path. On another sheet of paper, explain your answer.



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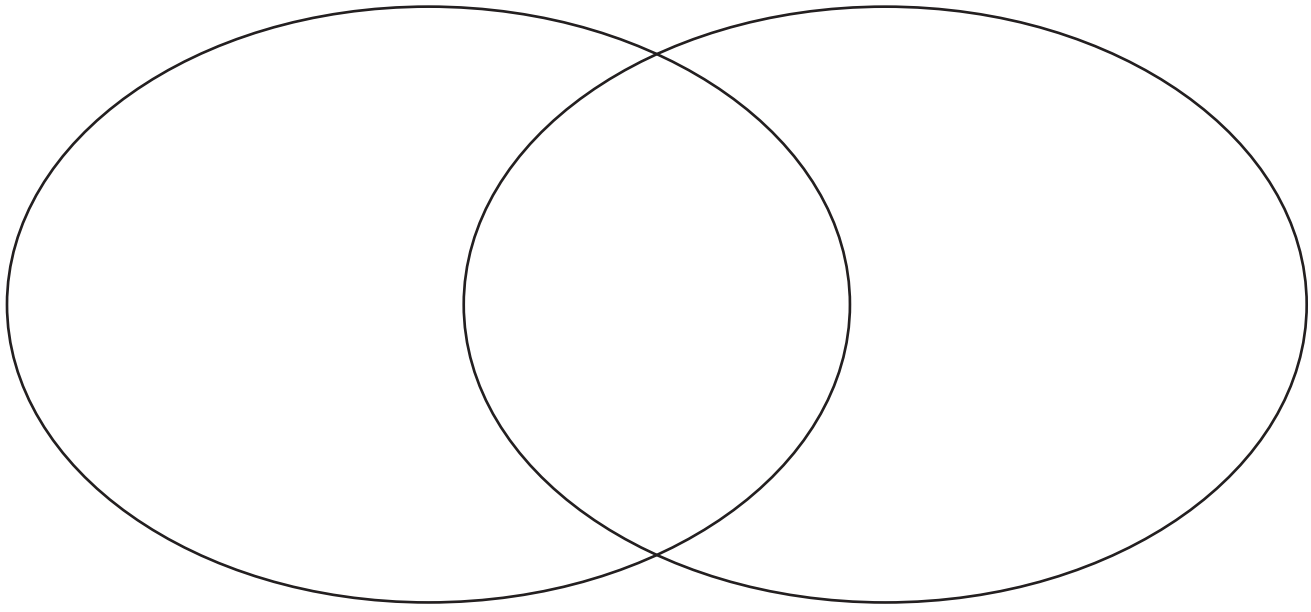
Many Thanks

Giving thanks is a custom among people all around the world. Like the American Thanksgiving, many celebrations began as a way of showing gratitude for a good harvest. In Korea, people have celebrated a fall holiday called Ch'usok for more than 1,000 years. Families prepare special foods using newly harvested crops. On the holiday itself, Koreans give thanks and remember their ancestors. Later in the day, they enjoy a feast of rice cakes, fresh fruit, and vegetable soup. In the United States, Thanksgiving honors a tradition that began in 1621 with the Pilgrims and the Wampanoag Indians. A typical American Thanksgiving includes foods such as turkey, potatoes, cranberries, stuffing, vegetables, and pumpkin pie. Families and friends give thanks not only for their meal, but also for the freedoms they enjoy as Americans.

Write three headings on the diagram. Under each heading, add facts from the passage.



MORE! Find out who Sarah Josepha Hall was and why she is known in the U.S. as "the mother of Thanksgiving."

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Testing It Out

Use after completing Many Thanks on page 79.

Fill in the circle of the best answer.

1. The passage compares—
   - (A) Americans and Pilgrims
   - (B) kinds of memorial services
   - (C) Ch'usok and Thanksgiving
   - (D) Wampanoags and Koreans

2. On both holidays, people—
   - (A) give gifts
   - (B) make rice cakes
   - (C) roast turkeys
   - (D) show gratitude

3. Both holidays are celebrated—
   - (A) in the spring
   - (B) before the harvest
   - (C) in the fall
   - (D) around the world

4. The Korean holiday—
   - (A) is about the freedoms of Korea
   - (B) is also about ancestor worship
   - (C) began in 1621
   - (D) is more recent than the American holiday

5. A traditional food on Thanksgiving in the U.S. is—
   - (A) rice cakes
   - (B) cranberries
   - (C) fresh fruit
   - (D) hot soup

6. A food that people do not usually eat on Ch'usok is—
   - (A) fruit
   - (B) vegetables
   - (C) rice
   - (D) turkey

7. The people celebrating together at both holidays are usually—
   - (A) family members
   - (B) Americans
   - (C) Pilgrims
   - (D) Koreans

8. From this passage you can guess that—
   - (A) Koreans do not eat dessert
   - (B) rice is an important food in Korea
   - (C) all Thanksgivings are the same
   - (D) Americans do not eat rice

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Helping Your Child Get Ready: Week 7

These are the skills your child will be working on this week.

Math
- measurement
- multiplication word problems
- bar graphs

Reading
- finding the main idea

Writing
- supporting details
- writing a poem
- writing a comparison paragraph

Vocabulary
- analogies

Grammar
- complete sentences

Here are some activities you and your child might enjoy.

Idiom Pictionary Play idiom pictionary. Have your child choose an idiom, such as "apple of my eye" or "turn over a new leaf" and draw a picture of it for others to guess.

Timeline Have your child create a timeline of his or her life. The timeline can start with his or her birth, and include other significant dates such as births of siblings, first tooth, and first day of school.

Comparison Shopping Collect flyers or newspaper ads from several grocery stores. Give your child a list of items you regularly shop for. Have him or her use the flyers and ads to determine which store has the best deals.

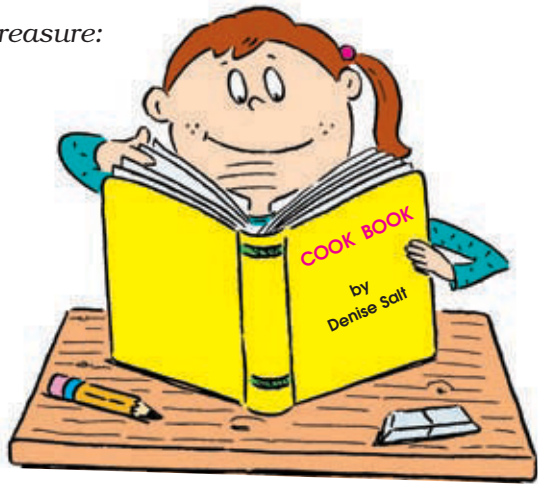
Plan the Menu Have your child plan your dinner menu and then help cook the meal. Ask him or her to be sure to think about the food pyramid nutritional guidelines.

Your child might enjoy reading the following books:

Because of Winn-Dixie
by Kate Dicamillo

Call It Courage
by Armstrong Sperry

Mummies, Tombs, and Treasure: Secrets of Ancient Egypt
by Lila Perl



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_____'s Incentive Chart: Week 7

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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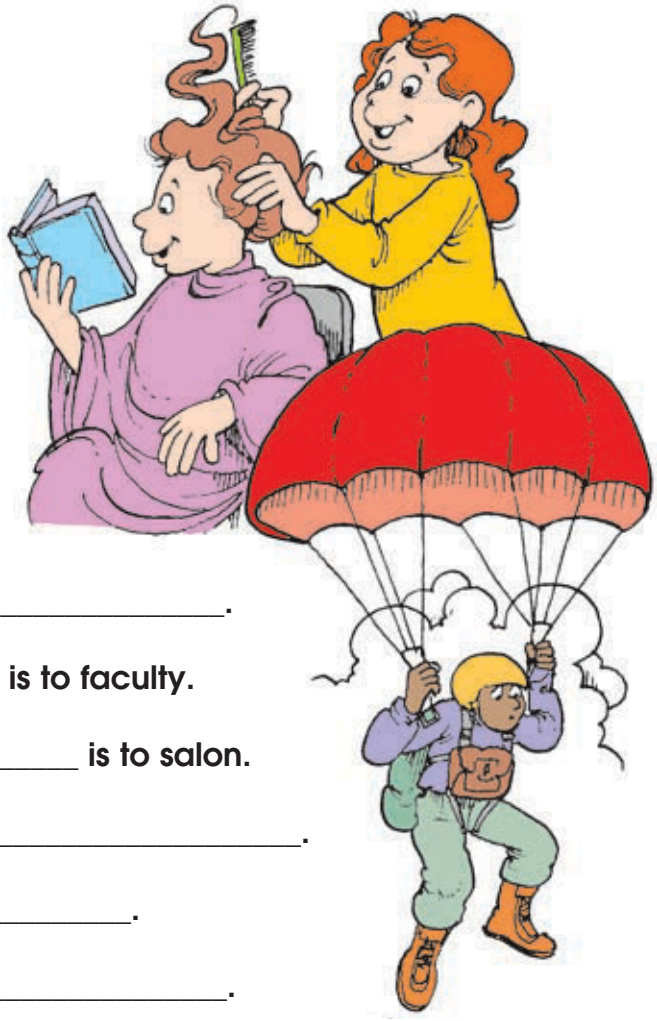
All in a Day's Work

Think about how the first pair of words is related. Then write the word that completes the second part of the analogy. Use the words in the box or another word you know that fits.

conductor	cashier	custodian
astronaut	professor	paratrooper
geologist	architect	archaeologist
hairdresser	physician	astronomer



1. Spade is to gardener as baton is to _____.
2. Athlete is to team as _____ is to faculty.
3. Lawyer is to courtroom as _____ is to salon.
4. Pattern is to seamstress as blueprint is to _____.
5. Cook is to chef as clean is to _____.
6. Scuba is to diver as parachute is to _____.
7. Mechanic is to garage as _____ is to space station.
8. Screwdriver is to carpenter as stethoscope is to _____.
9. Books are to librarian as rocks are to _____ .
10. Flight attendant is to airplane as _____ is to supermarket .
11. Collector is to taxes as _____ is to artifacts.
12. Lasso is to cowhand as telescope is to _____.

Notice the suffixes that end many of the words for people. Knowing that the suffix -er means "one who" can help you figure out the meaning of a word. List the suffixes on this page. Find out what they mean.

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Sassy Sentences

A **sentence** *is a group of words that expresses a complete thought. When you write a sentence, you put your thoughts into words. If the sentence is complete, the meaning is clear. It contains a subject (the naming part) and a predicate (an action or state of being part).*

These are sentences.
Sally sells seashells at the seashore.
Betty Botter bought a bit of better butter.

These are not sentences.
Peck of pickled peppers.
Flying up a flue.

Make complete sentences by adding words to each group of words. Try to create tongue twisters like the sentences above.

1. _____ **flips fine flapjacks.**
2. **Sixty slippery seals** _____ .
3. _____ **fed Ted** _____ .
4. **Ruby Rugby's baby brother** _____ .
5. _____ **managing an imaginary magazine.**
6. **Sam's sandwich shop** _____ .
7. _____ **back blue balloons.**
8. _____ **pink peacock pompously** _____ .
9. **Pete's pop Pete** _____ .
10. _____ **sawed Mr. Saw's** _____ .
11. **A flea and a fly** _____ .
12. _____ **black-backed bumblebee.**

Create your own tongue twisters to share with friends. Make sure each one expresses a complete thought.

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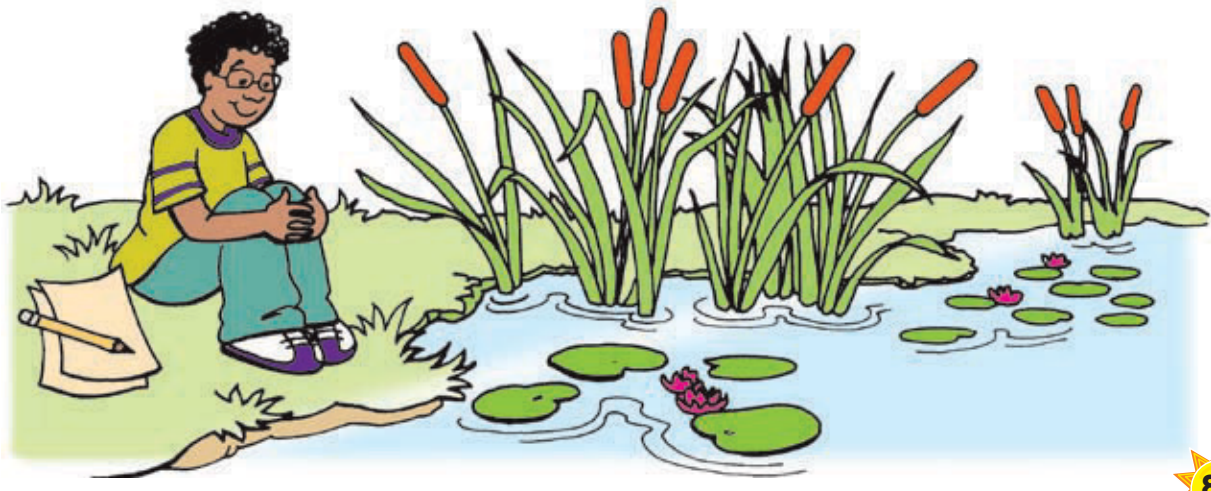
Drizzle with Details

A good paragraph needs supporting sentences that tell more about the main idea of the topic sentence. Supporting sentences are sometimes called detail sentences. Every detail sentence in a paragraph must relate to the main idea. In the following paragraph, the one supporting sentence that does not relate to the main idea has been underlined.

My first day of softball practice was a total disaster! Not only was I ten minutes late, but I also forgot my glove. Then during batting practice, I missed the ball every time I took a swing. I definitely have improved on my catching skills. To make matters even worse, I tripped in the outfield and twisted my ankle. I was definitely not off to a very good start.

Read the following paragraph. Underline the topic sentence. Then cross out any supporting sentences that do not relate to the main idea.

Yesterday our science class went on a field trip to a pond. Next month we're going to the ocean. That will be fun. We've been studying the pond as an ecosystem in class. Our teacher wanted us to observe firsthand all the different habitats in and around the pond. She had us keep a checklist of the different kinds of plants and animals in each pond habitat. One of the boys accidentally fell in. He was really embarrassed. Along the water's edge I saw several kinds of plants partly underwater, two salamanders, snails, and water bugs. I observed many different habitats.



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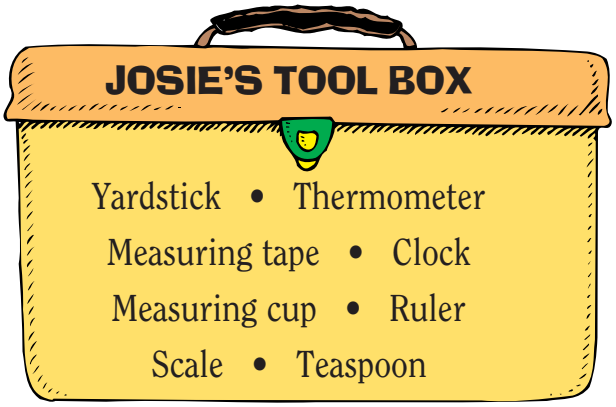
Measure by Measure

Josie is surrounded by all kinds of measuring tools. But she's not sure which tool does what! Sure, she knows that a ruler measures the length of something. But she doesn't realize that all the other tools around her are used for measuring things too. Try giving Josie a hand.



Directions:
Take a look at the list of measuring tools in Josie's Tool Box. Use the list to answer the questions below.

1. What tool could Josie use to measure the weight of a pumpkin? _____
2. What tool could Josie use to measure the width of her math book?

   _____
3. Josie plans to watch one of her favorite television shows. What tool could help her measure the length of each commercial that appears during that show?

   _____
4. Josie has an awful cough. What tool could she use to measure the amount of cough syrup she should take? _____
5. If Josie's mom wants to find out Josie's temperature, which tool could she use?

   _____
6. Say Josie wanted to make a cake. What tool could she use to measure the milk she needs to put in the cake mix? _____
7. What tool could Josie use to measure the height of her brother's tree house?

   _____
8. What tool could Josie give her dad to measure the length of their living room?

   _____

Choose four of the measuring tools in Josie's Tool Box. Make a list of things you could measure with each of those tools.

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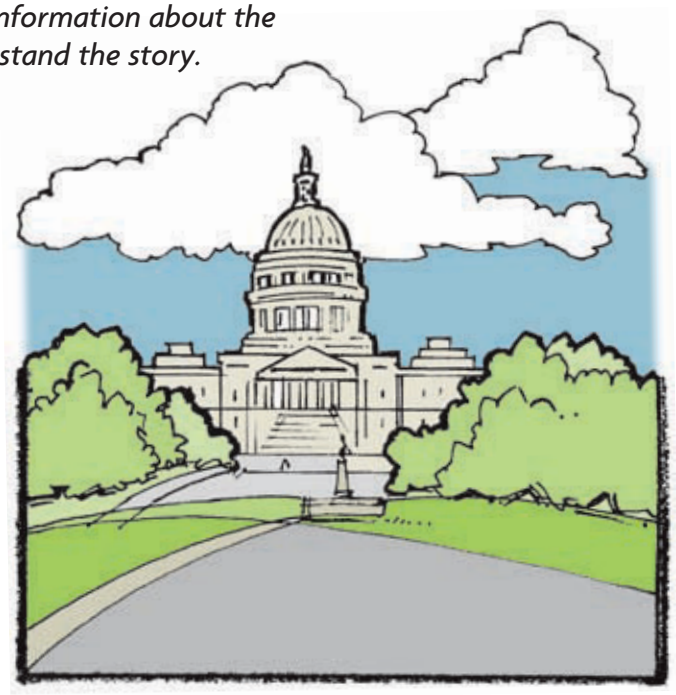
Honoring Heroes

Details *in a story provide the reader with information about the main idea and help the reader better understand the story.*



Washington, D.C., is the capital of the United States. It is located between Virginia and Maryland on the Potomac River. Washington, D.C., is also the headquarters of the federal government. This incredible city is a symbol of our country's history and the home of many important historical landmarks.

Many of Washington, D.C.'s famous landmarks are located in the National Mall. The Mall is a long, narrow, parklike area that provides large open spaces in the middle of the city's many huge buildings. In addition to being home to the U.S. Capitol, where Congress meets, and the White House, the Mall is also dedicated to honoring the history of our nation. Memorials for presidents George Washington, Abraham Lincoln, Thomas Jefferson, and Franklin D. Roosevelt can all be found in the Mall. There are also memorials honoring Americans who fought in the Korean and Vietnam Wars.

Near the Lincoln Memorial another memorial was built. It is the National World War II Memorial. This memorial honors Americans who fought and supported the United States during World War II. The U.S. fought in this war from 1941 to 1945.

The memorial's design includes a Rainbow Pool, two giant arches, a ring of stone columns, and a wall covered with gold stars. Each star represents 100 Americans who died while fighting in World War II.

Bob Dole, a former senator and World War II veteran, worked tirelessly to get this memorial built. He believes that the memorial will remind Americans of the value of freedom. "Freedom is not free," says Dole. "It must be earned . . . ."

More than $197 million was raised to build the memorial that means so much to Dole and to many other Americans. Many businesses, private groups, and schools donated money to this cause. The memorial was completed in 2004.

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1. Where is Washington, D.C., located? _____

_____

2. Write three facts about Washington, D.C. _____

_____

_____

3. Which four presidents are memorialized in the National Mall? _____

_____

4. Besides the four presidents, who else is honored in the Mall?_____

_____

5. What is the name of the memorial? _____

_____

6. Why was it built? _____

_____

7. How long did the United States fight in World War II? _____

8. What are some features of the new memorial?_____

_____

9. Write what the stars represent. _____

_____

10. What World War II veteran has worked hard trying to get the memorial built? ____

_____

11. What remembrance does Dole think the memorial will bring to the minds of people? _____

_____

12. What are the sources of the money that was raised to build the memorial? _____

_____

Read about another memorial in Washington, D.C. On another sheet of paper, write five details about the memorial.

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The Corner Candy Store

Word problems that suggest equal groups often require multiplication.

Write a number sentence for each problem. Solve.

A. **Sam bought 4 candy bars at $1.23 each. How much did Sam spend altogether?**	B. **Mr. Johnson, the store owner, ordered 48 boxes of jawbreakers. Each box contained 392 pieces of candy. How many jawbreakers did Mr. Johnson order?**
C. **Carly's mom sent her to the candy store with 29 party bags. She asked Carly to fill each bag with 45 pieces of candy. How many pieces of candy will Carly buy?**	D. **Thirty-five children visited the candy store after school. Each child spent 57¢. How much money was spent in all?**
E. **Mr. Johnson keeps 37 jars behind the candy counter. Each jar contains 286 pieces of candy. How many pieces of candy are behind the counter altogether?**	F. **Nick bought each of his 6 friends a milk shake. Each milk shake cost $2.98. How much did Nick spend in all?**

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Poems Take Shape

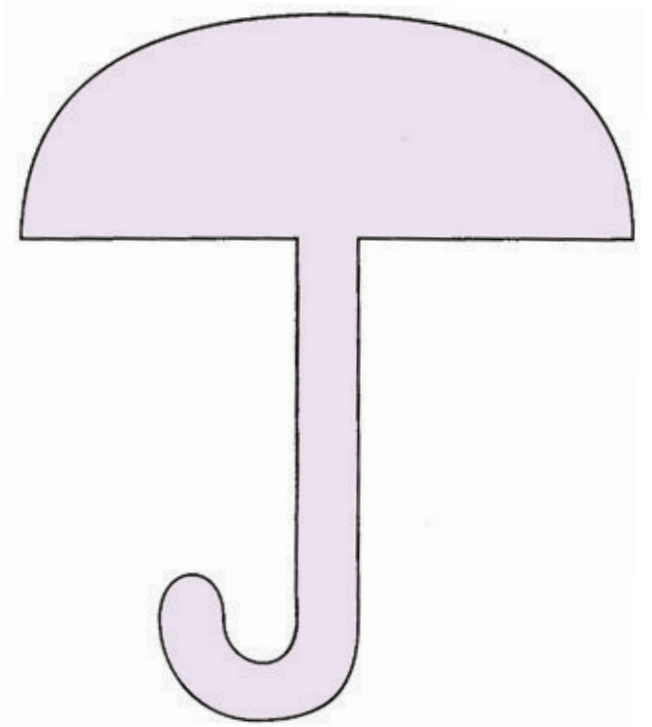
A concrete poem is one that's shaped like its subject matter. Here's an example.

Pizza Pizzaz

Have you even seen a more delicious sight,
Than a pizza dressed up to go out at night?
Thick tomato sauce and mozzarella cheese,
Mushrooms, sausage, more peppers, please!
Onions, olives, choice pepperoni!
Anything goes, just hold the anchovies!
Top it all off with a sprinkle of spice—
It's looking so good . . .
Hey, who took a slice?

Now it's your turn. In BOX 1, create a short concrete poem about an umbrella. To get inspired, shut your eyes and imagine that you are an umbrella. How does the rain sound? Are you soaked? Are you lonely? When you're finished, use BOX 2 to design a concrete poem in a shape you choose.

BOX 1



BOX 2

Look for other examples of concrete poems in books of poetry.

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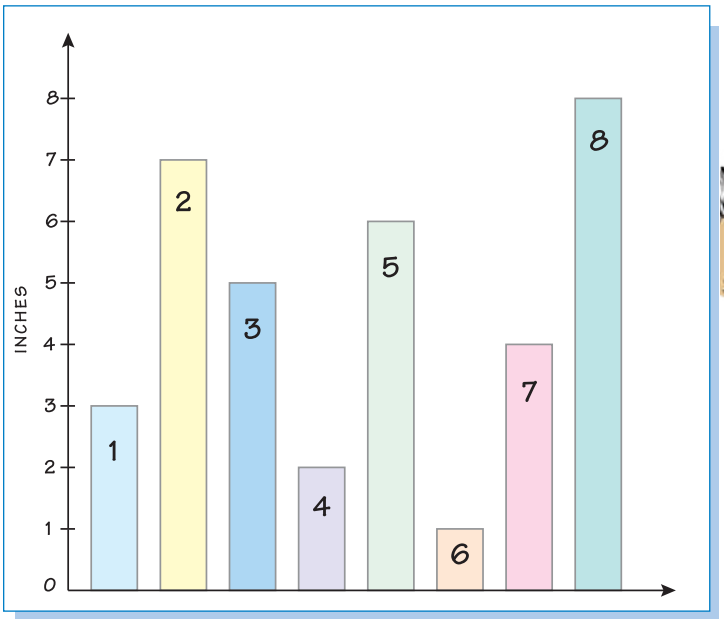
Horseplay



Why did the horse sneeze?

Answer each question about the graph. Then use the Decoder to solve the riddle by filling in the blanks at the bottom of the page.

1. Which is the tallest bar on the graph? _____
2. Which is the shortest bar on the graph? _____
3. How tall is bar 1? _____
4. How much taller is bar 5 than bar 4? _____
5. How much shorter is bar 4 than bar 2? _____
6. How tall is bar 8? _____
7. Which bar is taller: bar 1 or bar 7? _____
8. Which bar is shorter: bar 2 or bar 3? _____
9. Which bar is twice the size of bar 1? _____
10. How many of bar 4 would equal bar 8? _____

Decoder

4 bars	T
6 inches	K
bar 5	L
bar 2	A
bar 6	L
2 inches	U
2 bars	P
5 inches	L
bar 8	T
7 inches	W
bar 3	O
bar 1	S
3 inches	E
8 inches	C
8 bars	M
4 inches	T
3 bars	H
bar 4	N
bar 7	I

IT HAD A ___ ___ ___ ___ ___ ___ “___ ___ ___ ___.”

2 7 10 4 9 3 6 8 5 1

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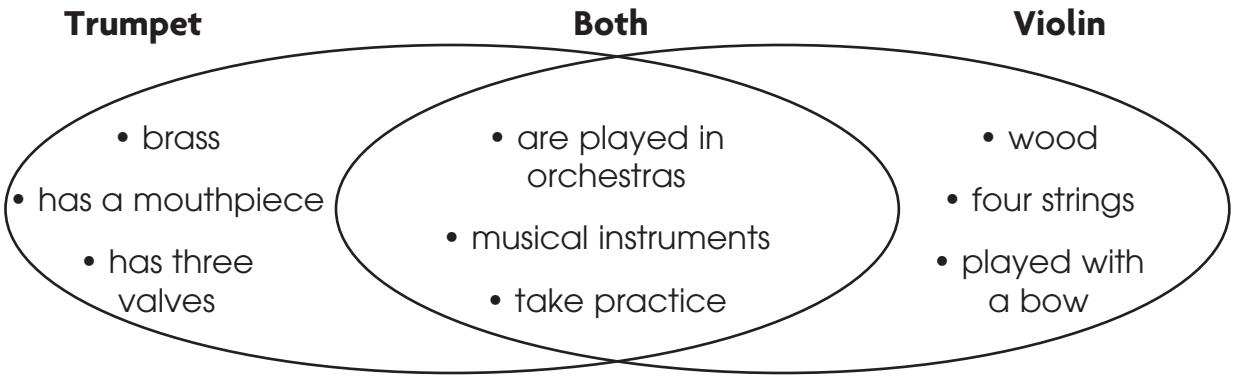
A Musical Lesson

There are many kinds of paragraphs. When you write a **comparison paragraph**, *you compare by telling how things are similar and contrast by telling how things are different. You can use a Venn diagram to help organize your ideas. Here is an example.*



Complete the paragraph using details to compare and contrast the trumpet and violin. Remember to capitalize and punctuate correctly.

Trumpet Versus Violin

The trumpet and violin are both musical instruments that are _____

_____. However, there are some important differences. The trumpet _____

_____

_____

_____

On the other hand, the violin _____

_____

_____

_____

Both instruments _____

_____

Make a list on a sheet of paper of things to compare and contrast such as a house and an apartment building, ice skating and skateboarding, or spinach and broccoli. Choose one pair. Make and complete a Venn diagram like the one above. Then write a paragraph to tell how they are similar and different.

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Helping Your Child Get Ready: Week 8

These are the skills your child will be working on this week.

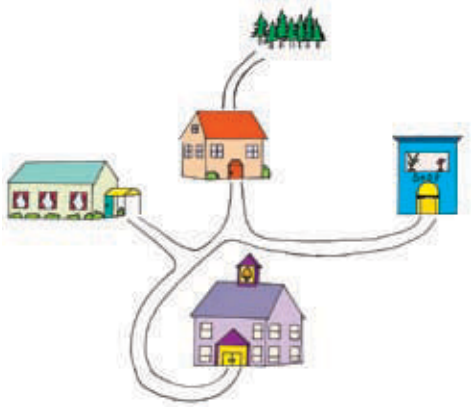
Math
- multiplying decimals and whole numbers
- division facts

Reading
- drawing conclusions

Writing
- distinguishing facts and opinions
- writing a persuasive paragraph

Vocabulary
- synonyms, antonyms, and homophones
- organizing words by their meanings

Grammar
- parts of speech
- commas and colons
- verb tenses



Here are some activities you and your child might enjoy.

Super Summaries Writing a summary is often hard for children. To help your child practice this skill, have him or her practice creating one-sentence summaries of favorite books, movies, or television shows. To do this, have him or her answer this question in just one sentence: Who did what, when, and why? This may take a bit of practice!

Neat Mnemonics Mnemonics are a great way to help kids memorize important information. Share the following spelling mnemonics with your child.

There is **a rat** in sep**arat**e.
and
A princi**pal** can be your **pal**.

Encourage your child to make up other mnemonics to help remember tricky spellings.

Name Acrostic Invite your child to use his or her name to write a descriptive acrostic poem. For example,

*A*wesome
*N*eat
*N*ear-sighted
*A*pples

Cartography 101 Have your child create a map of your neighborhood. Take a walk around the area first, and then have him or her decide what symbols and colors to use to represent various buildings and places.

Your child might enjoy reading the following books:

Titantic
by Victoria Sherrow

Pure Dead Magic
by Deb Gliori

Bridge to Terabithia
by Katherine Paterson

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_____'s Incentive Chart: Week 8

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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Is That a Fact?

What is the difference between a fact and an opinion? A **fact** *can be checked or proven. An opinion is what someone believes or feels about something. An* **opinion** *cannot be proven.*

Fact → **Cocoa beans are used to make chocolate.**
Opinion → **Chocolate pudding is better than chocolate ice cream.**

Read each sentence. Write *F* next to each fact. Write *O* next to each opinion.

_____ 1. **Everyone in the world thinks chocolate makes the best candy.**

_____ 2. **In Switzerland, the average person eats about 22 pounds of chocolate in a year.**

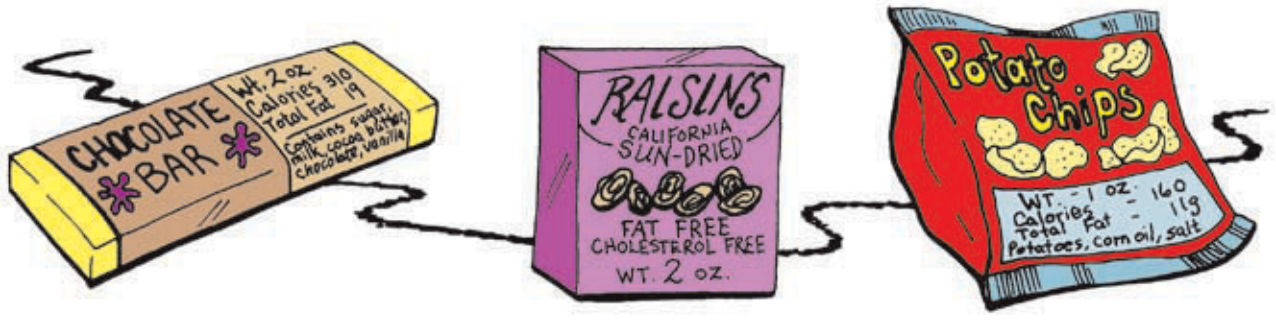
_____ 3. **That means the Swiss eat about 160 million pounds of chocolate annually.**

_____ 4. **I think Americans eat more chocolate than that.**

_____ 5. **People also use chocolate to make drinks and to flavor recipes.**

_____ 6. **There's nothing better than a chocolate donut with chocolate glaze.**

Look at the pictures. Then write two facts and two opinions about each snack food. Use clue words such as *think, best, believe, like,* and *dislike* to signal an opinion.



1. **Fact:** _____

_____

_____

Opinion: _____

_____

_____

2. **Fact:** _____

_____

_____

Opinion: _____

_____

_____

3. **Fact:** _____

_____

_____

Opinion: _____

_____

_____

As you listen to a conversation among your friends about an issue that is important to them, try to identify the facts and opinions you hear and write them down on a sheet of paper. Then ask, "Can this statement be proven?" If the answer is yes, then it is a fact. If not, then it is an opinion. Circle any clue words or phrases that signal opinions.

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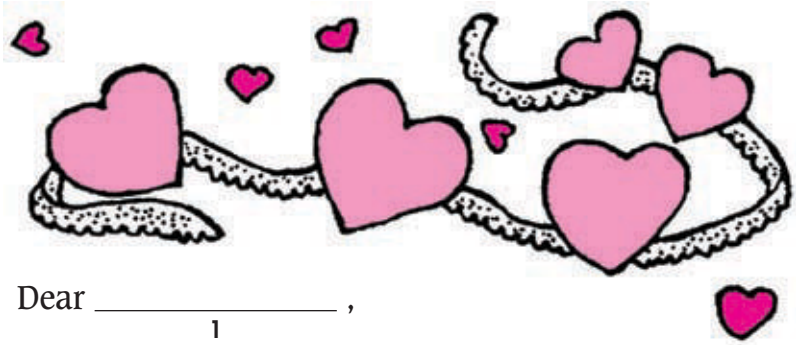
Oh, My Aching Heart!

Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1. _____ FRIEND'S NAME
2. _____ PLURAL UNIT OF TIME
3. _____ ADJECTIVE
4. _____ VERB ENDING IN *ING*
5. _____ ADJECTIVE
6. _____ ADJECTIVE ENDING IN *EST*
7. _____ BODY PART
8. _____ CELEBRITY'S LAST NAME
9. _____ NOUN
10. _____ PLURAL NOUN
11. _____ ADVERB
12. _____ ADJECTIVE
13. _____ ADJECTIVE ENDING IN *ER*
14. _____ VERB



Dear _____ (1) ,

I have watched you from afar for many _____ (2) now. I can be silent no longer. The time has come to tell you how I feel. I think you're really smart and _____ (3) . Whenever you are _____ (4) near me in class, I feel _____ (5) inside. I think you might be the _____ (6) person I have ever met. You are the apple of my _____ (7) .

If you want to find out who I am, meet me at 3:30 behind Principal _____ (8) 's office. I'll be the one wearing the _____ (9) on my head. Until then, please accept this bunch of _____ (10) as a sign of my affection.

Yours _____ (11) ,

Your _____ (12) admirer

P.S. It is _____ (13) to _____ (14) and lose than never to love at all.

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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 × 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 × 3	26.5 × 4	32.8 × 7	20.41 × 5	0.24 × 9	0.04 × 8
H.	**S.**	**I.**	**T.**	**I.**	**M.**
3.06 × 6	300.1 × 8	24.81 × 6	24.6 × 5	41.5 × 3	0.416 × 5
T.	**M.**	**C.**	**N.**	**A.**	**A.**
45.6 × 8	48.5 × 3	4.53 × 3	3.08 × 4	3.49 × 7	6.94 × 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		

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Word Wise

Each word below has a synonym, an antonym, and a homophone. See how many you know and can list without referring to the word box at the bottom of the page.

	Synonym	Antonym	Homophone
1. **stationary**			
2. **taut**			
3. **current**			
4. **alter**			
5. **banned**			
6. **bolder**			
7. **coarse**			
8. **cruel**			
9. **sum**			
10. **sheer**			
11. **birth**			
12. **attendance**			

moving	shear	current	kind	hurtful	crewel	stationery
berth	smooth	change	braver	permitted	course	difference
death	meeker	thick	boulder	band	tight	attendants
presence	taught	altar	maintain	outdated	absence	up-to-date
loose	some	still	rough	origin	thin	total	prohibited

Make a chart like the one above for new words. Here are some to get you started.

cheap build brake compliment die hire tow foul sweet

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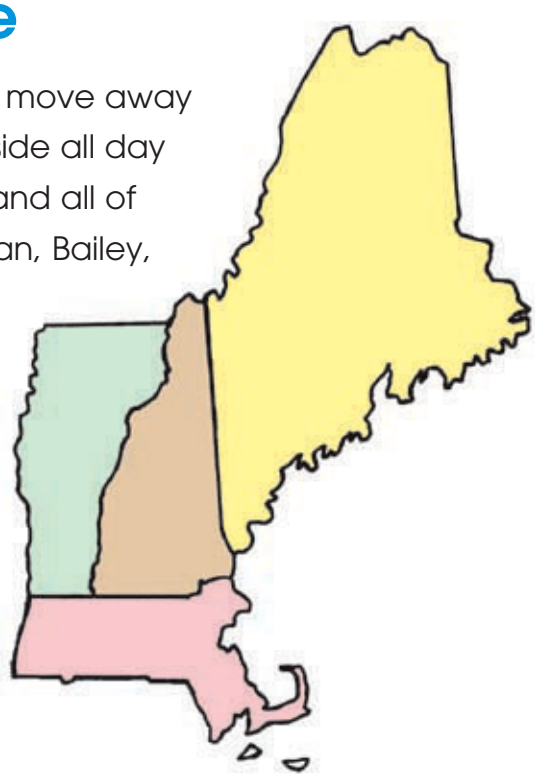
On the Move



Sam and Danny cannot believe that they have to move away from Florida. Florida is so awesome! They can play outside all day long—every day. It is almost always warm and sunny, and all of their friends live there. What will they do without Brendan, Bailey, John, Alexis, and Brian? They will never have such great friends again. Never!

However, Sam and Danny are very excited for their dad. He has a great new job. The only problem is that the job is in New Hampshire. Danny was not even sure where this state was located. After learning that it is way up north near Canada, both boys did get a little excited about playing in the snow. Danny has always wanted to learn to ski, and Sam thinks playing ice hockey sounds like fun.

Sam and Danny also like the location of New Hampshire. It is between Maine and Vermont and not far from Boston, Massachusetts. Quebec, Canada, borders this state on the north. Neither of the boys has ever visited this part of the country, so they are now looking forward to exploring a new area. If only their friends could come with them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World. The boys think that moving to New Hampshire will not be so bad after all.

1. **How do Sam and Danny feel about Florida?** _____

   _____

2. **Circle how Sam and Danny feel about leaving their friends.**
   They are sad.
   They do not know what they will do without their good friends.
   They know they will make a lot of new friends.

3. **Circle how the boys feel about moving to New Hampshire.**
   They think it sounds like a fun, interesting part of the country.
   They are excited about visiting their old friends on spring break.
   They are disappointed that it is next to Vermont.

4. **On the map above, label New Hampshire and the country and states that border it.**

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I'm Convinced!

In a **persuasive paragraph,** *you give an opinion about something and try to convince readers to think or feel the way you do. A convincing persuasive paragraph includes*

— a topic sentence that clearly states your opinion.
— reasons that support your opinion.
— facts to back up your opinion.
— a strong closing sentence that summarizes your opinion.

Pretend you are a world famous chef who prepares dishes that include edible insects—insects that you can eat. You want to persuade people to include insects in their diet. Here is a topic sentence for a persuasive paragraph.

Everyone should try cooking with insects.

Here are some reasons and facts.

- Many insects like mealworms, crickets, and weevils are edible.
- People in many cultures around the world eat insects.
- Many insects are low in fat and rich in vitamins.
- Lots of tasty recipes include insects.
- Insects are really quite delicious.

Now put it all together. Write a persuasive paragraph that includes a title and a strong closing sentence. Remember the rules for writing a paragraph.

Paragraph Title: _____

Topic Sentence: _____

_____

_____

Reasons/Facts: _____

_____

_____

_____

_____

_____

_____

Closing Sentence: _____

_____

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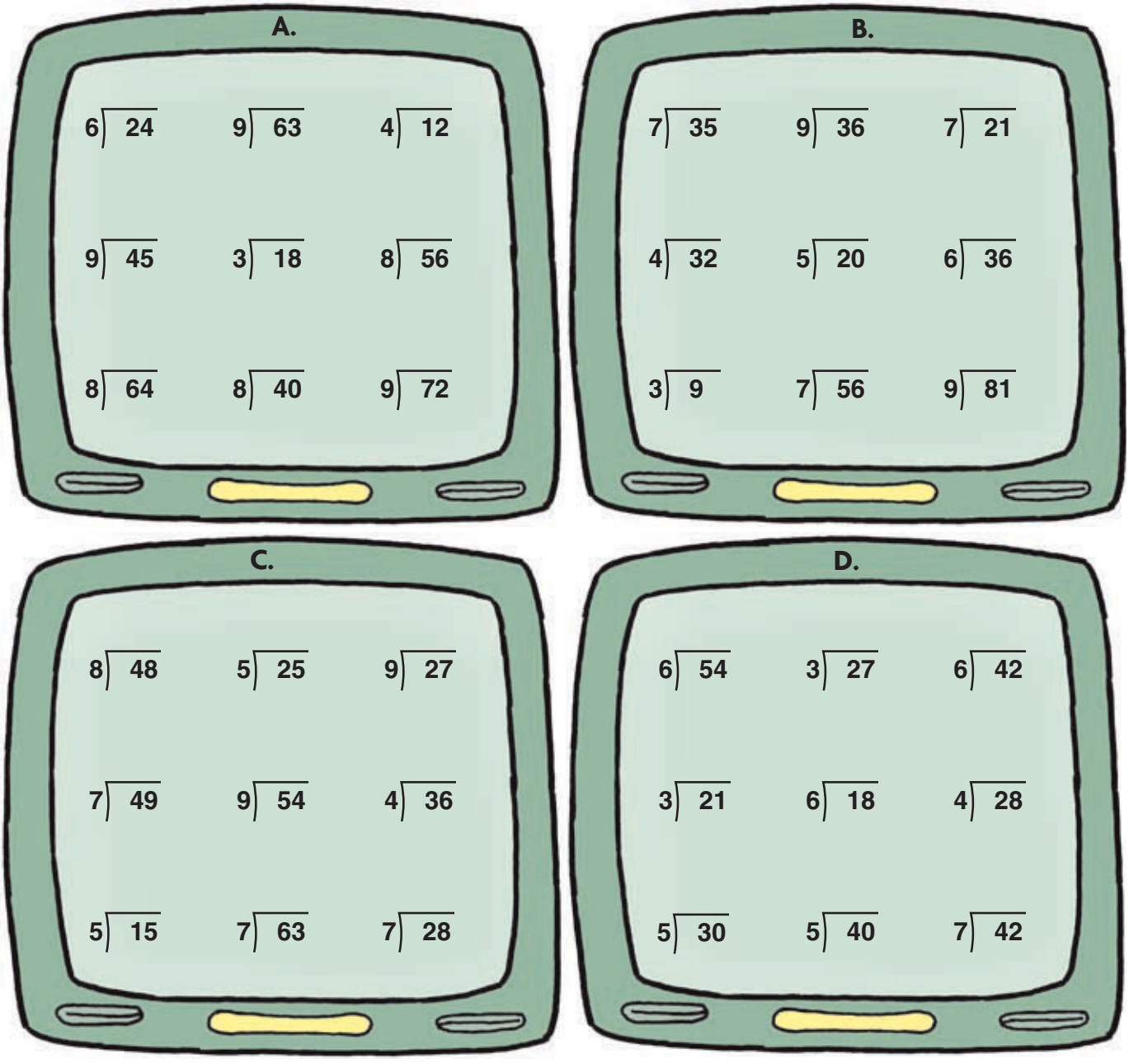
Television Division

Each part of a division problem has a name.

5 ← quotient
divisor → 9 ⟌ 45 ← dividend

Divide.



On another sheet of paper, write nine division facts with a quotient of 8.

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Commas and Colons

Commas are used to separate items in a series, to separate parts of dates, to separate parts of names when the last name is written first, and to follow the greeting and closing of letters. **Colons** are used to separate hours and minutes in expressions of time, to introduce a list, and to follow the greeting of a business letter.

A. **Answer the questions, paying careful attention to your use of commas and colons.**

1. Write your name and the names of two classmates as they would appear on an official document. _____ _____ _____
2. What is your date of birth? _____
3. What time does your school begin? _____ end? _____

B. **Read each sentence. Add a comma or colon where needed. Write *correct* if the sentence is correct.**

1. Luke Sam and Nick are putting on a play.
2. The play will begin at 800 PM.
3. Yalixa his sister wrote the play.
4. They will perform the play Wednesday and Thursday.
5. Amy can you make the costumes?
6. Like her mom Luisa is a good singer.
7. Our flag is red white and blue.
8. Michael plays baseball and soccer.
9. Nathan will visit on March 28 2004.
10. We are always happy when he comes but sad when he leaves.

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Inside Information

Look at the items in column A of the chart below. Every one of them is commonly found *inside* one item in column B. Match the appropriate pairs and write your answers on the blanks below. There is only one correct letter match for each numbered item. We've done the first one for you.

COLUMN A	COLUMN B	CORRECT MATCH
1. butter	a. balloon	1. e
2. coin	b. pantry	_____
3. pupil	c. vault	_____
4. pig	d. shed	_____
5. helium	e. refrigerator	_____
6. cereal	f. sty	_____
7. assets	g. fountain	_____
8. rake	h. eye	_____
9. license	i. bottle	_____
10. arrow	j. mirror	_____
11. battery	k. flashlight	_____
12. mercury	l. quiver	_____
13. reflection	m. thermometer	_____
14. lint	n. wallet	_____
15. message	o. dryer	_____

YOUR TURN

Think of five more items commonly found inside another item, as in the chart above. Mix them up and see if someone in your family can pair them together correctly.

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Grammar Cop

and the Case of the Emperor's New Clothes

The emperor doesn't know if he's coming or going! He doesn't know what he has done, what he is doing now, and what he will do later. Can you help Grammar Cop choose the right tense?

Decide whether each underlined verb is in the past, present, or future tense. Write it in the blank.

_____ 1. There <u>will be</u> a big parade next week.

_____ 2. I <u>have</u> nothing to wear.

_____ 3. I <u>asked</u> the tailors to make me a new cloak.

_____ 4. They <u>promised</u> to make the best cloak the villagers had ever seen.

_____ 5. The tailors <u>are working</u> day and night cutting and sewing.

_____ 6. The cloak <u>is finished</u>!

_____ 7. I <u>tried</u> it on, and something was very strange . . . .

_____ 8. But the tailors assured me that the townspeople <u>will be amazed</u>.

_____ 9. After the parade, all the people <u>said</u> they had never seen anything like my new cloak.

_____ 10. I <u>tried</u> to find the tailors to thank them, but they had left town.

Remember these basic laws of tenses:

- **Past**
The past tense of a verb tells that something already happened. (Example: I **walked** to school this morning.)

- **Present**
The present tense of a verb tells that something is happening now. (Example: It **is raining** today.)

- **Future**
The future tense of a verb tells that something will happen in the future. (Example: Tomorrow I **will play** soccer.)

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Helping Your Child Get Ready: Week 9

These are the skills your child will be working on this week.

Math
- division with remainders
- division with decimals
- changing decimals to fractions

Reading
- main ideas and supporting details

Writing
- writing an expository paragraph
- using exact verbs

Vocabulary
- syllabication

Grammar
- proofreading
- dialogue and quotation marks

Here are some activities you and your child might enjoy.

20 Questions The game of 20 Questions is a great way to build thinking skills. Choose a category (such as animals). Think of one animal. Tell your child he or she can ask only "yes" or "no" questions to determine what animal you're thinking of. Once he or she gets the hang of it, take turns asking questions.

Local Historians Have your child research the history of your community. Have him or her find out the name of the Indians who lived in the area, the first Europeans to arrive, the oldest house or building, and the origin of your community's name.

Numbers That Name You There are lots of numbers that label, count, measure, or order information about a person. For example, everyone has a birthday and an address. Ask your child to think about all the numbers that relate to him or her and list them on a sheet of paper.

Make a Word Play this simple word game. Have your child see how many words he or she can make from the letters in the word *Washington*.

Your child might enjoy reading the following books:

Rosa Parks: From the Back of the Bus to the Front of a Movement
by Cammie Wilson

Encyclopedia Brown
by Donald J. Sobol

Charlie and the Chocolate Factory
by Roald Dahl

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_____'s Incentive Chart: Week 9

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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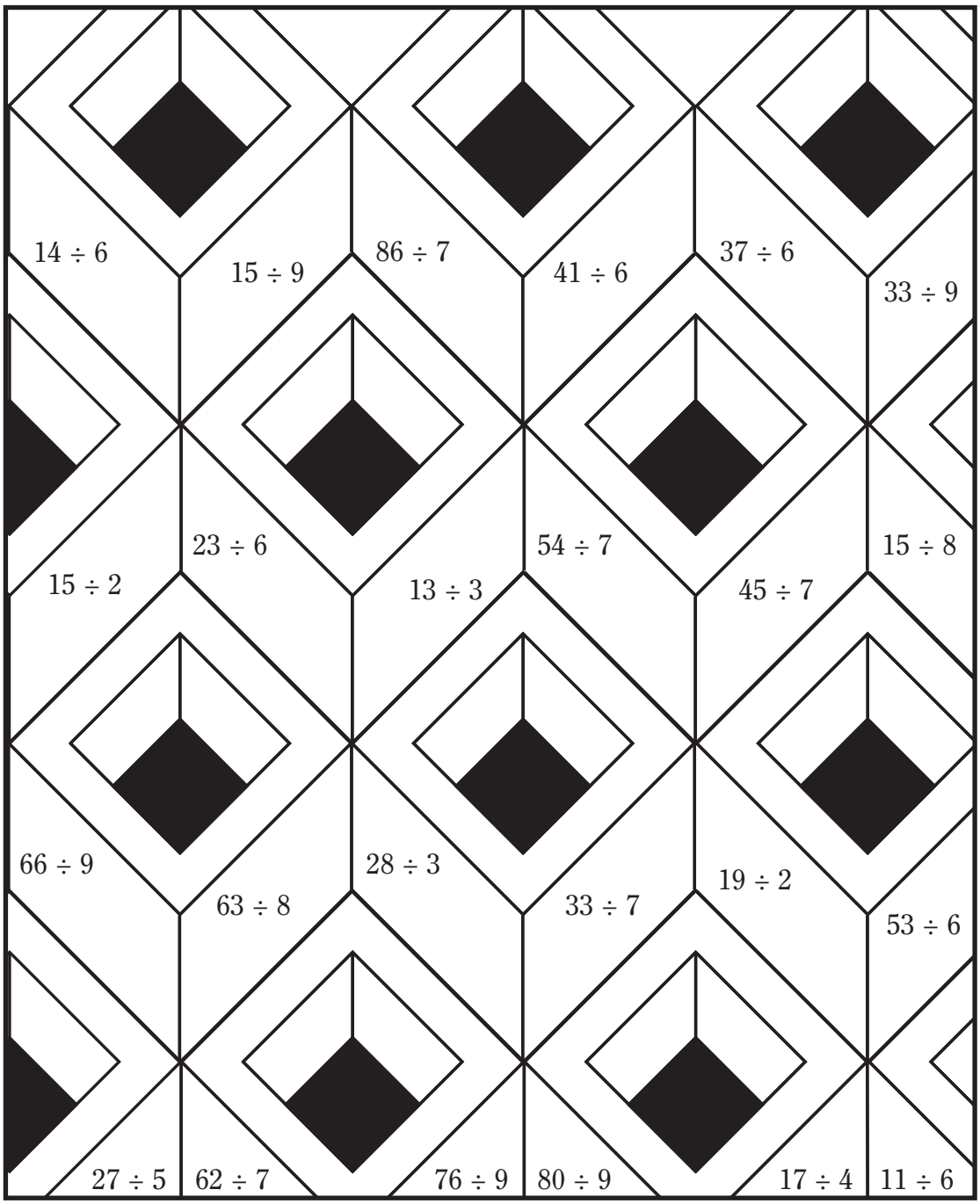
Honeycomb

Solve the problems. If the answer has a remainder between 1 and 4, color the shape yellow. If the answer has a remainder between 5 and 8, color the shape blue. Finish the design by coloring the other shapes with the colors of your choice.



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Syllable Wizardry

How good are you at building words and figuring out how many syllables they have? Answer these tricky and fun questions about words to find out. Some questions may have more than one answer. Write your answers in the blanks.

TIPS
- No answers are proper nouns.
- No answers are foreign words.
- Do not rearrange or subtract any letters from the given word to form the new word.

1. What letter can you add to "eve" to make it a common *two*-syllable word?
   Letter _____ New word _____
2. What letter can you add to "sleep" to make it a common *two*-syllable word?
   Letter _____ New word _____
3. What letter can you add to "rise" to make it a common *two*-syllable word?
   Letter _____ New word _____
4. What letter can you add to "rode" to make it a common *two*-syllable word?
   Letter _____ New word _____
5. What letter can you add to "rode" to make it a common *three*-syllable word?
   Letter _____ New word _____
6. What letter can you add to "man" to make it a common *two*-syllable word?
   Letter _____ New word _____
7. What letter can you add to "are" to make it a common *three*-syllable word?
   Letter _____ New word _____
8. What letter can you add to "pen" to make it a common *two*-syllable word?
   Letter _____ New word _____
9. What letter can you add to "came" to make it a common *two*-syllable word?
   Letter _____ New word _____
10. What letter can you add to "came" to make it a common *three*-syllable word?
    Letter _____ New word _____

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Step by Step

When you write an **expository paragraph**, *you give facts and information, explain ideas, or give directions. An expository paragraph can also include opinions. Here are some topic ideas for an expository paragraph.*

Explain how to play the flute.
Tell why you do not like brussels sprouts.
Give facts about yourself.
Explain how to bathe a dog.
Tell what skills you need to skateboard.
Give the facts about your favorite band.

Here is an example of an expository paragraph. It explains how to fry an egg.

Frying an egg is not all that difficult. After melting a little bit of butter in a frying pan, just crack the eggshell along the rim of the pan and let the egg drop into the pan. Do it gently so the yolk does not break. Let the egg fry over a low heat for about a minute or so. That is all it takes.

Complete the following topics for expository paragraphs with your own ideas.

Explain how to	Give facts about	Tell why
_____	_____	_____
_____	_____	_____
_____	_____	_____

Use the form below to develop one of your ideas for an expository paragraph.

Paragraph Title: _____

Topic Sentence: _____

_____

Details/Facts/Steps: _____

_____

_____

_____

_____

Closing Sentence: _____

_____

Now, use the plan above to write a paragraph on a sheet of paper. If you are giving directions for doing or making something, include words such as *first, next, after that,* and *finally* to make the steps clear for your readers.

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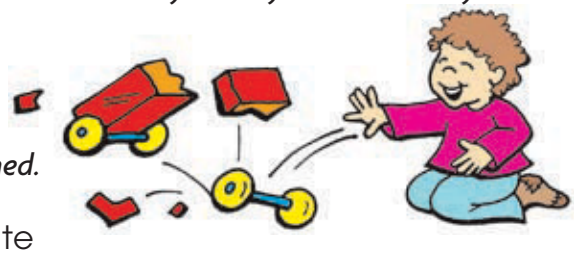
Action Alert

When you write, think about the verbs that you choose to express action in your sentences. Are they as exact as they can be? Do they tell your readers exactly what you want to say?

The child **broke** *the plastic toy.*
The child **smashed** *the plastic toy.*
The child **cracked** *the plastic toy.*

Each verb creates a different picture of what happened.



Read each sentence. Underline the verb. Then rewrite each sentence using a more exact verb. You may want to use a thesaurus.

1. **Three young hikers went up the steep hill.**

_____

2. **A lone runner ran around the track.**

_____

3. **The wind blew through the treetops.**

_____

4. **The janitor cleaned the scuff marks off the floor.**

_____

5. **The audience laughed at the hilarious scene.**

_____

6. **The diners ate the delicious meal.**

_____

7. **The young tourists liked the castle most of all.**

_____

8. **The children slept for about an hour.**

_____

9. **The biologist looked at the unusual specimen.**

_____

Here are some commonly used verbs: make, tell, say, speak, ride. On a sheet of paper, list as many exact verbs as you can think of for each one. Use a thesaurus for additional words. Then write several sentences using the exact words on your list.

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Dialogue and Quotations

Quotation marks are used to show the beginning and end of someone's exact words. An **indirect quotation** is a summary of what someone has written or said. Quotation marks are not used in indirect quotes.

A. **In each sentence, underline the words that the speaker or speakers actually said. Then add quotation marks where they belong.**

1. Can't we stay up just five more minutes? the children begged.
2. Kate replied, That's another story.
3. What's for lunch? Bob asked.
4. I am so excited! Betsy cried.

B. **The following dialogue is missing commas, question marks, and other necessary punctuation. Write the correct punctuation on each line.**

1. Poissant said__ "I remember once when Duke Ellington stayed at my house__"
2. "Was Duke Ellington famous__" Punkin asked__
3. "He sure was__" Miss Ida exclaimed__
4. "I not only met him__" Poissant explained__ "but I was sitting in the parlor when he sat down at the piano and started to play__"

C. **All the punctuation, including quotation marks, is missing from this dialogue. Write the missing punctuation marks on the lines.**

1. __Duke's playing sure heated up that little room___ exclaimed Poissant__
2. __Did any other famous people stay at your house___ asked Freda__
3. __No___ said Poissant___but Lena Horne once stayed at Miss Jackson's house___
4. Then he added__ __However__ that is a story for another day___

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Ride the Wave of Decimal Division

Sometimes zeros are needed in the quotient. When dividing decimals by a whole number, follow these steps.

$$\begin{array}{r} 2 \\ 27\overline{)55.08} \\ -54 \\ \hline 1 \end{array}$$

1. *Divide the whole number.*

$$\begin{array}{r} 2. \\ 27\overline{)55.08} \\ -54 \\ \hline 1 \end{array}$$

2. *Place the decimal point in the quotient.*

$$\begin{array}{r} 2.0 \\ 27\overline{)55.08} \\ -54 \\ \hline 10 \end{array} \quad (< 27)$$

3. *Bring down the 0. Since it is still < 27, place a zero in the quotient.*

$$\begin{array}{r} 2.04 \\ 27\overline{)55.08} \\ -54 \\ \hline 108 \\ -108 \\ \hline 0 \end{array}$$

4. *Bring down the 8. Divide into 108.*

Divide. Then write the letter for each quotient from least to greatest on the lines below to learn where the 1958 megatsunami occurred.

B. $62\overline{)126.48}$	**L.** $13\overline{)3.12}$	**Y.** $41\overline{)102.50}$	**A.** $17\overline{)51.85}$	**A.** $13\overline{)62.4}$
K. $14\overline{)84.14}$	**I.** $51\overline{)18.36}$	**S.** $17\overline{)86.02}$	**A.** $39\overline{)81.12}$	**U.** $16\overline{)11.04}$
T. $32\overline{)18.56}$	**L.** $21\overline{)64.89}$	**A.** $44\overline{)46.64}$	**Y.** $51\overline{)53.856}$	**A.** $31\overline{)188.17}$

The wave occurred in _____ _____ _____ _____ _____ _____

_____ _____ _____ **in** _____ _____ _____ _____ _____ _____ **. It reached 1,720 feet.**

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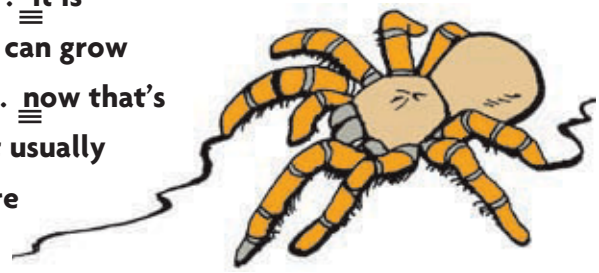
Proofing Pays

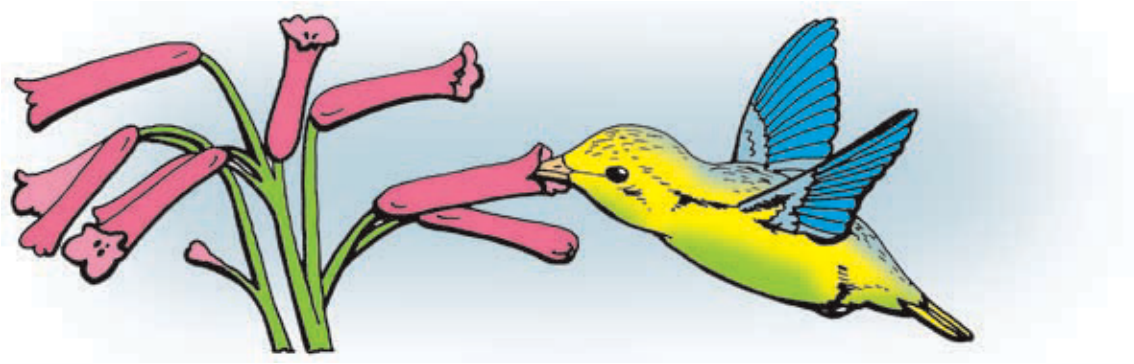
Capitalization and end punctuation help show where one sentence ends and the next one begins. Whenever you write, proofread to make sure each sentence begins with a capital letter and ends correctly. Here's an example of how to mark the letters that should be capitalized.

have you ever heard of a Goliath birdeater? it is the world's largest spider. this giant tarantula can grow to 11 inches in length and weigh about 6 ounces. now that's a big spider! although it is called a birdeater, it usually eats small reptiles and insects. these spiders are mostly found in rain forests.



Read the passage below. It is about another amazing animal, but it is not so easy to read because the writer forgot to add end punctuation and to use capital letters at the beginning of sentences. Proofread the passage. Mark the letters that should be capitals with the capital letter symbol. Put the correct punctuation marks at the ends of sentences. Then reread the passage.

think about the fastest car you've ever seen in the Indianapolis 500 race that's about how fast a peregrine falcon dives it actually reaches speeds up to 175 miles an hour that's incredibly fast peregrine falcons are also very powerful birds did you know that they can catch and kill their prey in the air using their sharp claws what's really amazing is that peregrine falcons live in both the country and in the city keep on the lookout if you're ever in New York City believe it or not, it is home to a very large population of falcons



What do you know about the bee hummingbird, atlas moth, or capybara? Choose one, do some research, and write several sentences about it on a sheet of paper. Then proofread your writing. Does every sentence begin and end correctly? Are all the words spelled correctly?

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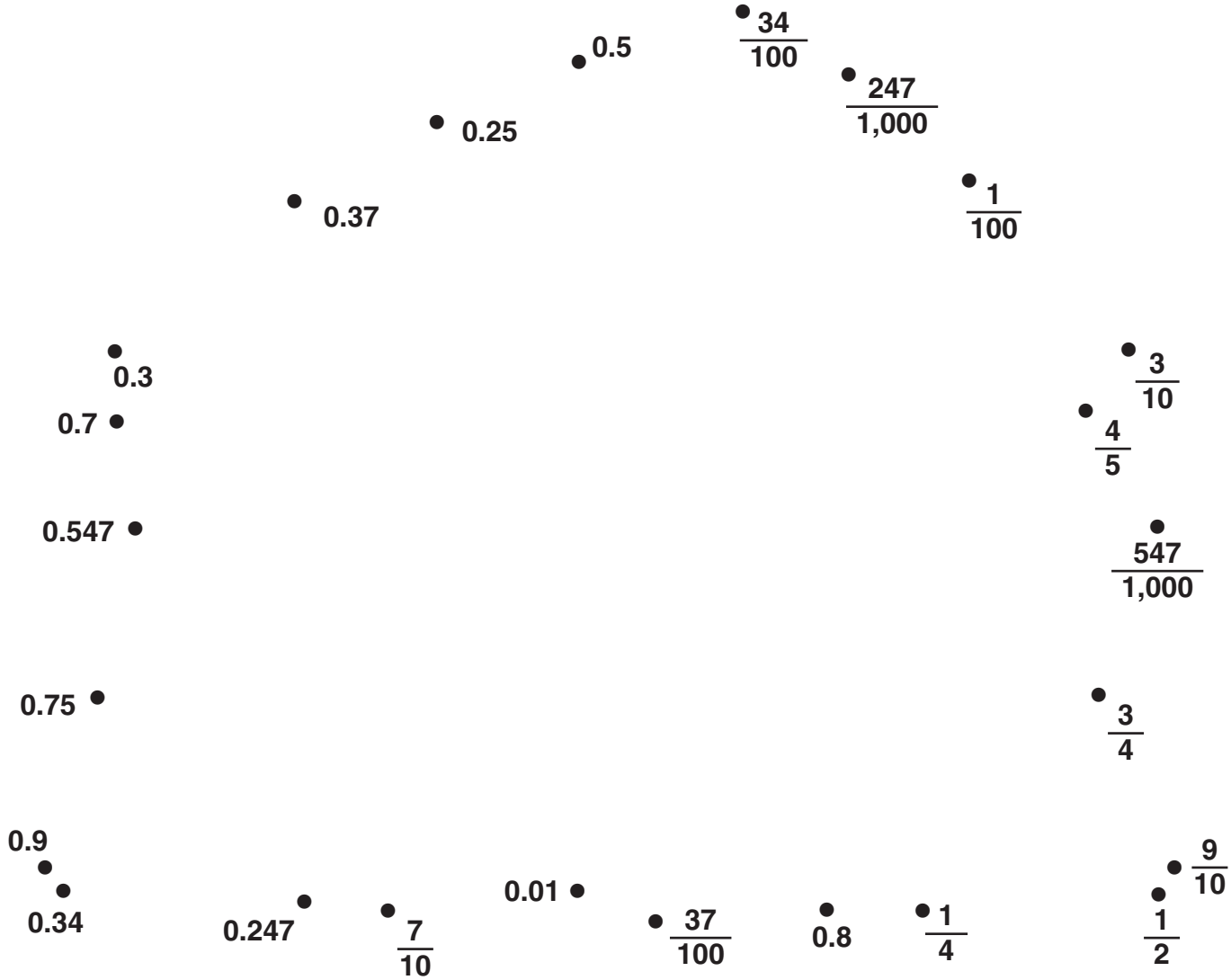
Triangular Patterns

To change a decimal to a fraction, use the greatest common factor to reduce to lowest terms.

$0.8 = \frac{8 \div 2}{10 \div 2} = \frac{4}{5}$ $0.40 = \frac{40 \div 20}{100 \div 20} = \frac{2}{5}$ $0.250 = \frac{250 \div 250}{1{,}000 \div 250} = \frac{1}{4}$

Using a ruler, draw a line to match each decimal with its fraction.



See how many triangles you can find in the diagram.

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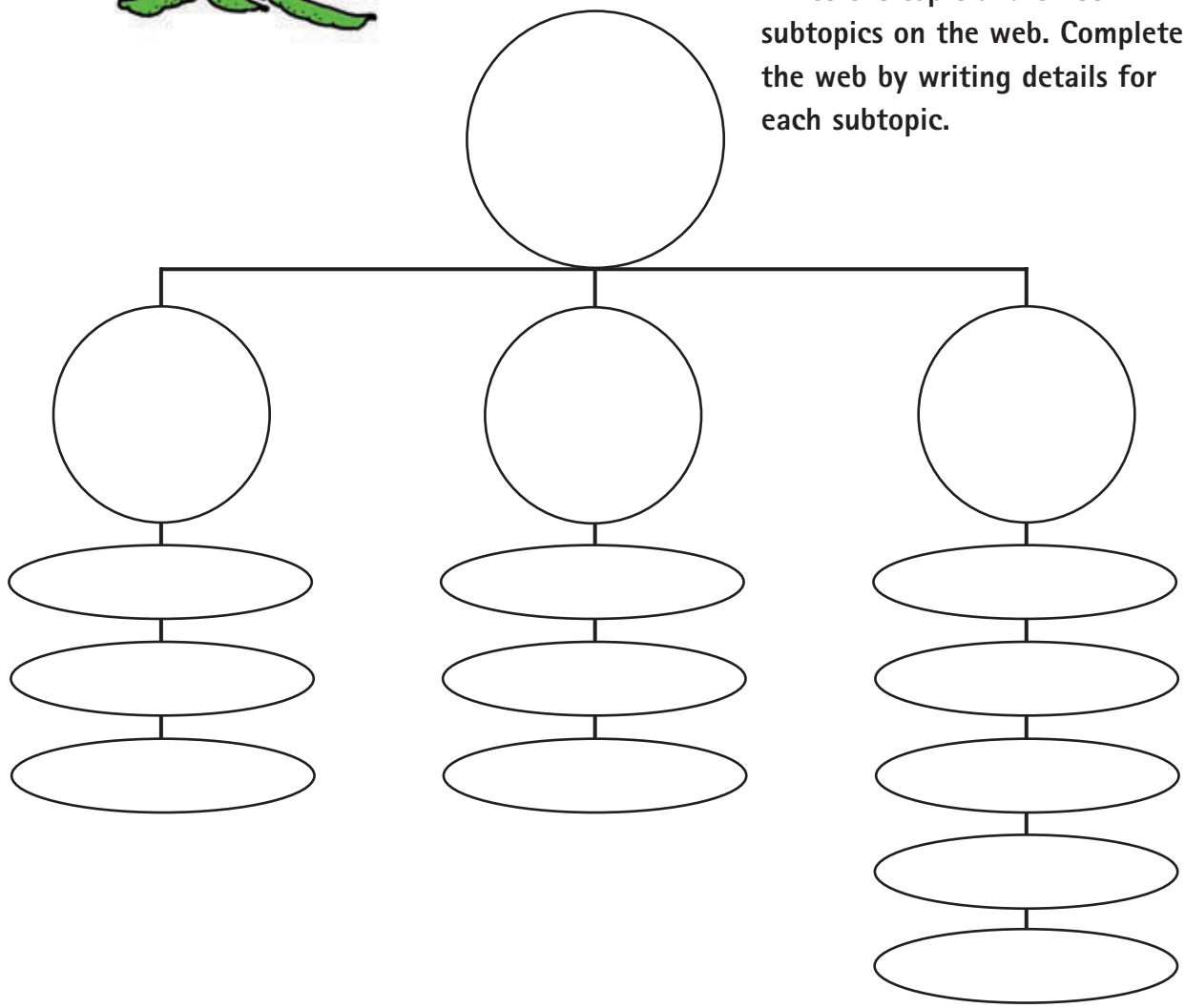
Eating in Egypt

Suppose you lived thousands of years ago in Ancient Egypt. What would you have eaten? Like all Ancient Egyptians, you would eat bread with every meal. Garlic bread, raisin bread, and nutbread were three favorites. Egyptians also ate a lot of fruit including figs, dates, and pomegranates. Vegetables were also part of their diet. Lettuce, beans, onions, cucumbers, and leeks were all popular. How do you think you'd like your Egyptian meal?

Write the topic and three subtopics on the web. Complete the web by writing details for each subtopic.



MORE! Write down everything you eat in one day.

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Testing It Out

Use after completing Eating in Egypt on page 115.

Fill in the circle of the best answer.

1. **One kind of food that Ancient Egyptians ate at every meal was—**
   - (A) lettuce
   - (B) figs
   - (C) bread
   - (D) eggs

2. **Ancient Egyptians often ate fruit called—**
   - (A) leeks
   - (B) beans
   - (C) apples
   - (D) dates

3. **A food group that includes onions is—**
   - (A) grains
   - (B) meat
   - (C) vegetables
   - (D) cheese

4. **Because Ancient Egyptians made raisin bread, you can guess they grew—**
   - (A) grapes
   - (B) bread
   - (C) pomegranates
   - (D) cucumbers

5. **From this passage, you can guess that Ancient Egyptians—**
   - (A) hunted animals
   - (B) grew crops
   - (C) raised chickens
   - (D) fished in the sea

6. **One kind of tree that most likely grew in Egypt was the—**
   - (A) fig tree
   - (B) bean tree
   - (C) oak tree
   - (D) pine tree

7. **Because they had fruit, you can guess that Ancient Egyptians probably—**
   - (A) raised bees
   - (B) drank juices
   - (C) drank milk
   - (D) ate potatoes

8. **A food that the passage does not mention is—**
   - (A) vegetables
   - (B) nuts
   - (C) fruit
   - (D) meat

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Helping Your Child Get Ready: Week 10

These are the skills your child will be working on this week.

Math
- equivalent fractions
- plotting coordinates
- decimals, fractions, and percents

Reading
- determining cause and effect
- standardized reading test practice

Writing
- proofreading

Vocabulary
- analogies

Grammar
- possessives
- commas

Here are some activities you and your child might enjoy.

Create a Moon Calendar Have your child track the moon's changes for a month. Get or make a calendar for the month that has large boxes. Each night, go outside with your child to look at the moon, and then have him or her draw its shape in that day's box.

Listen Up Help your child build listening and memorizing skills with this activity. Have him or her listen carefully as you read and reread the list of Great Lakes below. Then ask your child to repeat it back to you in the same order.

Lake Superior, Lake Huron, Lake Michigan, Lake Erie, and Lake Ontario

Riddle Me This Show your child how to make up number riddles. Read the following riddle to your child as a model:

> I am an even number.
> I am the number of outs made in a full,
> 9-inning baseball game.
> I am the product of 6 times 3 times 3.

Once he or she gets the hang of it, have your child create riddles for you to answer.

Pet Autobiography Suggest that your child write the story of your pet's (or an imaginary pet's) life. The story should be an autobiography—that is, told from the pet's point of view!

Your child might enjoy reading the following books:

Great Whales: The Gentle Giants
by Patricia Lauber

The Color of My Words
by Lynn Joseph

Math Potatoes
by Greg Tang

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_____'s Incentive Chart: Week 10

Name Here

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!

Place sticker here.

Parent or Caregiver's Signature _____

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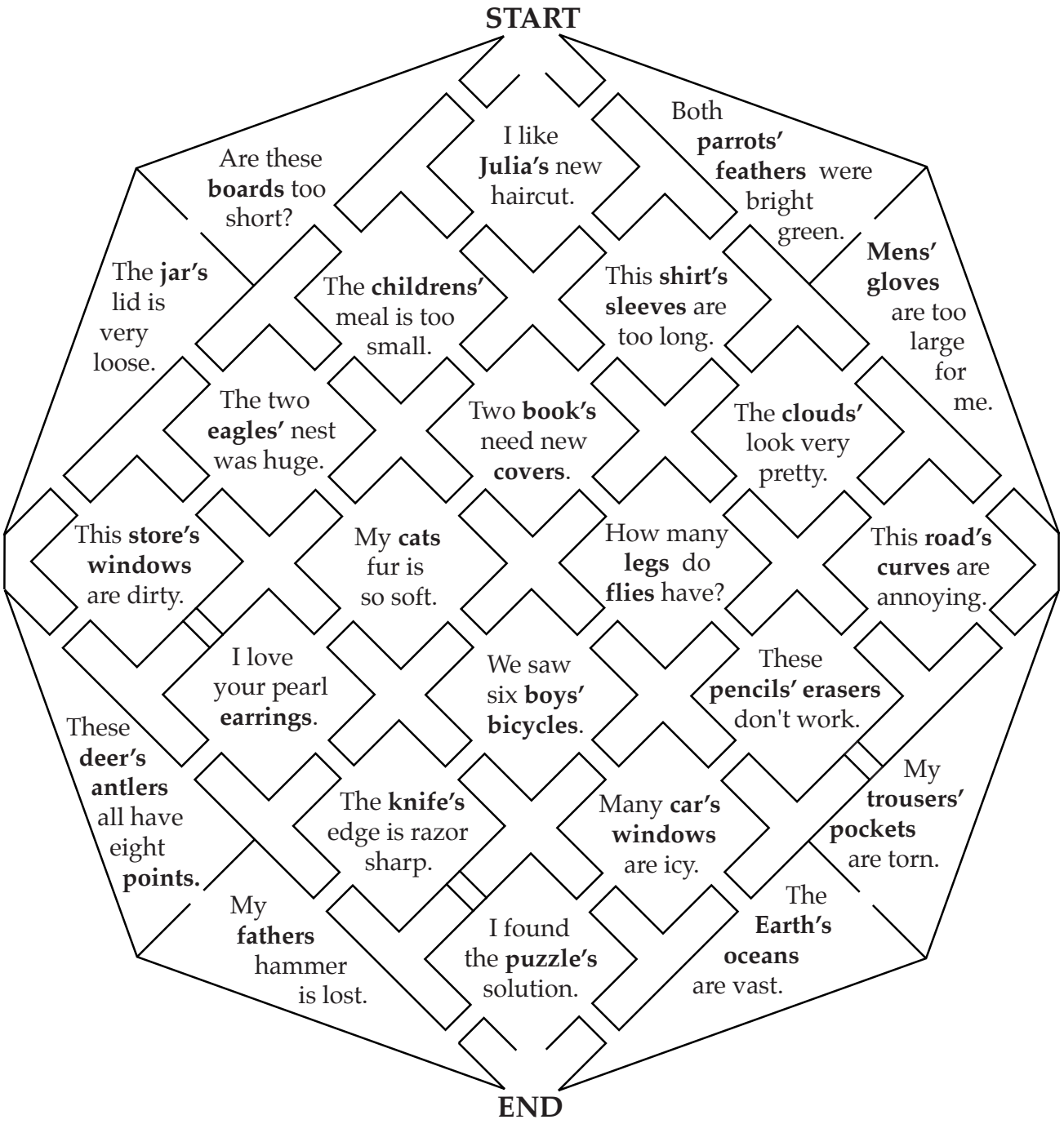
Maze

Find the path to the end by passing only through spaces containing words in **bold** that are correctly spelled. The shortest path will take you through 15 spaces with correct spellings.



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Comma Capers

You know that you must use commas in a series of three or more items.
Max, Sam, and Alex ordered burgers, fries, and milkshakes for lunch.

Here are some additional rules you need to know about commas.
Use commas

— *to set off the name of the person or group you are addressing.*
Here's your order, boys.

— *after words like* yes, no, *and* well.
Well, what do you want to do now?

— *before a conjunction that joins two sentences.*
The boys finished lunch, and then they went to a movie.

Read the sentences below. Decide which ones need commas and which ones do not. Use this symbol ⁁ to show where commas belong.

1. **I'd like a bike a pair of in-line skates and a snowboard for my birthday.**
2. **Well my friend you can't always have what you want when you want it.**
3. **No but I can always hope!**
4. **My friends and I skate all year long and snowboard during the winter.**
5. **I used to like skateboarding but now I prefer snowboarding and in-line skating.**
6. **What sports games or hobbies do you enjoy most Jody?**
7. **I learned to ski last year and now I'm taking ice-skating lessons.**
8. **Skiing ice skating and skateboarding are all fun things to do.**

Review the four rules above for using commas. Then write an original sentence for each rule. Begin and end each sentence correctly. Remember to check your spelling.

9. _____

10. _____

11. _____

12. _____

Writers use commas for other reasons. As you read a newspaper, an article in your favorite magazine, a letter, or a book, look for examples of commas in sentences and jot them down on a sheet of paper. Then see if you can figure out the rules.

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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!

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Moonwalkers on City Streets

Do you need some exercise? Do you want to see some city sights? Perhaps you want to assert your rights as a pedestrian in a city designed for cars. Then you might want to join a group called Moonwalkers in Bethlehem, Pennsylvania. The Moonwalkers meet once a week at night. Then they stride through their city, up hills, down streets, over bridges, and along canals. What are some other reasons that people enjoy moonwalking? They get to meet other members of their community, and they enjoy being out at night.

Find five causes and one effect in the passage.
Write them on the map.

Causes → **Effect**

MORE! Make a list of five synonyms for the word *walk*. Use each word in a sentence.

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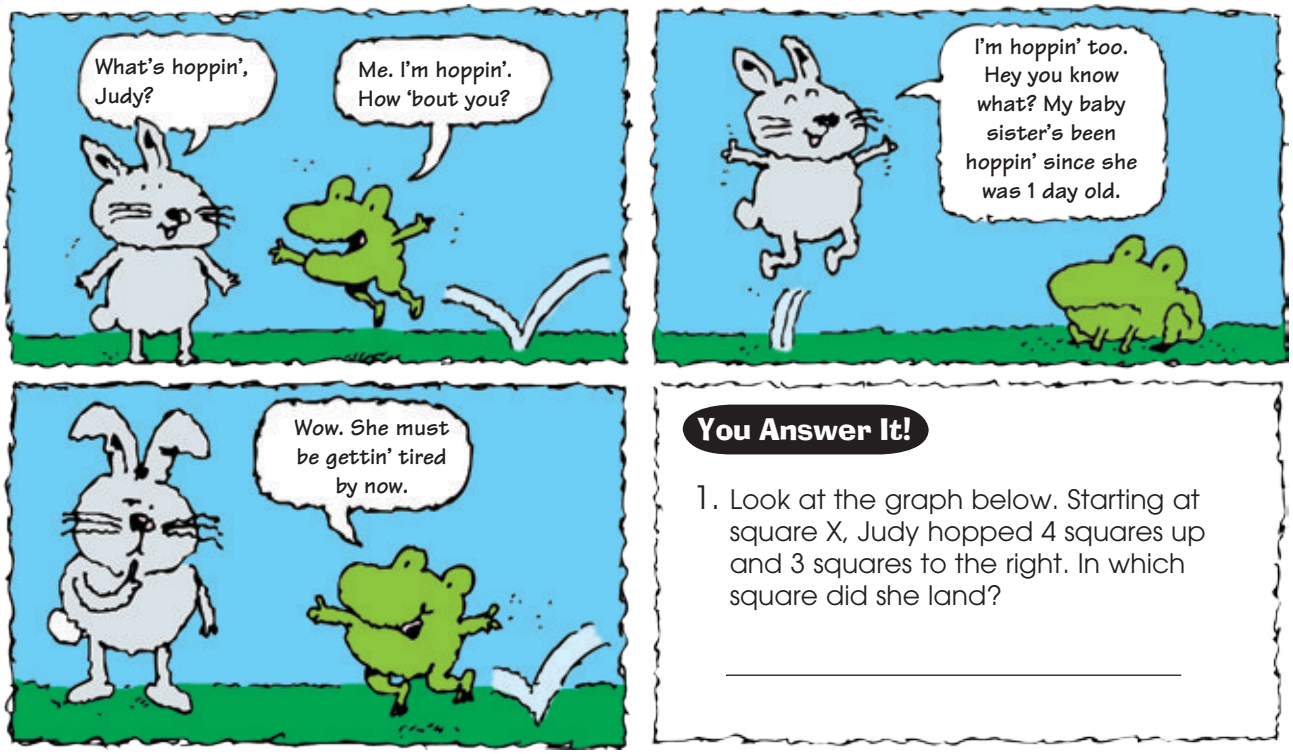
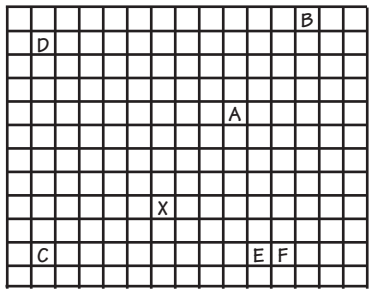
What's Hoppin'?



You Answer It!

1. Look at the graph below. Starting at square X, Judy hopped 4 squares up and 3 squares to the right. In which square did she land?

_____



NOTE: Judy and Rudy can hop in vertical and horizontal directions only.

2. Rudy is in square X. Which are the 2 shortest paths he can take to get to square E?

_____

_____

3. Judy is in square A. Which are the 2 shortest paths she can take to get to square E?

_____

_____

4. Find the 2 shortest paths to get from square X to square D.

_____

_____

5. Find 3 paths to get from square D to square E. Does each path contain the same total number of squares?

_____

_____

6. Starting at square X, Rudy hopped 6 squares up and 5 squares to the left. How many squares is he from square D?

_____

_____

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Stories Behind Inventions That Changed the World

(That May or May Not Be True)

Find and mark the eleven spelling errors.

The Jacket Zipper

The first zipper, the Model 100-A, was made of solid wood and weyed over 17 ponds. Over time, the size decreased. Metal replased wood. A solid gold zipper weighed in at only 4.1 ownces. Unfortunatelly, it cost over $1,500. Finally, the Model 100-Z came out. It was a lot like the zipper of today—except two people were required to zip it up.

The Bookmark

Ted E. Bear, in a 1997 interview, discloseed, "I kept loosing my place in the book I was reading. I tried putting a peece of cheese in there, but it was greasy. I tried a giant rock. It was too heavy and awkward. I tried a $100 bill. It worked well, but that was all the money I had! Finally, I tried a small slip of paper. At last, the bookmark was born!

The Cereal Spoon

First, people tried to eat cereal with their hands. What a mess! There was milk driping from everyone's elbows. Next, a garden shovel was tried. Too big! It was replaced with a fork. The size was good, but it leaked. Finally, someone pulled out a spoon. There was little chance after so many faillurs that it would work. But it was perfect!

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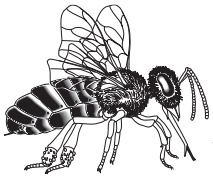
Beekeeping Basics



Open a jar of golden honey. Spread some on a slice of toast. Take a bite and enjoy its special sweetness. There's nothing else quite like it!

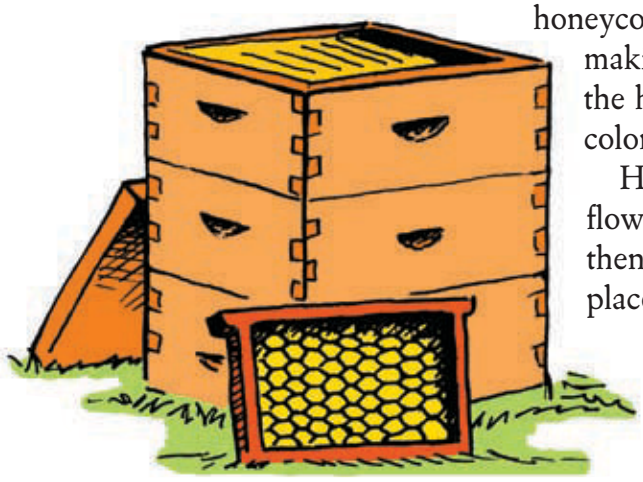
Where does honey come from? Bees make it, right? But wait! Bees are insects. They don't set up little factories for making honey and putting it in jars, do they? What's the real story behind the honey we eat?

Since ancient times, people have known that bees make a delicious, sweet food. To get it, people would search for a hive of wild bees and steal the honey. Then some people figured out that they could get honey more easily if they made hives for bees to live in. They became beekeepers.

The first hives were probably hollow logs or clay pots turned on their sides. Later, in about 1500, farmers in Europe began building straw beehives that looked like baskets turned upside down. Farmers from Europe brought honeybees with them to America in the 1600s.

Around 1850, an American beekeeper invented a better kind of hive called the *hanging movable-frame beehive*. It looks like a stack of boxes. Inside are wooden frames where bees build wax honeycombs for storing their honey. This is the kind of hive that most beekeepers use today.

The amazing thing about a beehive is how much it actually *is* like a little factory for making honey. Each hive is home to a colony of as many as 60,000 bees. A colony has one queen that lays eggs. Other bees have different jobs, such as building the honeycomb, keeping it clean, feeding the young, or making honey. Some bees are guards that protect the hive. If a guard thinks you are a danger to the colony, it will sting you.



Honey is made from *nectar*, a sweet liquid inside flowers. A bee sucks nectar from a flower and then brings it back to the hive. A wax-making bee places the nectar in a honey cell. Other bees add more and more nectar to the honey cell. The nectar is mostly water when it is first brought to the hive. "House bees" fan their wings over the cell to remove the water. As the water evaporates, the nectar changes into honey. When the honey in a cell is ready, the bees cover it with a wax cap.

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Beekeepers give the bees several months to fill the honeycombs in a hive. Bees must gather nectar from more than a million flowers to make just one pound of honey! When the honey is ready to harvest, beekeepers wear special clothes that cover their bodies completely. Otherwise, they would surely be stung many times as they pull frames filled with honey from the hive.

Using special tools, beekeepers can extract the honey without breaking the honeycomb. They do this so that the bees will not need to rebuild the honeycomb. When the beekeeper puts the frames back into the hive, the bees will start filling them with honey again.

No bee can make honey alone. It takes a large team of very hard workers to get the job done. We could learn a lot from these little creatures about working together and getting things done.

1. **Beekeepers extract honey without breaking the honeycomb. What does extract mean?**

   Ⓐ take out
   Ⓑ fill up
   Ⓒ make
   Ⓓ eat

2. **How is a beehive like a factory?**

_____

_____

_____

3. **List four steps in the making of honey.**

_____

_____

_____

_____

4. **Which sentence best states the main idea of this article?**

   Ⓕ Be careful around honeybees—they sting!
   Ⓖ An American invented the best kind of beehive.
   Ⓗ Honeybees are useful and interesting creatures.
   Ⓙ Beekeepers have been around for a long time.

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Identifying Relationships

Write the phrase from the box that tells how the first two words are related. Then write the correct word to complete the analogy.

Relationship:	Same Class	Part/Whole	Synonyms
	Antonyms	Homophones	

1. weight : wait :: gilt : _____ Relationship _____
   Ⓐ wave Ⓑ guilt Ⓒ gill

2. work : play :: deep : _____ Relationship _____
   Ⓐ shallow Ⓑ dive Ⓒ job

3. elm : pine :: bee : _____ Relationship _____
   Ⓐ birch Ⓑ honey Ⓒ beetle

4. seam : seem :: I : _____ Relationship _____
   Ⓐ me Ⓑ eye Ⓒ you

5. kernel : corn :: seed : _____ Relationship _____
   Ⓐ soil Ⓑ water Ⓒ watermelon

6. forest : woods :: field : _____ Relationship _____
   Ⓐ meadow Ⓑ flower Ⓒ farmer

7. leave : arrive :: asked : _____ Relationship _____
   Ⓐ go Ⓑ told Ⓒ inquired

8. wheel : we'll :: hall : _____ Relationship _____
   Ⓐ help Ⓑ hill Ⓒ haul

Explain to someone in your family how you chose each answer.

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Free-Throw Percents

Hoops, Dunk'n, and Shooter are on the court again! How do their numbers add up? Follow the steps below to make sense of their percents.

1. Hoops took 10 free throws and made 4. What percent did he make?

   4/10 = _____/100 = _____%

2. Dunk'n took 4 free throws and made 3.

   a. What fraction did he make? _____ = _____/100

   b. What fractions did he miss? _____ = _____/100

   c. What percent did he make? _____%

   d. What percent did he miss? _____%

3. Shooter took 20 free throws and made 13.

   a. What fraction did he make? _____

   b. What fraction did he miss? _____

   c. What percent did he make? _____

   d. What percent did he miss? _____

All-Star Math!

4. Hoops makes 60 percent of the free throws he takes.

   a. In lowest terms, what fraction of free throws did he make? _____

   b. If he took 10 free throws, how many should he make? _____

   c. If he took 15 free throws, how many should he make? _____

   d. If he took 200 free throws, how many should he make? _____

Remember!

Percents are fractions of 100.
For example: 25/100 = 25%
Or 3/25 = 12/100 = 12%

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Week 1 • Day 1
Synonyms/Antonyms

Two Left Feet

These shoes are a l mixed up! You can pair them off. Each shoe contains a word that is a synonym for a word on another shoe. Synonyms are words that have the same or almost the same meaning. Put each pair of shoes together by coloring them the same color. Use a different color for each pair.

Lace up those synonym shoes! Each of the shoelaces has a word that is an antonym for a pair of shoes above. Antonyms are words that have the opposite meanings. Color each lace the same color as the pair of shoes that is its opposite.

Bonus: Create antonym socks. Challenge a friend to match them to the shoes.

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Week 1 • Day 1
Addition

Climbing High

To add multiple digit numbers without regrouping, follow these steps:
1 Add the ones column
2 Add the tens column
3 Add the hundreds column
4 Continue working through each column in order

Add.

A

1,136 + 2,433	9,025 + 851
3,569	9,876

B

8,730 + 1,252	2,928 + 5,021	3,650 + 4,210	80,662 + 11,136
9,982	7,949	7,860	91,798

C

55,100 + 31,892	60,439 + 30,310	81,763 + 8,231	36,034 + 41 753
86,992	90,749	89,994	77,787

D

321,957 + 260,041	623,421 + 151,441	264,870 + 303,120	592,604 + 102,335	127,094 + 832,502
581,998	774,862	567,990	694,939	959,596

Mount Everest is the highest mountain in the world. To find the height of Mount Everest, begin climbing in Row D. Write the underlined numbers in order. Continue writing the numbers in Row C, Row B, and Row A. How many feet did you climb? 29,028 feet

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Week 1 • Day 2
Including Details

Spout Some Specifics

To be a good writer, it is important to know what you are writing about, to be specific, and to include details. All this helps to create a picture for your readers and will make your writing more interesting and informative. Compare the two phrases below. Which one is more specific, interesting, and informative? Which one creates a more vivid picture?

a vehicle or *an old, rusty, dilapidated pick up truck with flat tires and a shattered windshield*

For each general word or phrase, write a more specific word. Then add details to describe each specific word.

	Specific Word	Details
1	a body of water	
2	a piece of furniture	
3	an article of clothing	
4	a child's toy	
5	a noise or sound	
6	a tool	
7	a group of people	
8	a reptile	
9	garden plants	
10	a kind of fruit	
11	a kind of vegetable	
12	a drink	
13	footwear	
14	musical instrument	
15	a holiday	

Answers will vary.

Look at yourself in the mirror. Then write on a sheet of paper as many words and phrases as you can to describe yourself so that someone who does not know you would get a clear, vivid picture of what you look like.

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Week 1 • Day 2
Types of Sentences

Types of Sentences

A **declarative sentence** makes a statement. An **interrogative sentence** asks a question. An **exclamatory sentence** shows strong feeling. An **imperative sentence** states a command.

A **What kind of sentence is each of the following? Write *declarative*, *interrogative*, *exclamatory*, or *imperative* on the line.**

1	Merlin carried the baby to safety.	declarative
2	Why did traitors poison the town's wells?	interrogative
3	Go back and fetch the missing sword.	imperative
4	Slip the sword into the groove and pull it out.	imperative
5	The king was England's bravest ruler!	exclamatory
6	Who will follow Selene?	interrogative

B **Identify which groups of words are incomplete sentences and which are complete sentences. Write *incomplete* or *complete* on the line.**

1	Sarah at the edge of the square.	incomplete
2	The knights fought so bravely!	complete
3	How did Kay treat her dog?	complete
4	The sword out of the stone.	incomplete
5	Natalie was trained to be a pilot.	complete

C **Correct the incomplete sentences in part B. Add an action word to each one. Then rewrite the complete sentence on the line.**

1 _____

2 _____

Answers will vary.

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Use with page 16
Week 1 • Day 3
Sequencing

A Real Cool Cowboy

The events in a story take place in a certain order. This is the **sequence** *of events.*

Pecos Bill is a well known character in American folklore. His legend developed from a magazine article written by Edward O'Reilly in 1923. This cowboy hero is often credited for being the creator of branding, roping, and other cowboy activities. It is also said that Pecos Bill taught broncos how to buck and cowboys how to ride.

Legend has it that Pecos Bill was born in the 1830s in Texas. He teethed on a bowie knife and had bears and other wild animals as friends. On a family trip to the West, little Bill fell out of the wagon near the Pecos River. He was found by coyotes that raised him.

Two famous natural landmarks are also amusingly traced back to Pecos Bill: the Grand Canyon and Death Valley. Supposedly, Pecos Bill once made a bet that he could ride an Oklahoma cyclone without a saddle. The cyclone was not able to throw him off, and it finally "rained out" under him in Arizona. This rain was so heavy that it created the Grand Canyon. When he reached California, Pecos Bill crashed; it was the force of his fall that is said to have created Death Valley. In actuality, some rocks in the deepest part of the Grand Canyon date back to about two billion years ago. The Colorado River began forming the Grand Canyon about six million years ago. Over centuries, the water eroded the layers of rock and the walls of the canyon were created. More erosion occurred later as a result of wind, rain, and melting snow. Death Valley is a desert in California and Nevada. It contains the lowest point in the Western Hemisphere at 282 feet below sea level.

No one is quite sure how Pecos Bill died. One version says he laughed himself to death after listening to silly questions a man from Boston asked him about the West.

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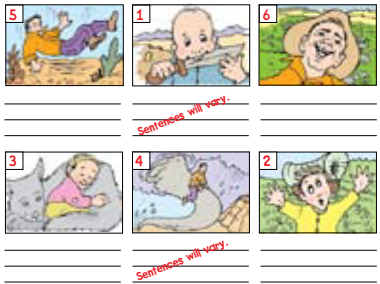
Use with page 15
Week 1 • Day 3
Sequencing

1 **Look at each picture. Number the events in the order in which they happened in the story. Write a sentence for each.**



Sentences will vary.

Sentences will vary.

2 **Four words from the story are hidden in the puzzle. The definition of each word is given below. Shade in the letters for each word reading left to right and top to bottom. The remaining letters will spell the name of a real cool cowboy two times.**

a piece of writing

laughingly

attributed with

a particular form of something

a	p	r	t	e	i	c
c	o	l	e	s	a	b
m	u	s	i	i	n	l
g	l	y	l	c	p	r
e	d	e	i	t	c	e
o	d	v	s	e	b	r
i	s	l	l	i	o	n

Read a story about an imaginary character. On another sheet of paper, write five events from the character's life in the order in which they happened.

page 16

Week 1 • Day 4
Addition

Wild Birds

Some addition problems will require regrouping several times. The steps look like this:

1 Add the ones column. Regroup if needed. *2 Add the tens column. Regroup if needed.* *3 Add the hundreds column. Regroup if needed.* *4 Continue working through each column in order.*

1	11	111	
37 462	37 462	37 462	37 462
+ 22 798	+ 22 798	+ 22 798	+ 22 798
0	60	260	60 260

Add. Then use the code to finish the fun fact below.

bald eagle

Z 953 + 418	B 295 + 337	R 418 + 793	Q 565 + 957	S 862 + 339	X 478 + 283
1,371	632	1,211	1,522	1,201	761

falcon

I 2,428 + 6 679	C 1,566 + 2 487	Y 3,737 + 6 418	A 9,289 + 4 735	Y 8,754 + 368
9,107	4,053	10,155	14,024	9,122

vulture

L 57,854 + 45,614	P 29,484 + 46,592	E 36,238 + 46,135	F 67,139 + 25,089
103,468	76,076	82,373	92,228

owl

D 240,669 + 298,727	O 476,381 + 175,570	R 882,948 + 176,524
539,396	651,951	1,059,472

What do all of these birds have in common?

They are

B	I	R	D	S		O	F
632	9,107	1,211	539,396	1,201		651,951	92,228

P	R	E	Y
76,076	1,059,472	82,373	10,155

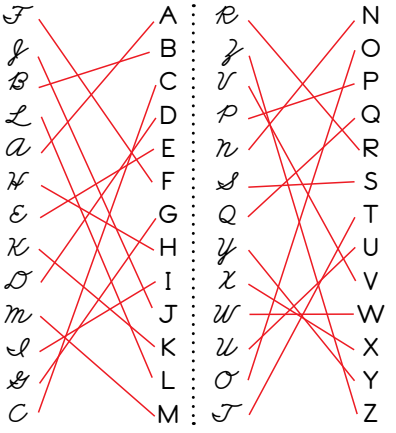
.

page 17

Week 1 • Day 4
Handwriting

Letter Match

Match the cursive letters to their partners.



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Eating Your Words

To eat your words is an expression called an idiom. Idioms can't be taken literally. To understand them, you have to know their special meanings.

Name

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Foods Complete each of these idioms by putting the name of a food on each blank. If you don't know the idiom, put in your best guess.

be a couch **potato** (sit around, be lazy)
walk on **eggshells** (be very cautious)
in a **pickle or jam** (have a big problem)
spill the **beans** (give away a secret)
a piece of **cake** (something that's very easy)
like two **peas** in a pod (to be very similar)
go **bananas** (go crazy)

3

Animals Complete each of these idioms by putting the name of an animal on each blank. If you don't know the idiom, put in your best guess.

have a **frog** in your throat (be hoarse)
raining **cats** and **dogs** (rain hard)
be a **chicken** (feel fearful or anxious)
have **butterflies** in your stomach (feel nervous)
horse around (play noisily)
smell a **rat** (suspect something's wrong)
have **ants** in your pants (feel restless)

2

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Parts of the Body Complete each of the idioms on these two pages by putting the name of a part of the body on each blank. If you don't know the idiom, put in your best guess.

be all **ears** (be eager to listen)
hold your **tongue** (be silent)
have your **head** in the clouds (to daydream)
make your **mouth** water (look and smell tasty)
get it off your **chest** (make a confession)

4

Similes Expressions that compare two things using the words as or like are called similes. Complete each of these popular similes by putting the name of an animal on each blank. If you don't know the simile, put in your best guess.

as wise as a/an **owl**	as strong as a/an **ox**
as proud as a/an **peacock**	as quiet as a/an **mouse**
as sly as a/an **fox**	as stubborn as a/an **mule**
as busy as a/an **bee or beaver**	as gentle as a/an **lamb**
as graceful as a/an **swan**	

6

Draw a picture that illustrates the meaning of one of the idioms in this mini-book. Write the idiom at the bottom of the page.

8

Create your own similes by completing each of the phrases below. Try to make your similes as descriptive as possible.

as funny as
as noisy as
as scary as
as fast as
as playful as
as angry as

7

get a pat on your **back** (be praised)
make your **hair** stand on end (be scary)
be all **thumbs** (be awkward or clumsy)
stick your **neck** out (take a risk)
button your **lip** (keep quiet)
pull someone's **leg** (fool someone)
catch your **eye** (be noticed)
on your **toes** (be alert)
give someone a **hand** (help someone)

5

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Week 2 • Day 1
Rounding/Estimating

Bee Riddle

Riddle: What did the farmer get when he tried to reach the beehive?

Round each number Then use the Decoder to solve the riddle by filling in the spaces at the bottom of the page

1	Round 7 to the nearest ten	10
2	Round 23 to the nearest ten	20
3	Round 46 to the nearest ten	50
4	Round 92 to the nearest ten	90
5	Round 203 to the nearest hundred	200
6	Round 420 to the nearest hundred	400
7	Round 588 to the nearest hundred	600
8	Round 312 to the nearest hundred	300
9	Round 549 to the nearest hundred	500
10	Round 710 to the nearest hundred	700

Decoder

400	A
800	W
30	O
0	Y
25	E
500	I
210	J
20	L
40	C
700	U
90	S
100	T
600	G
95	F
50	N
550	V
300	Z
7	H
200	Z

A "B u z z y" s i g n a l
10 5 8 1 4 9 7 3 6 2

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Week 2 • Day 1
Adding Details

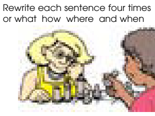
Make It Interesting

A sentence can be very simple This sentence tells who did what
The crew worked.

As you write and revise your writing add details about people places or things or about where when and what happens This will make your writing more interesting Here s how the sentence above was revised several times Each sentence gives a little more information

The construction crew worked.
The construction crew worked quickly.
The construction crew worked quickly to clear the rubble.
The construction crew worked quickly to clear the rubble at the building site.
The construction crew worked quickly yesterday to clear the rubble at the building s te.

Rewrite each sentence four times Add new deta ls each time to tell more about whom or what how where and when



The children played

1
2
3 Sentences will vary.
4

A package arrived

1
2
3 Sentences will vary.
4

Rewrite the following sentence several times on a sheet of paper. Remove a detail each time until you are left with a very simple sentence.
The excited team cheered wildly after winning the championsh p basketball game.
The team cheered.

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Use with page 26
Week 2 • Day 2
Following Direction

Green Gift

Poor Grandma! I wish there was some way we cou d cheer her up Amy sa d to her brother Mark

G andma had fa len and broken her leg The doctor sa d she would be n a cast for six weeks Grandma was very active and loved to work n her garden so she wou d not enjoy sitting n her chair wait ng for her leg to heal

I have an dea said Mark I saw some p ctures of terrariums in a magazine Terrar ums are l ttle indoor gardens that can be grown n glass jars Let s make a terrar um for Grandma so she can enjoy a garden n her house

Amy thought Mark had a great idea so the two of them found the magazine art cle w th the direct ons for making a terrar um and showed their mom She agreed that a terrarium wou d be a perfect g ft for Grandma She helped Amy and Mark find a large c ear g ass bottle which they cleaned and checked for eaks After a tr p to the garden shop to buy the materia s they were ready to assemble the terrar um

First they put a small layer of charcoal and gravel drainage material at the bottom of the bott e Th s wou d keep the soil from getting too damp

Draw a layer of charcoal and gravel at the bottom of the bottle

Next they added a ayer of dark r ch soil

Draw a layer of dark soil on top of the drainage materia s

Now they were ready to add the plants Mark used a ong handled spoon to tap out holes in the so l Amy had chosen two plants at the garden shop One was tall w th long th n green leaves The other was short with br ght p nk f owers Mark placed the plants in the holes and gently tapped the soil down over the r roots

Draw the two plants Mark and Amy planted

To make the terrar um even more co orful Amy p aced some colorful rocks and bright green moss around the plants

Draw the colorful rocks and green moss that Amy added to the terrarium

Final y Mark and Amy l ghtly watered the p ants by pouring water through a sma l funnel at the top of the bottle Now the terrar um was ready to take to Grandma

When Amy and Ma k showed Grandma her new terrarium she was so happy Now she had a beautiful ittle garden to enjoy r ght inside her home

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Use with page 25
Week 2 • Day 2
Following D rections

Mark and Amy want to make another terrarium for their Aunt Hilda s birthday but they lost the magazine article with the directions Help them make a new set of directions

1 Make a l st of all the materials Mark and Amy needed to assemble the terrarium
large, clear glass bottle; charcoal; gravel; rich soil; long-handled spoon; plants; colorful rocks; bright green moss; small funnel; water

2 What must be done to the bottle before add ng the materials to it?
cleaned and checked for leaks

3 Tell how to assemble the terrarium Be sure to use the steps in correct order
First put a small layer of charcoal and gravel drainage material at the bottom of the bottle.
Next add a layer of dark, rich soil.
Now use a long handled spoon to tap out holes in the soil
and then add the plants
and tap soil over their roots.
To make the terrar um more colorful place colorful rocks and bright green moss around the plants.
Finally water the plants by pouring water through a small funnel at the top of the jar.

4 Why do you th nk Amy on y chose two plants for the terrarium?
Answers will vary.

5 What k nds of plants would not be good choices for a terrar um?
Answers will vary.

Cut a label off a product your family is finished using. On another sheet of paper, write three questions involving the directions on the label for using the product. Give the label and the questions to someone in your family to answer.

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Week 2 • Day 3
Charts & Tables

How's Your Heart Rate?

You Need:
◆ stopwatch or watch with a second hand ◆ tennis ball

Animals have hearts that do the same job as a person s heart An animal s heart beats to pump blood through its body What s different about an animal heart and a human heart? The number of times it beats in a minute

Each day your heart beats about 100,000 times That s enough times to pump almost 1,500 gallons of blood throughout your body! By the time you are 70 years old, your heart will have pumped about 38 million gallons of blood No wonder it s important to keep your heart strong and healthy!

The number of t mes a heart beats n a certain amount of time is ca led **heart rate** Check out the table to find some average animal heart rates Then follow the steps to add your heart rate to the table

ANIMAL	HEART RATE (for one minute)
Canary	1,000
Mouse	650
Chicken	200
Cat	110
Dog	80
Adult human	72
Giraffe	60
Tiger	45
Elephant	25
Gray whale	8
You	

How to Find Your Heart Rate

- Place two fingers on your neck or your wrist Move them around until you feel a pulse beat
- Count the beats for 30 seconds Have someone at home time you with the watch
- Mult ply the number of beats by two That number is your heart rate for one minute

Hearts Are Hard Workers
To prove it, try th s Squeeze a tennis ball as hard as you can and let go That s how hard your heart works to pump blood through your body Now try to squeeze the ball for one minute to match your heart rate Not too easy, is t?

Answer these questions about animals heart rates, using the information on the table

1 Which animal s heart beats fastest in one minute? The canary's heart rate is the fastest.
Which beats slowest? The gray whale's heart rate is the slowest.

2 What do you notice about the size of the an mal compared with its heart rate?
Answers may vary. In general, the sma ler the animal, the faster the heart rate.

3 Where do you think a horse s heart rate might fit on the table? Explain your answer
A horse s heart beats 25 40 t mes per minute It would f t between the elephant and the tiger
That answer would be log cal because a horse s larger than a tiger but smal er than an elephant

4 Which animal is your heart rate the closest to? Answers will vary.

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Week 2 • Day 3
Compound Words

Compound It All!

*A **compound word** s formed by combining two words*

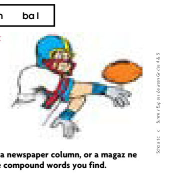
Each word below can be combined with one of the other words to form a compound word Starting with *cookbook* take the second word *book* and wr te t on the next ine Then choose a word from the box that wi l make a new compound word Continue until you have used all the words in the box

house	way	wa k	side	h ll
cook	store	book	hold	up

cook	+	book	=	cookbook
book	+	store	=	bookstore
store	+	house	=	storehouse
house	+	hold	=	household
hold	+	up	=	holdup
up	+	hill	=	uphill
hill	+	side	=	hi lside
side	+	walk	=	sidewa k
walk	+	way	=	walkway

Starting w th the word *quarterback* continue to make compound words as you did above using the words from the box

mate	stick	back	quarter	yard	room	ba l



quarter	+	back	=	quarterback
back	+	yard	=	backyard
yard	+	stick	=	yardstick
stick	+	ball	=	stickball
ball	+	room	=	ba lroom
room	+	mate	=	roommate

Read a page from a book you are reading, a newspaper column, or a magaz ne artic e. On another sheet of paper, list the compound words you find.

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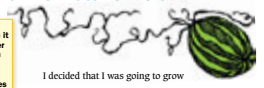
Week 2 • Day 4
Parts of Speech

Attack of the Massive Melon!



Don't read this story yet! Give it to a partner and ask him or her to te l you the parts of speech under the blanks be ow. You give a word for each part of speech, and your partner writes t n the blank. Then he or she writes the words in the story and reads the story a oud.

1 _____ ADJECTIVE ENDING IN -EST
2 _____ NOUN
3 _____ PLURAL NOUN
4 _____ ADJECTIVE
5 _____ NOUN
6 _____ VERB ENDING IN -ING
7 _____ FAMOUS PERSON
8 _____ ADJECTIVE
9 _____ ADVERB
10 _____ NOUN
11 _____ FAVORITE FOOD
12 _____ NUMBER
13 _____ BODY PART
14 _____ VERB

I decided that I was going to grow the _____ (1) garden in the world I used a _____ (2) to dig holes in the backyard then I spread seeds and _____ (3) all around Pretty soon my garden started looking _____ (4) I had planted _____ (5) seeds but a watermelon started _____ (6) out of the ground! It grew and grew This watermelon became bigger than _____ (7)! Mom said we should eat it before it turned _____ (8) So every day I climbed _____ (9) up a _____ (10) then leaped to the top of the melon and cut off huge pieces We made watermelon shakes peanut butter and watermelon sandwiches and _____ (11) with watermelon sauce I ve eaten almost nothing but melon for the last _____ (12) months! Mom said Don t look a gift horse in the _____ (13) I sure learned a lesson Don t bite off more than you can _____ (14)!

Sentences will vary.

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Week 2 • Day 4
Combining Sentences

Hot Subjects

If two sentences share the same subject information about the subject can be written as a phrase after the subject in the new sentence Be sure to use commas to set apart the phrase from the rest of the sentence

Sentence 1: **The Gateway Arch is America's tallest human made monument.**
Sentence 2: **The monument rises 630 feet above the ground.**
Combined: **The Gateway Arch, America's tallest human made monument, rises 630 feet above the ground.**

Read the sentences Combine the ideas in each pair into one sentence by including information in a phrase after the subject in the sentence

1 **The Caspian Sea is the world's largest lake**
The lake covers an area about the same size as Montana
The Caspian Sea, the world's largest lake, covers an area about the same size as Montana.
2 **The Komodo dragon is a member of the monitor fam ly**
It can grow to a length of 10 feet
The Komodo dragon, a member of the monitor fam ly, can grow to a length of 10 feet.
3 **Our closest star is the sun**
It is estimated to be more than 27 000 000°F
Our closest star, the sun, is estimated to be more than 27,000,000°F.
4 **Ronald W Reagan was our nation's 40th president**
He worked as a Hollywood actor for almost 30 years
Ronald W. Reagan, our nation's 40th president, worked as a Hollywood actor for almost 30 years.
5 **Georgia is the state that grows the most peanuts**
It harvests over 1 3 b llion pounds each year
Georgia, the state that grows the most peanuts, harvests over 1.3 billion pounds each year.
6 **Barry Bonds is major league baseball's all time homerun hitter**
He broke Hank Aaron's record in 2007
Barry Bonds, major league baseball's all-time homerun hitter, broke Hank Aaron's record in 2007.

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Week 2 • Day 5
Word Problems

A Penny Saved Is a Penny Earned

Wr te a number sentence for each problem Solve

A **Aimee and her 2 sisters are saving to buy a camera Aimee has $12 89 Each of her sisters has $28 53 How much money do all the girls have combined?** $69.95	B **Katie has $23 95 in her purse $17 23 in her bank and $76 82 in her savings account What is the total amount of Katie's money?** $118.00
C **Jonah worked in the yard for 3 days The first day he earned $7 96 The second day he earned $2 00 more than the first day The third day he earned $2 00 less than the first day How much did Jonah earn altogether?** $23.88	D **Jack has $9 29 He also has 79 dimes and 139 pennies How much money does he have a together?** $18.58
E **Kelsey has 478 coins in her collection The silver do lars equal $79 00 and the quarters equal $99 75 How much is Kelsey's collection worth in all?** $178.75	F **Claire bought lemonade for herself and two friends Each cup costs $1 75 How much did Claire spend in all?** $5.25

On another sheet of paper, write a word problem with a sum equal to $41 68.

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Week 2 • Day 5
Commas

Triple the Fun

When you write you may want to list three or more items or ideas in a series in a single sentence Be sure to use a comma after each item in a series except after the last item

Max dressed quickly, ate breakfast, and raced out the door.
Luis, Jamie, Leroy, and Sam met Max at the baseball field.
They were hopeful, excited, and nervous about their first game.

Answer each question below in a complete sentence Use commas where they are needed Make sure each sentence begins and ends correctly Remember to check your spelling

1 **What are the titles of three books you've read recently or would like to read? Remember to underline the title of each book**
2 **What are four of the planets in our solar system closer to the sun than Pluto?**
3 **What are three green leafy vegetables?**
4 **What countries would you ike to visit? Include at least three in your answer**
5 **What months fall between January and July?**
6 **What three things have you done today to help out at home?**
7 **What states or bodies of water border your state?**
8 **What activities do you and your friends enjoy in the summer?**
9 **Who are some of the most important people in your life?**

Answers will vary.

Make up some questions l ke the ones above and challenge someone you know to answer them on a sheet of paper. Correct the sentences.

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Week 3 • Day 1
Subtraction

Checkmate

To subtract with regrouping follow these steps

1 *Subtract the ones column Regroup if needed*
2 *Subtract the tens column Regroup if needed*
3 *Subtract the hundreds column Regroup if needed*

Subtract Cross out the chess piece with the matching difference The last piece standing is the winner of the match

464 — 956 − 492 = 464 — 239 − 176 = 63 — 842 − 426 = 416 — 63
179 — 153 − 80 = 73 — 351 − 172 = 179 — 983 − 284 = 699
416 — 526 − 286 = 240 — 643 − 479 = 164 — 258 − 139 = 119 — 699
73 — 240 — 932 − 426 = 506 — 852 − 476 = 376 — 164
506 — 119 — 479 — 376

479 is left standing.

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Week 3 • Day 1
Prefixes

All Aboard!

A prefix is a word part that is added to the beginning of a word and changes its meaning Here are some common prefixes and the r meanings

a	on	**mu ti**	many much	**super**	above beyond
anti	against	**non**	not	**trans**	across
im	not	**over**	too much	**un**	not
in	not	**pre**	before	**under**	below less than
inter	among between	**re**	again		
mis	wrong	**re**	back		

Here are some words w th these prefixes Use the information from the chart to write what you think each word means Then use a dictionary to check your definitions Make corrections if needed

1 **aboard**
2 **supervisor**
3 **multicolored**
4 **misunderstood**
5 **international**
6 **preheat**
7 **nonstop**
8 **transcontinental**
9 **uncomfortable**
10 **overpriced**
11 **review**
12 **unbelievable**
13 **inexpensive**
14 **underweight**
15 **impatient**
16 **ant freeze**

Answers will vary.

What other pref xes do you know? On another sheet of paper, list them along with their meanings. Knowing what a prefix means can help you to figure out the meaning of an unfamiliar word.

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Week 3 • Day 2
Handwriting

Letter Match

Match the cursive letters to their partners

j — c
m — a
c — h
a — k
h — e
k — d
e — f
d — b
f — i
b — l
i — g
l — m
g — j

q — o
w — g
o — v
g — p
v — y
p — s
y — w
s — n
w — t
n — r
t — x
r — z
x — q

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Week 3 • Day 2
Combining Sentences

Sentence Building

When you write about someth ng try to include interesting details Sometimes you can take the important details from several related sentences and add them to the main sentence

Kyle and Jim had a great plan.
They're my brothers.
The plan was for a tree house.

Now here s a sentence that combines all the important details
My brothers Kyle and Jim had a great plan for a tree house.

Read each group of sentences Take the important details from the two related sentences and add them to the main sentence to make one sentence

Sentences will vary. Sample answers are given.

1 **My brothers built a tree house They bu lt it in the old oak tree It's in our backyard**
My brothers built a tree house in the old oak tree in our backyard.
2 **Jim made a ladder for the tree house He made t out of rope It is sturdy**
Jim made a sturdy rope ladder for the tree house.
3 **Kyle bought paint The paint was brown He bought a gallon**
Kyle bought a gallon of brown paint.
4 **Kyle and Jim finished painting They painted the wa ls It took an hour**
Kyle and Jim finished painting the walls in an hour.
5 **Jim painted a sign He painted "no trespassing " The sign is on the tree house door**
Jim painted a "no trespassing" sign on the tree house door.
6 **A squirrel leaped into their tree house It leaped from a branch It was curious**
A curious squirrel leaped from a branch into their tree house.
7 **The visitor startled my brothers It was unexpected My brothers were unsuspecting**
The unexpected visitor startled my unsuspecting brothers.
8 **The squirrel leaped out of the tree house It was frightened It was in a big hurry**
The frightened squirrel leaped out of the tree house in a big hurry.

Write three short sentences on a sheet of paper about a funny experience. Then try to combine them into one sentence. Which sounds better, one sentence with lots of details or two or three shorter sentences each w th one detail? Why?

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Test Time

Making predictions *using information from a story to determine what will happen next*

On Monday Mrs Bunch announced to her students that they would have their test covering the 50 states and capitals on Friday. In addition to knowing each state's capital, the students would have to be able to fill in all the states' names on a U.S. map. Mrs Bunch also told the students to be sure to take special notice of their own state. She even put up a poster in front of the classroom showing the state map along with the state motto and flower. Best friends Kevin and Matt both wanted to do well on the test, but each boy studied for the test in a very different way.

Kevin decided to wait until Thursday evening to begin studying. He thought if he learned everything on Thursday, he would be able to remember it better on Friday. After supper on Thursday evening, Kevin took his study notes into the family room so he could watch television while he studied. Mrs. Bunch had given all the students an alphabetical list of the states and their capitals. Kevin read the list over and over again. Then he covered up the capitals and tried to remember what they were as he read each state's name. When he felt that he knew most of the capitals, he then took out his map and began studying where all the states were located. Because Kevin kept taking some time to watch his favorite TV shows, he did not get finished with his studying until very late. The next morning, he skipped breakfast so he would not miss his bus and arrive late to school.

Matt, on the other hand, took a different approach to his studying. On Monday evening, he made a set of flash cards. On one side of the card, he wrote the name of the state and on the opposite side, he wrote the state's capital. He made one card for each state. He then traced the map of the United States, being careful to outline each state. He took this map to the copy store and made several copies. Now he had some maps on which to practice writing the state names. On Tuesday, Wednesday, and Thursday, Matt spent an hour after supper in his room studying his flash cards and practicing filling in his maps. His mom and dad also helped him by quizzing him about the state capitals while he helped with clearing the table and loading the dishwasher after supper. On his way to school each day, Matt took his flash cards with him on the bus and practiced naming the capitals. Matt went to bed a little earlier on Thursday evening. The next morning, he had a good breakfast before catching his bus. On the way to school, he looked over his map and flash cards one last time.

When the boys arrived at school on Friday, they joined their classmates and prepared to take the big test on the states. As Mrs. Bunch handed out the test, Matt noticed that she had taken down the poster of their own state map. Then he received his test and like his friend Kevin, began to work hard to do his very best.

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1 **What mistakes do you think Kevin made in the way he studied?**
Kevin waited until Thursday to begin studying. He studied while watching television. He stayed up late studying. He skipped breakfast.

2 **How was Matt's study plan different from Kevin's?** Matt began studying on Monday. He studied all week for the test. He made several types of review materials. He went to bed early the night before the test. He ate a good breakfast the morning of the test.

3 **The test Mrs. Bunch gave was worth 100 points: one point for naming each state's capital correctly and one point for each state correctly filled in on the map. Write in the number of correct answers you think each boy got on his test**

Kevin /100

Matt /100

Explain why you think each boy earned the score you wrote

Answers will vary.

4 **Mrs. Bunch included one extra credit question on the test. What do you think it was?**
Answers will vary.
Possible answer: What is the state motto and flower for our state?

On another sheet of paper, write about a test you thought you were prepared for but it turned out you really were not. Read it to someone in your family.

page 40

Bright Idea!

Each part of a subtraction problem has a name:

3 486 ← **minuend**
− 2 371 ← **subtrahend**
1 115 ← **difference**

Find each missing subtrahend by subtracting the difference from the minuend.

9,416 − 8,604 = 812	32,194 − 26,416 = 5,778
63,417 − 41,658 = 21,759	91,753 − 73,278 = 18,475
8,110 − 4,316 = 3,794	17,942 − 9,156 = 8,786
49,234 − 9,493 = 39,741	23,976 − 5,289 = 18,687

On another sheet of paper, write two subtraction problems with missing subtrahends. Ask someone in your family to help you solve the problems.

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Flower Fun

***To draw conclusions** is to use the information in a story to make a logical assumption*

Aaaaaahhhhh! It was that time of year again, time to plant flowers. Christina and her dad were trying to decide what kind of flowers to plant this year. Her dad showed her an ad in the morning paper. He wanted Christina to check it out so she could help him determine what they should buy. The two always like to surprise Christina's mom with beautiful flowers before her "big day" in May. Christina was surprised to see Flower Power was having a sale. She knew they had better hurry to the store.

FLOWER POWER SALE
Beautiful flowers of all kinds
annuals and perennials
are all on sale 25% OFF!
All potted and hanging baskets
are on sale too
Buy one, get one FREE!
Reg. $5.99 to $49.99
Hurry! Sale ends Tuesday!
Flower Power
2418 Harbor Ave.

1 **What time of year is it?** spring

2 **Circle the day in May on which Christina and her dad want her mother to enjoy beautiful flowers.**
Father's Day Earth Day **Mother's Day** Easter

3 **Circle why Christina and her dad will probably go to Flower Power today.**
because they are having a sale
because they want to plant today
because the two always plant flowers together

4 **Why was Christina surprised that Flower Power was having a sale?**
Answers will vary. Possible answer: It was spring. Many people shop for plants in the spring, so a sale would not be needed.

5 **Why might Christina and her dad want to buy new pots or hanging baskets?**
because if they buy one they get one free

6 **Why does the ad say to hurry?** because the sale ends Tuesday

page 42

Behind the Special Effects in Today's Hit Movies

Find and mark the ten grammar errors.

Dear Sate of the Art,
Recently, I seen the movie *Detonation*, starring Arnold Mo phus. It had a lot of great special effects. But, the part I liked best come near the end. There were no car chases, and not even any space aliens in the scene. The two characters was just talking. How did they do that?
Signed,
Curious

Dear Curious,
The part of the movie that you liked is called *acting*. Acting requires that he stars act, talk, and make gestures just like real people. Though acting in today's movies is quite rare, believe it or not, in the olden days, acting was actualy quite common in movies!
Signed,
State-of-the-Art

Dear State of the Art,
How did they make the four cockroaches speak lines in the movie *Roach Motel*?
Signed,
PUZZLED

Dear Puzzled,
This is an easy one! They just held up cue cards. The roaches read their lines right off the cue cards.
Signed,
State-of-the-Art

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Show Time

Sometimes a writer can change the order of the words in a sentence to make it more interesting.

The telephone rang just as the girls were about to leave.
Just as the girls were about to leave, the telephone rang.

Gina decided to answer it in spite of the time.
In spite of the time, Gina decided to answer it.

Do not forget to add a comma when you begin a sentence with a clause or a phrase that cannot stand alone as in the second and last sentences.

Rewrite each sentence by changing the order of the words.

1 **Marta watched for the bus while Gina answered the phone.**
While Gina answered the phone, Marta watched for the bus.

2 **The caller hung up just as Gina said "Hello."**
Just as Gina said "Hello," the caller hung up.

3 **The girls were going to miss the one o'clock show unless they hurried.**
Unless they hurried, the girls were going to miss the one o'clock show.

4 **The bus had already come and gone by the time they got to the corner.**
By the time they got to the corner, the bus had already come and gone.

5 **The next bus to town finally showed up after the girls had waited a half hour.**
After the girls had waited a half hour, the next bus to town finally showed up.

6 **The girls decided to catch the four o'clock show because they missed the earlier show.**
Because they missed the earlier show, the girls decided to catch the four o'clock show.

7 **They wouldn't have to stand in line later because Gina bought the tickets first.**
Because Gina bought the tickets first, they wouldn't have to stand in line later.

8 **Gina and Marta were at the theater by three o'clock even though it was early.**
Even though it was early, Gina and Marta were at the theater by three o'clock.

9 **They bought a tub of popcorn and drinks once they were inside.**
Once they were inside, they bought a tub of popcorn and drinks.

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The State of Apples

***A suffix** is a group of letters that are added to the end of a word and can add meaning to it. Some common suffixes and their meanings are listed in the box.*

ous	full of	**ward**	direction
less	without	**ty**	condition of
ment	action or process	**en**	to make
ent	one who	**ology**	science or study of
an	relating to	**ly**	in what manner

One state grows enough apples for everyone in the world to have 18 pounds of apples a year. Do you know which state this is? To find out, use the suffixes to write a word for each definition. The letters in the boxes will answer the question.

1 **in the direction of the east** e a s t **w** a r d
2 **in a hearty manner** h e **a** r t i l y
3 **one who resides in a place** r e s **i** d e n t
4 **full of treachery** t r e a c **h** e r o u s
5 **relating to America** A m e r **i** c a n
6 **action of governing** g o v e r **n** m e n t
7 **the study of animals** z o o l **o** g y
8 **the condition of being necessary** n e c e s s i **t** y
9 **without noise** n **o** i s e l e s s
10 **to make weak** w e a k e **n**

state: Washington

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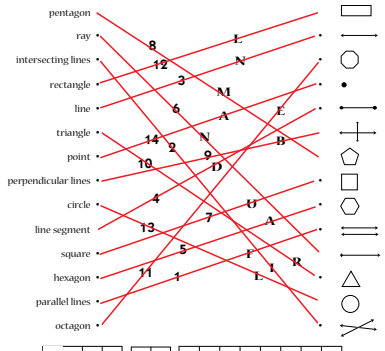
Geometric Terminology

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



1	2	3	4		5	6		7	8	9	10	11	12	13	14
F	I	N	D		A	N		U	M	B	R	E	L	L	A

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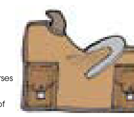
A Timely Business

Week 4 • Day 2 — Use wi h page 50 — Drawing Conclusions



To ***draw conclusions*** *s to use the information in a story to make a logical assumption*

April 15 1860 The mail did get through! The pony express ma l del very serv ce is happy to announce that ts r ders finished the f rst comp ete run from Saint Joseph M ssouri to Sacramento Cali o nia It or ginated on April 3

For those of you unfam l ar with the pony express this mpressive service emp oys men who ide fast pon es or horses re ay style across a 1 966 mi e trail These men carry letters and small packages They promise delivery from one end of the trail to the other in 10 days or ess!

Fina ly there is a way to communicate long distance with fr ends and acquaintances You wi l not have to re y on slow boats or stagecoaches About 180 r de s 400 fast horses and 190 pony express stations make up the pony express Its r ders are genera ly of sma l bui d and many a e teenagers A day s work consists of about a 75 mi e trip with stops at several stat ons The stations are about 10 to 15 mi es apart R de s earn about $100 to $150 a month

Currently it costs $5 00 to send half an ounce of ma l However the pr ce could fall to $1 00 n the future f the service cont nues to do well Mail usually travels at a rate of about 200 m les a day

The pony express operates both day and night to ensure t mely de ivery of important etters and packages Its r ders work n all kinds of weather and even face attacks by Indians Be kind f you see a hard working rider

October 26 1861 Sad news for the pony express After operating for only about 19 months the service closed its doors today This came just 2 days after the open ng of the transcontinental telegraph a device that has revo ution zed ong d stance communication Needless to say the pony express faces huge monetary osses

The c os ng comes just months after the pony exp ess serv ce boasted of a 7 day 17 hour del very f om St Joseph Missouri to Sacramento Ca ifornia The record break ng ride del vered a copy of P es dent Abraham Linco n s f rst address to Congress

1 **Under ine each statement that could have happened after the pony express closed**

- People re ied on boats and stagecoaches for mail delivery
- Pony express riders had to find new jobs
- There were many fast horses for sale
- News traveled more quickly by means of the transcontinental telegraph

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Week 4 • Day 2 — Use wi h page 49 — Drawing Conclus ons

2 How do you think people felt about the pony express closing

Answers will vary.

3 Circle how you think the pony express riders felt after the pony express closed

re ieved (sad) (defeated) enlightened

4 Under ine what you think would have happened to the pony express if t had stayed open after the transcontinental telegraph opened

- The pony express would have h red more riders
- People would have stopped using the pony express once they real zed how much more efficient it was to communicate over distance by means of the transcontinental telegraph
- The pony express would have bu lt several more trails for their riders to use

5 Find words from the story to match each definition Then circle each word in the puzzle The words go across up down or backward

hires and pays **employs**

having a strong impact on **impressive**

made up of **consists**

began **originated**

people you know but not very we l **acquaintances**

brought about a major change **revolutionized**

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

Railroads were built across the United States in the late 1800s. On another sheet of paper, write how you think this changed communication in the United States.

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Two at the Zoo

Week 4 • Day 3 — Parts of Speech

Don't read this story yet! Give t to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

1 ________ FRIEND S NAME
2 ________ ADJECT VE
3 ________ YOUR TOWN
4 ________ FRIEND'S NAME
5 ________ NOUN
6 ________ ANIMAL
7 ________ ADJECT VE
8 ________ NOUN
9 ________ VERB
10 ________ NOUN
11 ________ ADJECT VE
12 ________ FRIEND'S NAME
13 ________ ADJECT VE
14 ________ VERB
15 ________ NOUN

The whole thing was an accident My friend ________(1) and I just wanted to spend a ________(2) day at the ________(3) Zoo Who knew that ________(4) would slip on a ________(5) and bump into the ________(6) cage? The door sprang open and the ________(7) creature inside which was eating a ________(8) ran out of the cage It went nuts! I ve never seen an animal ________(9) ike that before! The zookeeper came out with a giant ________(10) to catch the ________(11) beast The zookeeper s eyesight wasn t good He caught ________(12) instead Don t worry my friend now lives in a ________(13) cage and can ________(14) a l day long or even play with a ________(15)

Answers will vary.

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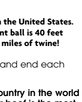
Keeps On Going

Week 4 • Day 3 — Run on Sentences



Writers sometimes make the mistake of running together two or more sentences without telling how the ideas are related This kind of sentence s ca led a ***run on sentence***

Kansas holds the record for having the largest ball of tw ne in the Un ted States can you bel eve it weighs over 17,000 pounds in fact, the giant ball is 40 feet in circumference, 11 feet tall, and made up of more than 1,100 miles of twine!

To fix a run on sentence identify each complete thought or idea and break it nto shorter sentences

Kansas holds the record for having the largest ball of tw ne in the United States. Can you believe it weighs over 17,000 pounds? In fact, the giant ball is 40 feet in circumference, 11 feet tall, and made up of more than 1,100 miles of twine!

Rewrite each run on sentence correctly Remember to begin and end each sentence correctly **Poss ble sentences:**

1 **Did you know that the United States is the top meat eating country in the world each person consumes about 260 pounds of meat each year beef is the most commonly eaten meat**

Did you know that the United States is the top meat-eating country in the world? Each person consumes about 260 pounds of meat each year. Beef is the most commonly eaten meat.

2 **Have you ever noticed that Abraham Lincoln faces right on a penny he is the only president on a U S coin who does Sacagawea faces right on the new dollar coin but she was not a president?**

Have you ever noticed that Abraham Lincoln faces right on a penny? He is the only president on a U.S. coin who does. Sacagawea faces right on the new dollar coin, but she was not a president.

3 **It would be fantastic to have a robot to do a l my chores help do my homework and play games I really think the day will come unfortunately it won't come soon enough for me**

It would be fantastic to have a robot to do all my chores, help do my homework, and play games. I really think the day will come. Unfortunately, it won't come soon enough for me.

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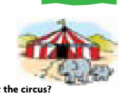
Under the Big Top

Week 4 • Day 4 — Mu tiplicat on Facts



The answer to a multiplication problem is called the ***product*** *The numbers being multiplied are called* ***factors***

Multiply Then use each product and the code to answer the riddles

What happened to the human cannonball at the circus?

H e / w a s / h i r e d
4 x 6 6 x 3 / 7 x 7 3 x 4 8 x 8 / 8 x 3 6 x 8 7 x 9 2 x 9 8 x 7

a n d / f i r e d / o n
6 x 2 8 x 9 7 x 8 / 9 x 9 8 x 6 9 x 7 3 x 6 7 x 8 / 7 x 6 9 x 8

t h e / s a m e / d a y !
5 x 9 6 x 4 9 x 2 / 8 x 8 4 x 3 6 x 6 6 x 3 / 8 x 7 2 x 6 5 x 5

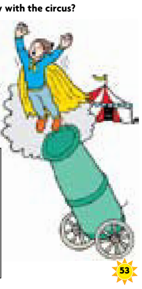
What happened to the kid who ran away with the circus?

H e / h a d
3 x 8 2 x 9 / 4 x 6 3 x 4 8 x 7

t o / b r i n g
9 x 5 6 x 7 / 9 x 3 7 x 9 8 x 6 9 x 8 5 x 8

i t / b a c k !
6 x 8 5 x 9 / 3 x 9 2 x 6 5 x 3 9 x 6

A = 12	H = 24	O = 42	V = 21
B = 27	I = 48	P = 16	W = 49
C = 15	J = 4	Q = 28	X = 1
D = 56	K = 54	R = 63	Y = 25
E = 18	L = 8	S = 64	Z = 2
F = 81	M = 36	T = 45	
G = 40	N = 72	U = 0	



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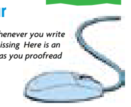
A Long School Year

Week 4 • Day 4 — Revising



Have you ever accidenta ly left out words when you write? Whenever you write t is always a good idea to proofread for words that may be missing Here is an example of what to do when you want to add a missing word as you proofread

e mail
I got an ^ from my friend last night.

met
We ^ last summer when my family was n Japan.

Read the passage below about school in Japan Twenty one words are missing Figure out what they are and add them to the sentences Use the ^ symbol to show where each missing word belongs Then wr te each missing word above the sentence Hint: Every sentence has at least one missing word **Answers may vary.**

you — country
How would ^ I ke to go to school on Saturdays? If you lived in the ^ of Japan

friend
that's just where you'd be each Saturday morning I have a ^ who lives in Japan

students — days — half
Yuichi explained that ^ attend classes five and one half ^ a week The ^ day is on

learn — year
Saturday I was also surprised to ^ that the Japanese school ^ is one of the longest

month
in the world over 240 days It begins in the ^ of April While we have over two

summer — vacation
months off each ^ students in Japan get their ^ in late July and August School

begins — Japan — education
then ^ again in fall and ends in March The people of ^ believe that a good ^ is very

age
important Children are required to attend school from the age of six to the ^ of

schools — students
fi teen They have elementary and middle ^ just like we do Then most ^ go on to

high — hard
^ school for another three years Yuichi says that students work very ^ because the

take
standards are so high He and some of his friends even ^ extra classes after

college
school They a l want to get into a good ^ someday

Write several sentences on a sheet of paper about something that nterests you. Rewrite the sentences on another sheet of paper, this time leaving out a key word in each one. Challenge someone at home to add the miss ng words. Then compare the two sets of sentences.

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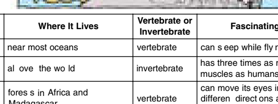
Amazing Animals

Week 4 • Day 5 — Use wi h page 56 — Reading for Details

All anima s are fascinat ng and some a e truly amazing! For examp e did you know that sharks teeth are as hard as steel or that kangaroo rats can survive longer w thout water than camels? Study the chart be ow to learn more about several amazing animals



Animal	Where It Lives	Vertebrate or Invertebrate	Fascinating Fact
albat oss	near most oceans	vertebrate	can s eep while fly ng
caterpi lar	al ove the wo ld	invertebrate	has three times as many muscles as humans
chameleon	fores s in Africa and Madagascar	vertebrate	can move its eyes in two differen direct ons a the same time
cock oach	al ove the wo ld	invertebrate	can l ve fo up to a week without a head
crocodile	tropical c imates	vertebrate	eats only about 50 meals a year
giant squid	oceans throughou the world	invertebrate	has eyes b gger than a human head
giraffe	grasslands in Africa	vertebra e	is the tallest of an mals; has only seven neck bones
pengu n	in the southern hal of the world with cold ocean waters	vertebrate	has eggs kept wa m by ma e unti hatched
octopus	oceans throughou the world	invertebrate	has three hearts
shark	oceans throughou the world	vertebrate	neve runs out o teeth
snai	almost everywhere fores s deserts rivers ponds oceans	invertebrate	can s eep for almos three years without waking up
sperm whale	oceans throughou the world	vertebrate	can hold its breath fo up to 60 minu es

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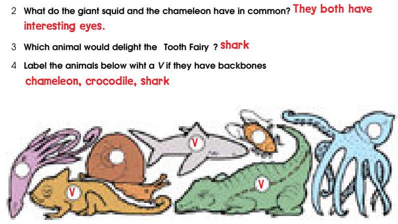
Week 4 • Day 5 — Use wi h page 55 — Reading for Details

1 Which animal(s) live n the ocean? **giant squid, octopus, shark, sna l, sperm whale**

2 What do the giant squid and the chameleon have in common? **They both have interesting eyes.**

3 Which animal would delight the Tooth Fairy ? **shark**

4 Label the animals below wiht a *V* if they have backbones **chameleon, crocodile, shark**



5 Which animals ive all or nearly all over the world? **albatross, caterpillar, cockroach, giant squid, octopus, shark, snail, sperm whale**

6 Which animal is very muscular? **caterpillar**

7 Which animal eats an average of about once a week? **crocodile**

8 Which animal can live headless for about a week? **cockroach**

9 What s fascinating about a chameleon s eyes? **They can move in two directions at the same time.**

10 Which animal is a super snoozer ? **snail**

11 Which animal can hold its breath for nearly an hour? **sperm whale**

12 Which animal has seven bones in ts neck? **giraffe**

Read about another an mal. Find a fasc nating fact about it to share with someone in your family.

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Week 5 • Day 1
Word Roots

The Root of the Matter

A word can have parts The main part of a word or **root** *contains the basic meaning Here are some common roots*

spec vid vis scop	= see
aud	= hear
phon son	= sound
tact	= touch
clam claim	= shout
dic	= speak

The root is missing from one word in each sentence Use context clues and the meaning of the roots to complete each word with its root

1 **My grandfather listens to his old 45s on a phon ograph**
2 **NASA lost con tact w th the astronauts during reentry**
3 **The clam or of the crowd was almost deafening**
4 **We heard a piano son ata by Beethoven at the concert**
5 **Everyone in the aud ience seemed to enjoy the play**
6 **Hometown spec tators cheered as their team ran onto the field**
7 **The crack in the plate is barely vis ble**
8 **Why don't you come over and watch a vid eo with us?**
9 **The suspect pro claim ed that he was not guilty of the charges**
10 **The students used a micro scop e to study the plant cells**
11 **I will dic tate the ist of words so listen carefully**

On another sheet of paper ist the words you made Define each one in your own words Then use a dictionary to check your defin tions Make corrections if needed

Here are some more common roots. Find out what each root means. Knowing these roots will help you figure out the meaning of unfamiliar words.

act	aero	aqua	bio	cycl	fac	form	geo	gram
liber	loc	mar	mob	nat	pod	photo	ques	san
saur	scribe	sign	terr	therm	trib	voc	void	volv

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Week 5 • Day 1
Agreement

Subject-Verb Agreement

The **subject** and **verb** in a sentence must agree in person (first second or third) and in number A singular subject takes a singular verb and a plural subject takes a plural verb

A Draw one line under the subject in each sentence. Draw two lines under the verb. Then write S if the subject and verb are singular or P if they are plural.

1 A conductor beats time with a baton — S
2 Many musicians memorize their music — P
3 The principal violinist leads the other musicians — S
4 The concert hall buzzes with voices — S
5 Mariachi bands consist of violins guitars trumpets and singers — P
6 The singers and lead guitarist often practice together — P
7 Jazz groups perform at the State Theater in our city — P
8 A pianist works hard to prepare for a performance — S

A Write the present tense form of the verb in parentheses ( ) that correctly completes each sentence.

1 Mariachi bands **play** all over the world (play)
2 My cousin **goes** everywhere with the band (go)
3 The trumpet player always **takes** a radio with him (take)
4 The guitarist in this band also **writes** music (write)
5 The drummer **watches** the conductor carefully (watch)
6 My favorite singer **has** two songs on the Top Ten list (have)
7 My brother and I **listen** to them every morning (listen)
8 Jamal and Denise **visit** the city every year (visit)

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Week 5 • Day 2
Multiplication

The Faraway Country

To mu t ply with a 2 digit factor that requires regrouping follow these steps

1 Multiply the ones Regroup if needed 7 x 3 21

2 Multiply the bottom factor n the ones column with the top factor in the tens column Add the extra tens 6 x 3 18 18 + 2 20

Multiply

A
48 x 3 = 144	24 x 7 = 168	73 x 4 = 292

B
57 x 7 = 399	63 x 9 = 567	56 x 3 = 168

C
98 x 2 = 196	64 x 8 = 512	57 x 8 = 456	35 x 9 = 315	23 x 8 = 184	82 x 6 = 492

D
95 x 9 = 855	77 x 6 = 462	83 x 9 = 747	96 x 8 = 768	28 x 4 = 112	96 x 5 = 480

Switzerland is famous for the magnificent Swiss Alps. Waterfalls are formed by many of the mountain streams. The highest waterfall s Giessbach Falls. To find out how many meters high this waterfall s, add the products in Row A. 604 meters

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Week 5 • Day 2
Topic Sentences

What's the Topic?

Every paragraph has a topic sentence that tells the ma n idea of the paragraph or what it is about It usual y answers several of these questions:

Who? What? Where? When? Why? How?

Here are some examples

The doe and her fawn faced many dangers in the forest.
We were amazed by our guest s rude behav or.
Baking bread from scratch is really not so difficult, or so I thought.
Getting up in the morning is the hardest thing to do.

Did these topic sentences grab your attention? A good topic sentence should

Here are some topics Write a topic sentence for each one

1 **convincing someone to try octopus soup**
2 **an important person in your ife**
3 **an embarrassing moment**
4 **the importance of Independence Day**
5 **lunchtime at the school cafeteria**

Sentences and topics will vary.

Now list some topics of your own Then write a topic sentence for each one

Topic #1
Topic #2
Topic #3
Topic sentence #1
Topic sentence #2
Topic sentence #3

Sentences and topics will vary.

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Week 5 • Day 3
Parts of a Paragraph

Parts of a Paragraph

A paragraph *is a group of sentences that tells about one main idea The* **topic sentence** *tells the main idea and is usual y the first sentence* **Supporting sentences** *tell more about the main idea The* **closing sentence** *of a paragraph often retells the main idea in a different way Here are the parts for one paragraph*

Paragraph Title: **Starting Over**
Topic Sentence: **Today started off badly and only got worse.**
Supporting Sentences:
1. **Everyone in my family woke up late this morning.**
2. **I had only 15 minutes to get ready and catch the bus.**
3. **I dressed as fast as I could, grabbed an apple and my backpack, and raced to get to the bus stop on time.**
4. **Fortunately, I just made it.**
5. **Unfortunate y, the bus was pulling away when several kids pointed out that I had on two different shoes.**

Closing Sentence: **At that moment, I wanted to start the day over.**

When you write a paragraph remember these rules:

- **Indent** *the f rst line to let readers know that you are beginn ng a paragraph*
- **Capitalize** *the f rst word of each sentence*
- **Punctuate** *each sentence correctly (? ! .)*

Use all the information above to write the paragraph Be sure to follow the rules

Starting Over
paragraph t tle

Today started off badly and only got worse. Everyone in my family woke up late this morning. I had only 15 minutes to get ready and catch the bus. I dressed as fast as I could, grabbed an apple and my backpack, and raced to get to the bus stop on t me. Fortunately, I just made it. Unfortunately, the bus was pulling away when several kids pointed out that I had on two different shoes. At that moment, I wanted to start the day over.

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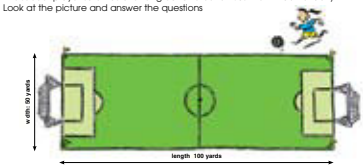
Week 5 • Day 3
Area and Perimeter

Math's Got It Covered

This soccer player sure has a lot of ground to cover Just how much exactly? Look at the picture and answer the questions

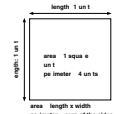


1 a **What is the length of the field?** yards 100 feet 300
b **What is the width of the field?** yards 50 feet 150
c **What is the perimeter of the field?** yards 300 feet 900
d **What is the area of the field?** yards 5,000 sq. feet 45,000 sq. feet

2 a **What is the perimeter of half of the field?** yards 200 feet 600
b **What is the area of half of the field?** yards 2,500 sq. feet 7,500 sq.

3 **Imagine a field w th a length of 130 yards and a width of 75 yards**
a **What is the perimeter of that field?** 410 yards
b **What is the area of that field?** 9,750 sq. yards

All Star Math!
Is the perimeter of half the field what you expected? Why or why not?



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Use with page 66
Week 5 • Day 4
Summar z ng

The Wonderful Whale

A **summary** *te ls the most important parts of a story*

For each paragraph circle the sentence that tells the most important part

1 The largest animal that has ever lived is the blue whale It can grow up to 300 feet long and weigh more than 100 tons Whales for the most part are enormous creatures However some kinds only grow to be 10 to 15 feet long

The blue whale is the largest animal
Most whales are enormous creatures
Some whales are only 10 to 15 feet long

2 Whales look a lot l ke fish However whales differ from fish in many ways For example the ta l fin of a fish is up and down; the tail fin of a whale is sideways Fish breathe through g lls Whales have lungs and must come to the surface from time to time to breathe Whales can hold their breath for a very long time The sperm whale can hold its breath for about an hour

Whales and fish do not share similar breathing patterns
Whales can hold their breath for about an hour
Whales might look a lot ike fish but the two are very different

3 Baleen whales have no teeth Toothed whales have teeth Baleen whales have hundreds of thin plates in their mouth They use these plates to strain out food from the water Their diet consists of tiny plants and animals Toothed whales eat such foods as other fish cuttlefish and squid

Whales can be divided into two groups
baleen and toothed
Baleen whales have plates in their mouths; toothed whales do not
Toothed whales use their teeth to chew their food

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Use with page 65
Week 5 • Day 4
Summariz ng

4 Whales have a layer of fat ca led blubber Blubber keeps them warm Whales can live off their blubber for a long time f food is scarce Blubber also helps whales float as it is lighter than water

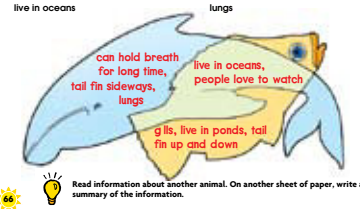
Layers of fat are called blubber
Blubber is very important to whales and has many purposes
Blubber is what makes whales float

5 **Write the main idea of each paragraph to complete a summary about whales**

Most whales are enormous creatures. Whales might look a lot like fish, but the two are very different. Whales can be divided into two groups—baleen and toothed. Blubber is very important to whales and has many purposes.

6 **Fill in the whale and the fish with the following descriptions Write the descriptions that are spec fic to each on the spaces that don't overlap Write what the two have in common in the shared space**

can hold breath for long time	people love to watch
g lls	tail fin sideways
live in ponds	tail fin up and down
live in oceans	lungs



Read information about another animal. On another sheet of paper, write a summary of the information.

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page 66

Ll e with page 68
Week 5 • Day 5
Compare/Contrast

A Difficult Choice

Emily and Zach are confused! Their parents told them they could choose between Massachusetts and Arizona for their vacation this summer and they think both states seem pretty awesome Em ly has always wanted to visit Boston the capital of Massachusetts Zach and she both agree that strol ing along the Freedom Trail would be pretty neat Wa king the trail would enable them to see Boston's most famous historic landmarks like the site of the school Ben Franklin attended and the Old State House It was bui t in 1713 and served as the seat of the colonial government

Em ly and Zach both love the beach If they went to Massachusetts they could spend a few days at the beaches on Cape Cod Emily loves boogie boarding and Zach is great at body surfing They both enjoy building sandcastles with their mom and dad

Zach finds learning about Native Americans fascinating and has always wanted to travel along the Apache Trail in Arizona This mountain highway passes Native American ruins in Tonto National Forest Emily is not as interested in traveling along this tra l as Zach but they both would like to visit Phoenix the capital and then travel to Grand Canyon National Park and Meteor Crater Zach learned in science class that Meteor Crater is a hole over 4 000 feet wide and 520 feet deep that was created when a huge object from space fell to Earth The object went so deep that t has never been found Zach would rea ly l ke to try to locate it Em ly thinks he is crazy! If experienced scientists and researchers cannot find it Zach might as well not even bother to try

If Arizona is the chosen state Em ly and Zach would also l ke to stop at a few other places Arizona is home to fifteen national monuments That is more than any other state

The only drawback for Zach if they choose Arizona would be the heat It is very hot and dry in this southwestern state Arizona has a lot of what Massachusetts does not desert land Once in July in Arizona it got up to 127°F !

Massachusetts on the other hand is located in the northeastern Un ted States Here Zach and Em ly and their parents could enjoy mild temperatures of about 75° F Their parents love hot weather but Zach and Em ly do not really like to sweat Therefore both know that they would prefer the climate of Massachusetts

How wi l they ever decide to which state they should travel? f only they could take two trips!

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Use with page 67
Week 5 • Day 5
Compare/Contrast

1 "Pack" each suitcase to describe the two regions

Tonto National Forest
Old State House
Freedom Tra l
mild climate
Phoenix
Boston
very hot
Cape Cod
Apache Trail
Grand Canyon

2 Circle things both Emily and Zach like or would like to see

building sandcastles Apache Trail hot weather beach
Meteor Crater surfboarding Freedom Trail sweating

3 Write one way Zach and Emily are d fferent from their parents

Their parents love hot weather. Zach and Emily do not.

4 Write one way the Freedom Trail and the Apache Trail are different

You can walk on the Freedom Trail; you must drive along the Apache Trail.

5 How do Zach and Emily spend their time differently at the beach?

Emily ikes to boogie board, and Zach likes to body surf.

6 How are Zach and Emily's feelings different when it comes to finding the missing object at Meteor Crater? Zach thinks he might be able to find the missing object. Emily thinks he is crazy to think he might find it.

Read about a state you would like to visit. On another sheet of paper, wr te f ve differences between the state you chose and the state in which you l ve.

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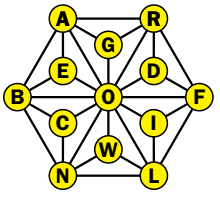
Week 6 • Day 1
Vocabulary

A Beastly Puzzle

How many three and four letter animal names can you find in this puzzle? Words can be spelled by moving from letter to letter along the lines connecting the circles For example you can form the word DOG by starting at the D moving left to the O and then up to the G There are six more animals names in the puzzle



Answers may include: lion, bear, cow, owl, wo f, frog, doe

Bonus: There are lots of other words in this puzzle that aren't names of animals Find as many as you can

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Week 6 • Day 1
Homophones

Which One Do You Mean?

A homophone *is a word that sounds just like another word but it has a different spelling and a different meaning*

Write the correct homophone in each blank to complete the sentence Use a dictionary if necessary

1 ball bawl
The toddler started to bawl when the dog ran off w th her ball

2 manner manor
The lord and lady of the manor displayed a kindly manner toward their servants and staff

3 chute shoot
Just as the cameraman was about to shoot the scene the actor lost his balance and slid down the chute

4 straight strait
The captain sk llfully sailed the ship straight through the treacherous strait without any d fficulty

5 weather whether
Whether or not we hold the family reunion outdoors depends completely on the weather that day

6 least leased
According to our neighbors Mr Jenkins leased the house across the street for at least two years

The homophones are used incorrectly in the sentences below Cross out each incorrect word On another sheet of paper rewrite the sentences with the correct words

7 I slipped the bridal over my hoarse's head took the reign and lead the animal toward the riding path

8 The air to the thrown proved to be a fare ruler

9 Theirs an extra hangar in the close closet

10 We ordered stake sandwiches on toasted hole wheat bred

11 The boys leaped over the creak and duct behind a bolder hoping they wood not be seene

12 We needed the doe aloud it to rise and baked t for an our and a ha f

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Week 6 • Day 2
Topic Sentences

Topic Talk

Most paragraphs begin w th a topic sentence but t can appear e sewhere n a paragraph Sometimes a topic sentence is located at the end of a paragraph or even in the middle

A boiling mass of clouds was almost overhead. A bolt of ightning streaked across the darkened sky. Thunder boomed, and it began to rain and hail. We had to find a safe place quickly! There wasn't a moment to spare because early summer storms sometimes turn into tornadoes.

Read the paragraph again This time try the topic sentence elsewhere in the paragraph

Read each paragraph Notice that each one is missing a topic sentence Think about the supporting sentences What main idea do you think they support? Write a topic sentence to tell the main idea of each paragraph Remember that a topic sentence is not always the first sentence of a paragraph

1 The days are growing longer The winter snows are me ting as the temperatures rise Colorful crocuses are popping up here and there Robins have begun to return north and creatures are beginning to come out of their winter burrows

Topic sentences will vary.

2 It was fun and easy Students parents and teachers began saving the box tops from all Healthful Foods products After we collected 100 000 box tops we mailed them to Healthful Foods headquarters We earned 10 cents for each box top for a total of $10 000 Our school will use the money to buy computers

3 The last weekend in June is quickly approaching You know what that means This year the festiv ties wi l begin at 10:00 A M at Twin Lakes Picnic Grove pavilion 12 As always there will be music dancing lots of great food games and some new surprises! We look forward to seeing you

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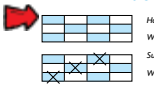
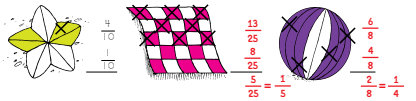
Week 6 • Day 2
Subtracting Fractions

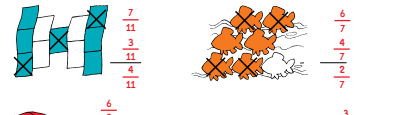
Fraction Subtraction

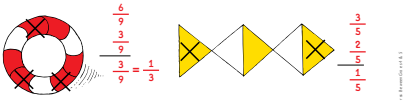


How many squares are there in all? 12
What fraction of squares are colored? $\frac{6}{12}$
Subtract the fraction of marked out squares $\frac{6}{12} - \frac{3}{12} = \frac{3}{12}$
What fraction of colored squares remain unmarked? $\frac{3}{12} = \frac{1}{4}$

Wr te out the fraction subtraction problem Subtract Reduce to lowest terms







Jason is traveling to the beach with his grandparents. Jason's grandfather told Jason that when they had traveled 5/8 of the way, they would stop to stretch and get a snack. They have only traveled 3/8 of the way. What fraction of the way must Jason wait before they stop?

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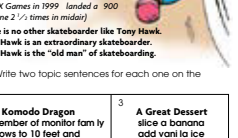
Use with page 76
Week 6 • Day 3
Topic Sentences

A Lot of Details

When you are ready to write a topic sentence think about the main topic or idea of the paragraph you will be writ ng and the details you plan to nc ude Then jot down several possible sentences and choose the best one Remember that a topic sentence can answer several questions: Who? What? Where? When? Why? How?

Tony Hawk
skateboarder
in his forties
turned professional at age 14
has won more skateboarding contests than anyone made h story at Summer X Games in 1999 landed a 900 (a complete somersault done 2 ½ times in midair)



Poss ble topic sentences: **There is no other skateboarder like Tony Hawk. Tony Hawk is an extraordinary skateboarder. Tony Hawk is the "old man" of skateboarding.**

Here are some topics with details Write two topic sentences for each one on the lines below

1	2	3
Pet Rocks fad in the 1970s idea came from Gary Dahl a salesman sold rocks as pets came w th a manual manual had tips on how to teach a pet rock tricks	**Komodo Dragon** member of monitor fam ly grows to 10 feet and weighs 300 pounds meat eater dangerous to humans largest lizard in the world long neck and tail strong legs found on Komodo Island	**A Great Dessert** slice a banana add vani la ice cream sprinkle on some walnuts cover with lots of hot fudge sauce top with mounds of whipped cream and a cherry

1
2
3

Topic sentences will vary.

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Use with page 75
Week 6 • Day 3
Topic Sentences

Remember that the supporting sentences you write support or ell more about the main idea in your topic sentence Read the paragraph below Draw one line under the topic sentence Draw wo lines under the supporting sentences Check (√) the closing sentence

Tony Hawk

Tony Hawk is an extraordinary skateboarder He turned professional when he was only 14 years old Now in his forties Tony has won more skateboarding contests than anyone else has He even made history in 1999 by landing a trick called the "900" at the Summer X Games Tony Hawk may just be the greatest skateboarder in the world√

Now review the topics on page 75 Choose one Then review the details listed about the topic in the box Next use the information to write at least three supporting sentences to support the topic sentence you wrote Include a closing sentence and a title Write the paragraph below

Topic sentence: Tony Hawk is an extraordinary skateboarder.
Supporting sentences: He turned professional when he was only 14 years old. Now in his forties, Tony has won more skateboarding contests than anyone else has. He even made history in 1999 by landing a trick called the "900" at the Summer X Games.
Closing sentence: Tony Hawk may just be the greatest skateboarder in the world.
Paragraphs will vary.

Make a list of topics you would like to write about. Choose one. Then list on a sheet of paper details you know about the topic. Do some research if necessary. Then write a topic sentence and several supporting sentences.

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Week 6 • Day 4
Mak ng Inferences

Guess the State

Spencer Jack Grant and Kara are new in Mrs Steen's f fth grade class Each of these students came from one of the following states: Pennsylvania Arizona Washington and Massachusetts They are taking turns giving the class clues about the state from which they moved The other children are trying to guess the state from the clues

Use the fo lowing clues to help you determine which state was the home of each new student Write each new student's name on the correct state outline below Label the state in which all the students now live

1 Spencer is not from the Keystone State
2 Grant is not from the south or the east
3 Kara is not from the south or the west
4 Jack is not from the south or the west
5 Grant and Spencer are both from states that border another country
6 Jack and Kara lived the closest to each other before they moved
7 Grant used to be able to visit the Space Needle
8 Many of Spencer's old friends speak Spanish very we l
9 Kara used to live in "the birthplace of the United States "
10 Jack used to vacation on Cape Cod He also loved strolling along the Freedom Trail
11 All four children love their new state It is located in the northeastern corner of the United States It is the largest New England state Its nickname is the Pine Tree State Canada forms ts northern boundary

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page 78

Week 6 • Day 4
Adding Money

Greedy Gretchen

Gold! Gold! Gold! Help Greedy Gretchen find the path through Nottingham Forest from her house to the bank On which path can she collect the most gold? Draw a line to show that path On another sheet of paper explain your answer

Path 2 contains the most gold.

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page 79

Use with page 80
Week 6 • Day 5
Compare/Cont ast

Many Thanks

Giving thanks is a custom among people all around the world Like the American Thanksgiving many celebrations began as a way of showing gratitude for a good harvest In Korea peop e have celebrated a fall holiday called Ch usok for more than 1 000 years Fami ies prepare special foods using newly harvested crops On the holiday itself Koreans give thanks and remember their ancestors Later in the day they enjoy a feast of r ce cakes fresh fruit and vegetable soup In the United States Thanksgiving honors a tradition that began in 1621 with the Pilgrims and the Wampanoag Indians A typical American Thanksgiving includes foods such as turkey potatoes cranberries stuffing vegetables and pumpkin pie Families and friends give thanks not only for their meal but also for the freedoms they enjoy as Americans

Write three headings on the diagram Under each heading add facts from the passage

Ch'usok: Korean holiday; more than 1,000 years old; remember ancestors; eat rice cakes, fresh fruit, vegetable soup

Both: fall harvest holidays; time for giving thanks; family gathering

Thanksgiving: American holiday; since 1621, eat turkey, cranberries, potatoes, stuffing, vegetables, pumpkin pie; give thanks for freedoms

MORE! Find out who Sarah Josepha Hall was and why she is known in the U S as "the mother of Thanksgiving"

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page 80

U e with page 79
Week 6 • Day 5
Compare/Contrast

Testing It Out

Use after completing Many Thanks on page 79
Fi l in the circle of the best answer

1 The passage compares
- Ⓐ Americans and Pilgrims
- ● Ch'usok and Thanksgiving
- Ⓑ kinds of memorial serv ces
- Ⓓ Wampanoags and Ko eans

2 On bo h holidays peop e
- Ⓐ g ve gifts
- Ⓒ roast tu keys
- Ⓑ make ice cakes
- ● show grati ude

3 Both holidays are celebrated
- Ⓐ n the spring
- ● in the fa l
- Ⓑ before he harvest
- Ⓓ around the world

4 The Korean ho iday
- Ⓐ s about the f eedoms of Ko ea
- Ⓒ began in 1621
- ● s also about ancestor worsh p
- Ⓓ is more recent than the Amer can holiday

5 A traditional ood on Thanksgiv ng n the U S is
- Ⓐ r ce cakes
- Ⓒ fresh f uit
- ● c anber ies
- Ⓓ hot soup

6 A food that peop e do not usually eat on Ch'usok is
- Ⓐ ruit
- Ⓒ ice
- Ⓑ vegetables
- ● urkey

7 The people celebrating together at both ho idays are usually
- ● ami y members
- Ⓒ Pi grims
- Ⓑ Americans
- Ⓓ Koreans

8 From his passage you can guess hat
- Ⓐ Koreans do not eat dessert
- Ⓒ all Thanksg vings are the same
- ● r ce s an important food in Korea
- Ⓓ Americans do not eat rice

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page 83

Week 7 • Day 1
Analog es

All in a Day's Work

Think about how the first pair of words is related Then wr te the word that completes the second part of the analogy Use the words in the box or another word you know that fits

conductor	cashier	custodian
astronaut	professor	paratrooper
geologist	arch tect	archaeologist
hairdresser	physician	astronomer

1 Spade is to gardener as baton is to conductor
2 Athlete is to team as professor is to faculty
3 Lawyer is to courtroom as hairdresser is to salon
4 Pattern is to seamstress as blueprint is to architect
5 Cook is to chef as clean is to custodian
6 Scuba is to diver as parachute is to paratrooper
7 Mechanic is to garage as astronaut is to space station
8 Screwdriver is to carpenter as stethoscope is to physician
9 Books are to librarian as rocks are to geologist
10 Flight attendant is to airplane as cashier is to supermarket
11 Collector is to taxes as archaeologist is to art facts
12 Lasso is to cowhand as telescope is to astronomer

Notice the suffixes that end many of the words for people. Knowing that the suffix er means "one who" can help you figure out the mean ng of a word. List the suff xes on th s page. Find out what they mean.

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page 84

Week 7 • Day 1
Complete Sentences

Sassy Sentences

A ***sentence*** *is a group of words that expresses a complete thought When you write a sentence you put your thoughts into words If the sentence is complete the meaning is clear t contains a subject (the naming part) and a predicate (an action or state of being part)*

These are sentences
Sa ly sells seashells at the seashore.
Betty Botter bought a bit of better butter.

These are not sentences
Peck of pickled peppers.
Flying up a flue.

Make complete sentences by adding words to each group of words Try to create tongue twisters l ke the sentences above

1 lips fine flapjacks
2 Sixty slippery seals
3 fed Ted
4 Ruby Rugby's baby brother
5 managing an imaginary magazine
6 Sam's sandwich shop
7 back blue balloons
8 pink peacock pompously
9 Pete's pop Pete
10 sawed Mr Saw's
11 A flea and a fly
12 black backed bumblebee

Answers will vary.

Create your own tongue twisters to share with friends. Make sure each one expresses a complete thought.

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Week 7 • Day 2
Suppo ting Deta ls

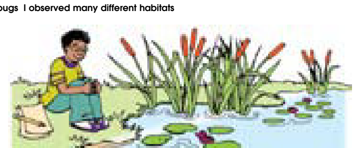
Drizzle with Details

A good paragraph needs support ng sentences that tell more about the main idea of the topic sentence Support ng sentences are sometimes called deta l sentences Every deta l sentence in a paragraph must relate to the ma n idea In the following paragraph the one supporting sentence that does not relate to the main idea has been underlined

My first day of softball practice was a total disaster! Not only was I ten m nutes late, but I also forgot my glove. Then during batting practice, I missed the ball every time I took a swing. I defin tely have improved on my catching skills. To make matters even worse, I tripped in the outfield and twisted my ankle. I was definitely not off to a very good start.

Read the fo lowing paragraph Underline the topic sentence Then cross out any supporting sentences that do not relate to the main idea

Yesterday our science class went on a field trip to a pond ~~Next month we're going to the ocean That will be fun~~ We've been studying the pond as an ecosystem in class Our teacher wanted us to observe firsthand a l the different hab tats in and around the pond She had us keep a checklist of the different kinds of plants and animals in each pond habitat ~~One of the boys accidentally fe l in He was rea ly embarrassed~~ Along the water's edge I saw several kinds of plants partly underwater two salamanders sna ls and water bugs I observed many different habitats



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Week 7 • Day 2
Measurement

Measure by Measure

Josie is surrounded by all kinds of measuring tools But she's not sure which tool does what! Sure she knows that a ruler measures the length of something But she doesn't rea ize that all the other tools around her are used for measuring things too Try giving Josie a hand

JOSIE'S TOOL BOX
Yardstick • Thermometer
Measuring tape • Clock
Measuring cup • Ruler
Scale • Teaspoon

Directions:
Take a look at the list of measuring tools in Josie's Tool Box Use the list to answer the questions below

1 What tool could Josie use to measure the weight of a pumpkin? scale
2 What tool could Josie use to measure the width of her math book? ruler
3 Josie plans to watch one of her favorite television shows What tool could help her measure the length of each commercial that appears during that show? clock
4 Josie has an awful cough What tool could she use to measure the amount of cough syrup she should take? teaspoon
5 If Josie's mom wants to find out Josie's temperature, which tool could she use? thermometer
6 Say Josie wanted to make a cake What tool could she use to measure the milk she needs to put in the cake mix? measuring cup
7 What tool could Josie use to measure the height of her brother's tree house? yardstick
8 What tool could Josie give her dad to measure the length of their living room? measuring tape

Choose four of the measuring tools in Josie's Tool Box Make a list of things you could measure with each of those tools

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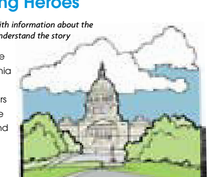
Use wi h page 88
Week 7 • Day 3
F nd ng the Ma n Idea

Honoring Heroes

Details *n a story provide the reader with information about the main idea and help the reader better understand the story*



Washington D C is the cap tal of the United States t is located between Virginia and Maryland on the Potomac River Washington D C is also the headquarters of the federal government This incredible city is a symbol of our country's history and the home of many important historical landmarks

Many of Washington D C 's famous landmarks are located in the National Mall The Mall is a long narrow parkl ke area that provides large open spaces in the middle of the city's many huge buildings In addition to being home to the U S Cap tol where Congress meets and the White House the Mall is also dedicated to honoring the history of our nation Memorials for presidents George Washington Abraham Lincoln Thomas Jefferson and Franklin D Rooseve t can all be found in the Mall There are also memorials honoring Americans who fought in the Korean and Vietnam Wars

Near the Lincoln Memorial another memorial was bui t It is the National World War II Memorial This memorial honors Americans who fought and supported the United States during World War I The U S fought in this war from 1941 to 1945

The memorial's design includes a Rainbow Pool two giant arches a ring of stone columns and a wall covered with gold stars Each star represents 100 Americans who died wh le fighting in World War II

Bob Dole a former senator and World War II veteran worked tirelessly to get this memorial bui t He be ieves that the memorial will remind Americans of the value of freedom "Freedom is not free " says Dole " t must be earned "

More than $197 mi lion was raised to build the memorial that means so much to Dole and to many other Americans Many businesses private groups and schools donated money to this cause The memorial was completed in 2004

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1 Where is Washington D C located? between Virginia and Maryland on the Potomac River

2 Wr te three facts about Washington D C Answers will vary. Possible answers: capital of the United States, symbol of our country's history, home of many important historic landmarks

3 Which four presidents are memorialized in the National Mall? George Washington, Abraham Lincoln, Thomas Jefferson, Franklin D. Roosevelt

4 Besides the four presidents who else is honored in the Mall? Americans who fought in the Korean and Vietnam Wars

5 What is the name of the memorial? The National World War II Memorial

6 Why was it built? to honor Americans who fought in World War II

7 How long did the United States fight in World War II? about four years: 1941–1945

8 What are some features of the new memorial? Rainbow Pool, two giant arches, ring of stone columns, wall covered with stars

9 Wr te what the stars represent r o d f i g i World War II

10 What World War II veteran has worked hard trying to get the memorial bu lt? Bob Dole

11 What remembrance does Dole think the memorial will bring to the minds of people? the value of freedom

12 What are the sources of the money that was raised to build the memorial? many businesses, private groups, and schools

Read about another memorial in Washington, D.C. On another sheet of paper, wr te f ve details about the memorial.

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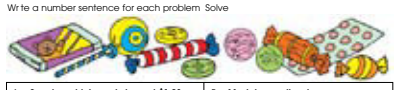
The Corner Candy Store

Word problems that suggest equal groups often require mu t plication

Wr te a number sentence for each problem Solve



A Sam bought 4 candy bars at $1 23 each How much did Sam spend altogether? $4.92	B Mr Johnson the store owner ordered 48 boxes of jawbreakers Each box contained 392 pieces of candy How many jawbreakers did Mr Johnson order? 18,816
C Carly's mom sent her to the candy store w th 29 party bags She asked Carly to fi l each bag w th 45 pieces of candy How many pieces of candy w ll Carly buy? 1,305	D Thirty five children visited the candy store after school Each child spent 57¢ How much money was spent in all? $19.95
E Mr Johnson keeps 37 jars behind the candy counter Each jar contains 286 pieces of candy How many pieces of candy are behind the counter altogether? 10,582	F Nick bought each of his 6 friends a milk shake Each milk shake cost $2 98 How much did Nick spend in all? $17.88

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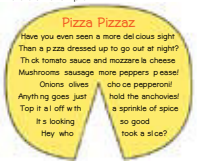
Poems Take Shape

A concrete poem is one that's shaped like ts subject matter Here's an example



Now it's your turn In BOX 1 create a short concrete poem about an umbrella To get inspired shut your eyes and imagine that you are an umbre la How does the rain sound? Are you soaked? Are you lonely? When you're finished use BOX 2 to design a concrete poem in a shape you choose

BOX 1 | BOX 2

Look for other examples of concrete poems in books of poetry

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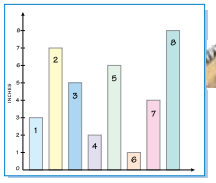
Horseplay



Why did the horse sneeze?

Answer each question about the graph Then use the Decoder to solve the riddle by fil ing in the blanks at the bottom of the page

1 Which is the tallest bar on the graph? bar 8
2 Which is the shortest bar on the graph? bar 6
3 How tall is bar 1? 3 inches
4 How much taller is bar 5 than bar 4? 4 inches
5 How much shorter is bar 4 than bar 2? 5 inches
6 How tall is bar 8? 8 inches
7 Which bar is taller: bar 1 or bar 7? bar 7
8 Which bar is shorter: bar 2 or bar 3? bar 3
9 Which bar is twice the size of bar 1? bar 5
10 How many of bar 4 would equal bar 8? 4

Decoder

4 bars	T
6 nches	K
bar 5	L
bar 2	A
bar 6	L
2 nches	U
2 bars	P
5 inches	L
bar 8	T
7 inches	W
bar 3	O
bar 1	S
3 nches	E
8 inches	C
8 bars	M
4 inches	T
3 bars	H
bar 4	N
bar 7	I

IT HAD A l i t t l e "c o l t."
2 7 10 4 9 3 6 8 5 1

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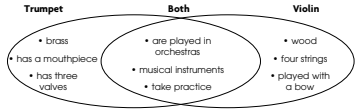
A Musical Lesson

There are many k nds of paragraphs When you write a **comparison paragraph** *you compare by te ling how things are s milar and contrast by tell ng how things are d fferent You can use a Venn diagram to help organize your ideas Here is an example*



Complete the paragraph using deta ls to compare and contrast the trumpet and vio in Remember to cap ta ize and punctuate correctly

Trumpet Versus Violin

The trumpet and violin are both musical instruments that are _____ However there are some important differences The trumpet _____ On the other hand the vio in _____ Both instruments _____

Paragraphs w ll vary.

Make a list on a sheet of paper of things to compare and contrast such as a house and an apartment building, ice skating and skateboarding, or spinach and broccoli. Choose one pair. Make and complete a Venn diagram like the one above. Then write a paragraph to tell how they are similar and different.

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Is That a Fact?

What is the difference between a fact and an opinion? A **fact** *can be checked or proven An opinion s what someone believes or feels about someth ng An* **op nion** *cannot be proven*
Fact → **Cocoa beans are used to make chocolate.**
Opinion → **Chocolate pudding is better than chocolate ice cream**

Read each sentence Wr te *F* next to each fact Wr te *O* next to each opinion

O 1 Everyone in the world thinks chocolate makes the best candy
F 2 In Switzerland, the average person eats about 22 pounds of chocolate in a year
F 3 That means the Swiss eat about 160 million pounds of chocolate annually
O 4 I think Americans eat more chocolate than that
F 5 People also use chocolate to make drinks and to flavor recipes
O 6 There's nothing better than a chocolate donut with chocolate glaze

Look at the pictures Then write two facts and two opinions about each snack food Use clue words such as *think best believe I ke* and *dislike* to signal an opinion

1 Fact: _____ 2 Fact: _____ 3 Fact: _____

Opinion: _____ Opinion: Sentences will vary. Opinion: _____

As you listen to a conversat on among your fr ends about an issue that is important to them, try to identify the facts and op nions you hear and write them down on a sheet of paper. Then ask, "Can th s statement be proven?" If the answer is yes, then it is a fact. If not, then it s an opinion. Circle any clue words or phrases that signal opin ons.

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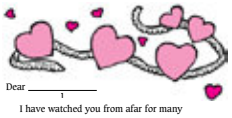
Oh, My Aching Heart!

Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks be ow. You give a word for each part of speech, and your partner writes it in the blank. Then he or she wr tes the words in the story and reads the story aloud.

1 _____ FRIEND S NAME
2 _____ PLURAL UN T OF TIME
3 _____ ADJECTIVE
4 _____ VERB ENDING IN ING
5 _____ ADJECTIVE
6 _____ ADJECTIVE ENDING IN EST
7 _____ BODY PART
8 _____ CELEBRITY S LAST NAME
9 _____ NOUN
10 _____ PLURAL NOUN
11 _____ ADVERB
12 _____ ADJECTIVE
13 _____ ADJECT VE END NG IN ER
14 _____ VERB



Dear _____ (1)

I have watched you from afar for many _____ (2) now I can be silent no longer The time has come to tell you how I feel I think you re really smart and _____ (3) Whenever you are _____ (4) near me in class I feel _____ (5) inside I think you might be the _____ (6) person I have ever met You are the apple of my _____ (7)

If you want to find out who I am meet me at 3 30 behind Principal _____ (8) s office I ll be the one wearing the _____ (9) on my head Until then please accept this bunch of _____ (10) as a sign of my affection

Yours _____ (11)
Your _____ (12) admirer

P S It is _____ (13) to _____ (14) and lose than never to love at all

Answers w ll vary.

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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 (2 places) x 3 (0 places) = $20 85 (2 places) — *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 x 3 = _____ — *Place the decimal point 2 places count ng 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 = 8.4	26 5 x 4 = 106.0	32 8 x 7 = 229.6	20 41 x 5 = 102.05	0 24 x 9 = 2.16	0 04 x 8 = 0.32

H.	S.	I.	T.	I.	M.
3 06 x 6 = 18.36	300 1 x 8 = 2,400.8	24 81 x 6 = 148.86	24 6 x 5 = 123.0	41 5 x 3 = 124.5	0 416 x 5 = 2.080

T.	M.	C.	N.	A.	A.
45 6 x 8 = 364.8	48 5 x 3 = 145.5	4 53 x 3 = 13.59	3 08 x 4 = 12.32	3 49 x 7 = 24.43	6 94 x 9 = 62.46

Why did the butterfly learn decimals?

I	T		W	A	S		A
124 5	123 0		2 16	62 46	2 400 08		229 6

M	O	T	H	E	M	A	T	I	C	I	A	N
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

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Week 8 • Day 2
Synonyms/Antonyms

Word Wise

Each word below has a synonym an antonym and a homophone See how many you know and can list w thout referring to the word box at the bottom of the page

	Synonym	Antonym	Homophone
1 stationary	still	moving	stationery
2 taut	tight	loose	taught
3 current	up-to-date	outdated	currant
4 alter	change	maintain	altar
5 banned	prohib ted	permitted	band
6 bolder	braver	meeker	boulder
7 coarse	rough	smooth	course
8 cruel	hurtful	kind	crewel
9 sum	total	difference	some
10 sheer	thin	thick	shear
11 birth	origin	death	berth
12 attendance	presence	absence	attendants

loose	some	still	rough	origin	thin	total	prohibited
presence	taught	altar	maintain	outdated	absence	up to date	
death	meeker	thick	boulder	band	tight	attendants	
berth	smooth	change	braver	permitted	course	d fference	
moving	shear	currant	kind	hurtful	crewel	stationery	

Make a chart ike the one above for new words. Here are some to get you started.
cheap build brake compliment die hire tow foul sweet

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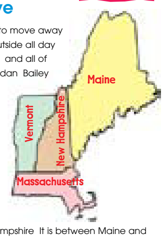
Week 8 • Day 3
Drawing Conclus ons

On the Move



Sam and Danny cannot believe that they have to move away from Florida Florida is so awesome! They can play outside all day long every day It is almost always warm and sunny and all of their friends live there What w ll they do without Brendan Bailey John Alexis and Brian? They will never have such great friends again Never!

However Sam and Danny are very excited for their dad He has a great new job The only problem is that the job is in New Hampshire Danny was not even sure where this state was located After learning that it is way up north near Canada both boys did get a l ttle exc ted about playing in the snow Danny has always wanted to learn to ski and Sam thinks playing ice hockey sounds l ke fun

Sam and Danny also like the location of New Hampshire It is between Maine and Vermont and not far from Boston Massachusetts Quebec Canada borders this state on the north Neither of the boys has ever vis ted this part of the country so they are now looking forward to exploring a new area If only their friends could come w th them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World The boys think that moving to New Hampshire wi l not be so bad after a l

1 **How do Sam and Danny feel about Florida?** They love it.

2 **Circle how Sam and Danny feel about leaving their friends**
They are sad (circled)
They do not know what they will do w thout their good friends (circled)
They know they will make a lot of new friends

3 **Circle how the boys feel about moving to New Hampshire**
They think it sounds ike a fun interesting part of the country (circled)
They are excited about visiting their old friends on spring break
They are disappointed that it is next to Vermont

4 **On the map above label New Hampshire and the country and states that border it**

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Week 8 • Day 3
Persuasive Paragraph

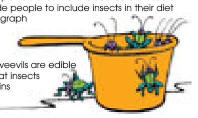
I'm Convinced!

n a **persuasive paragraph,** *you give an opin on about something and try to convince readers to think or feel the way you do A conv nc ng persuasive paragraph includes*

a topic sentence that clearly states your opinion.
reasons that support your opinion.
facts to back up your opinion.
a strong closing sentence that summarizes your opinion.

Pretend you are a world famous chef who prepares dishes that include edible insects insects that you can eat You want to persuade people to include insects in their diet Here is a topic sentence for a persuasive paragraph

Everyone should try cooking with insects



Here are some reasons and facts
- Many insects like mealworms crickets and weevils are edible
- People in many cultures around the world eat insects
- Many insects are low in fat and rich in v tamins
- Lots of tasty recipes include insects
- Insects are really quite delicious

Now put it all together Write a persuasive paragraph that includes a title and a strong closing sentence Remember the rules for writing a paragraph

Paragraph Title:

Topic Sentence:

Reasons/Facts:

Paragraphs will vary.

Closing Sentence:

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Week 8 • Day 4
Division Facts

Television Division

Each part of a division problem has a name

5 ← quotient
div sor → 9 ⟌ 45 ← dividend

Divide

A.

6⟌24 = 4	9⟌63 = 7	4⟌12 = 3
9⟌45 = 5	3⟌18 = 6	8⟌56 = 7
8⟌64 = 8	8⟌40 = 5	9⟌72 = 8

B.

7⟌35 = 5	9⟌36 = 4	7⟌21 = 3
4⟌32 = 8	5⟌20 = 4	6⟌36 = 6
3⟌9 = 3	7⟌56 = 8	9⟌81 = 9

C.

8⟌48 = 6	5⟌25 = 5	9⟌27 = 3
7⟌49 = 7	9⟌54 = 6	4⟌36 = 9
5⟌15 = 3	7⟌63 = 9	7⟌28 = 4

D.

6⟌54 = 9	3⟌27 = 9	6⟌42 = 7
3⟌21 = 7	6⟌18 = 3	4⟌28 = 7
5⟌30 = 6	5⟌40 = 8	7⟌42 = 6

On another sheet of paper, write n ne d vision facts with a quotient of 8.
8 ÷ 1 = 8; 16 ÷ 2 = 8; 24 ÷ 3 = 8; 32 ÷ 4 = 8; 40 ÷ 5 = 8; 48 ÷ 6 = 8; 56 ÷ 7 = 8; 64 ÷ 8 = 8; 72 ÷ 9 = 8

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Week 8 • Day 4
Commas and Colons

Commas and Colons

Commas are used to separate items in a series to separate parts of dates to separate parts of names when the last name is wr tten first and to fo low the greeting and closing of letters **Colons** are used to separate hours and minutes in expressions of time to introduce a ist and to follow the greeting of a business letter

A **Answer the questions, paying careful attention to your use of commas and colons.**

1 Write your name and the names of two classmates as they would appear on an official document

Answers w ll vary.

2 What is your date of birth?

3 What time does your school begin? ______ end? ______

B **Read each sentence. Add a comma or colon where needed. Write *correct* if the sentence is correct.**

1 Luke, Sam, and Nick are putting on a play
2 The play will begin at 8:00 PM
3 Yalixa, his sister, wrote the play
4 They will perform the play Wednesday and Thursday correct
5 Amy, can you make the costumes?
6 Like her mom, Luisa is a good singer
7 Our flag is red, white, and blue
8 Michael plays baseball and soccer correct
9 Nathan will visit on March 28, 2004
10 We are always happy when he comes, but sad when he leaves

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Week 8 • Day 5
Organ zing Words

Inside Information

Look at the tems in column A of the chart below Every one of them is commonly found *inside* one item in column B Match the appropriate pairs and wr te your answers on the blanks below There is only one correct letter match for each numbered item We've done the first one for you

COLUMN A	COLUMN B	CORRECT MATCH
1 butter	a ba loon	1. e
2 coin	b pantry	2. g
3 pupil	c vault	3. h
4 pig	d shed	4. f
5 helium	e refrigerator	5. a
6 cereal	f sty	6. b
7 assets	g fountain	7. c
8 rake	h eye	8. d
9 icense	i bottle	9. n
10 arrow	j mirror	10. l
11 battery	k flash ight	11. k
12 mercury	l quiver	12. m
13 reflection	m thermometer	13. j
14 int	n wa let	14. o
15 message	o dryer	15. i

YOUR TURN

Think of five more items commonly found inside another item as in the chart above Mix them up and see if someone in your family can pair them together correctly

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Week 8 • Day 5
Verb Tenses

Grammar Cop
and the Case of the Emperor's New Clothes

The emperor doesn't know if he's coming or going! He doesn't know what he has done what he is doing now and what he wi l do later Can you help Grammar Cop choose the right tense?

Decide whether each underlined verb is in the past present or future tense Write it in the blank

future 1 There will be a big parade next week
present 2 I have nothing to wear
past 3 I asked the tailors to make me a new cloak
past 4 They prom sed to make the best c oak the v l agers had ever seen
present 5 The tai ors a e working day and n ght cutting and sew ng
present 6 The cloak is f nished!
past 7 I tried it on and something was very strange
future 8 But the tailors assured me that the townspeop e w ll be amazed
past 9 After the parade all the people said they had never seen anything l ke my new cloak
past 10 I tried to find the ta lors to thank them but they had left town

Remember these basic laws of tenses:

- **Past**
The past tense of a verb tel s that someth ng already happened (Examp e: I **walked** to school this morn ng)
- **Present**
The present tense of a verb te ls that something s happening now (Example: It **s ra ning** today)
- **Future**
The future tense of a verb tel s that someth ng w ll happen in the future (Example: Tomorrow I **w ll play** soccer)

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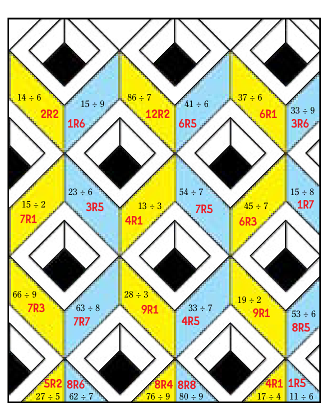
Week 9 • Day 1
Divis on

Honeycomb

Solve the problems If the answer has a remainder between 1 and 4 color the shape ye low If the answer has a remainder between 5 and 8 color the shape blue Finish the design by coloring the other shapes with the colors of your choice



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Week 9 • Day 1
Sy labicat on

Syllable Wizardry

How good are you at building words and figuring out how many sy lables they have? Answer these tricky and fun questions about words to find out Some questions may have more than one answer Write your answers in the blanks

TIPS
No answers are proper nouns
No answers are foreign words
Do not rearrange or subtract any letters from the g ven word to form the new word

1 What letter can you add to "eve" to make it a common *two* syllable word?
Letter n New word e-ven

2 What letter can you add to "sleep" to make t a common *two* sy lab e word?
Letter a or y New word a-sleep or sleep-y

3 What letter can you add to "rise" to make it a common *two* sy lab e word?
Letter n, a, or r New word ris-en, a-rise, ri-ser

4 What letter can you add to "rode" to make it a common *two* syl able word?
Letter e New word e-rode

5 What letter can you add to "rode" to make it a common *three* sy lab e word?
Letter o New word ro-de-o;

6 What letter can you add to "man" to make t a common *two* syl able word?
Letter y New word man-y

7 What letter can you add to "are" to make it a common *three* syl able word?
Letter a New word a-re-a

8 What letter can you add to "pen" to make t a common *two* syl able word?
Letter o New word o-pen

9 What letter can you add to "came" to make it a common *two* syllable word?
Letter l New word cam-el

10 What etter can you add to "came" to make t a common *three* syllable word?
Letter o New word ca-me-o

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Week 9 • Day 2
Expository Paragraph

Step by Step

When you write an **expository paragraph** *you give facts and informat on explain ideas or give directions An expository paragraph can also nclude opinions Here are some topic ideas for an expository paragraph*

Explain how to play the flute. **Explain how to bathe a dog.**
Tell why you do not like brussels sprouts. **Tell what skills you need to skateboard.**
Give facts about yourself. **G ve the facts about your favorite band.**

Here is an example of an expository paragraph It explains how to fry an egg

Frying an egg is not all that d fficult. After melting a little bit of butter in a frying pan, just crack the eggshell along the rim of the pan and let the egg drop into the pan. Do it gently so the yolk does not break. Let the egg fry over a low heat for about a minute or so. That is all it takes.

Complete the fo lowing topics for expository paragraphs with your own ideas

Explain how to **Give facts about** **Tell why**

Use the form below to develop one of your ideas for an expos tory paragraph

Paragraph Title:

Topic Sentence:

Details/Facts/Steps:

Responses and paragraphs will vary.

Closing Sentence:

Now use the plan above to write a paragraph on a sheet of paper If you are giving directions for doing or making something include words such as *first next after that* and *fina ly* to make the steps clear for your readers

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Week 9 • Day 2
Exact Verbs

Action Alert

When you wr te th nk about the verbs that you choose to express action in your sentences Are they as exact as they can be? Do they tell your readers exactly what you want to say?

The child **broke** *the plastic toy*
The child **smashed** *the plastic toy*
The child **cracked** *the plastic toy*

Each verb creates a different picture of what happened

Read each sentence Underline the verb Then rewrite each sentence using a more exact verb You may want to use a thesaurus

1 **Three young h kers went up the steep hill**

2 **A lone runner ran around the track**

3 **The wind blew through the treetops**

4 **The janitor cleaned the scuff marks off the floor**

5 **The audience laughed at the hilarious scene**

Sentences will vary.

6 **The diners ate the delicious meal**

7 **The young tourists iked the castle most of all**

8 **The children slept for about an hour**

9 **The biologist looked at the unusual specimen**

Here are some commonly used verbs: make, tell, say, speak, ride. On a sheet of paper, list as many exact verbs as you can think of for each one. Use a thesaurus for additional words. Then write several sentences using the exact words on your list.

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Week 9 • Day 3
Quotation Ma ks

Dialogue and Quotations

Quotation marks are used to show the beginning and end of someone's exact words An **indirect quotation** is a summary of what someone has w tten or said Quotation marks are not used in indirect quotes

A **In each sentence, underline the words that the speaker or speakers actually said. Then add quotation marks where they belong.**

1 "Can't we stay up just five more minutes?" the children begged
2 Kate replied "That's another story "
3 "What's for lunch?" Bob asked
4 "I am so excited!" Betsy cried

B **The following dialogue is missing commas, question marks, and other necessary punctuation. Write the correct punctuation on each line.**

1 Poissant said, "I remember once when Duke Ellington stayed at my house,"
2 "Was Duke Ellington famous?" Punkin asked,
3 "He sure was!" Miss Ida exclaimed,
4 "I not only met him," Poissant explained, "but I was sitting in the parlor when he sat down at the piano and started to play,"

C **All the punctuation, including quotation marks, is missing from this dialogue. Write the missing punctuation marks on the lines.**

1 "Duke's playing sure heated up that little room!" exclaimed Poissant,
2 "Did any other famous people stay at your house?" asked Freda,
3 "No," said Poissant, "but Lena Horne once stayed at Miss Jackson's house,"
4 Then he added, "However, that is a story for another day,"

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Week 9 • Day 3
Div ding Decimals

Ride the Wave of Decimal Division

Somet mes zeros are needed in the quotient When d vid ng decimals by a whole number fol ow these steps

1 *D vide the whole number* 2 *Place the decimal point in the quotient* 3 *Bring down the 0 Since it is still < 27 place a zero n the quotient* 4 *Bring down the 8 Divide nto 108*

Divide Then write the letter for each quotient from least to greatest on the lines below to learn where the 1958 megatsunami occurred

B.	2.04	L.	0.24	Y.	2.50	A.	3.05	A.	4.8
	62 | 126 48		13 | 3 12		41 | 102 50		17 | 51 85		13 | 62 4
K.	6.01	I.	0.36	S.	5.06	A.	2.08	U.	0.69
	14 | 84 14		51 | 18 36		17 | 86 02		39 | 81 12		16 | 11 04
T.	0.58	L.	3.09	A.	1.06	Y.	1.056	A.	6.07
	32 | 18 56		21 | 64 89		44 | 46 64		51 | 53 856		31 | 188 17

The wave occurred in L I T U Y A B A Y in A L A S K A It reached 1 720 feet

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Week 9 • Day 4
Proofreading

Proofing Pays

Capitalization and end punctuation help show where one sentence ends and the next one beg ns Whenever you write proofread to make sure each sentence begins with a capital letter and ends correct y Here s an example of how to mark the letters that should be cap talized

have you ever heard of a Goliath birdeater? it is the world s largest spider. this giant tarantula can grow to 11 inches in length and weigh about 6 ounces. now that's a big spider! although t s called a birdeater, it usually eats small reptiles and insects. these spiders are mostly found in rain forests

Read the passage below It is about another amazing animal but it is not so easy to read because the writer forgot to add end punctuation and to use capital letters at the beginning of sentences Proofread the passage Mark the letters that should be capitals with the capital letter symbol Put the correct punctuation marks at the ends of sentences Then reread the passage

think about the fastest car you've ever seen in the Indianapolis 500 race that's about how fast a peregrine falcon dives it actually reaches speeds up to 175 miles an hour that's incredibly fast peregrine falcons are also very powerful birds did you know that they can catch and kill their prey in the air using their sharp claws what's really amazing is that peregrine falcons live in both the country and in the city keep on the lookout f you're ever in New York City believe it or not it is home to a very large population of falcons

What do you know about the bee humm ngbird, atlas moth, or capybara? Choose one, do some research, and write several sentences about it on a sheet of paper. Then proofread your writing. Does every sentence beg n and end correctly? Are all the words spelled correctly?

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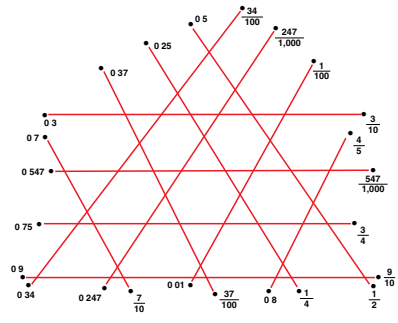
Week 9 • Day 4
Fractions & Decimals

Triangular Patterns

To change a decimal to a fraction use the greatest common factor to reduce to lowest terms

0.8 $\frac{8 \div 2}{10 \div 2} = \frac{4}{5}$ 0.40 $\frac{40 \div 20}{100 \div 20} = \frac{2}{5}$ 0.250 $\frac{250 \div 250}{1000 \div 250} = \frac{1}{4}$

Using a ruler draw a line to match each decimal with its fraction



See how many triangles you can find in the diagram. 49

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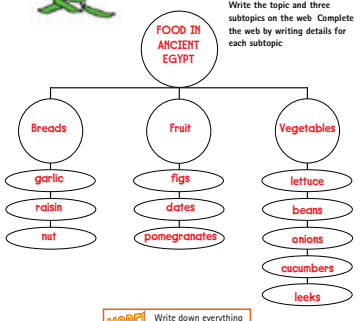
Use with page 116
Week 9 • Day 5
Support ng Deta ls

Eating in Egypt

Suppose you lived thousands of years ago in Ancient Egypt What would you have eaten? Like all Ancient Egyptians you would eat bread with every meal Garlic bread raisin bread and nutbread were three favorites Egyptians also ate a lot of fruit including figs dates and pomegranates Vegetables were also part of their diet Lettuce beans onions cucumbers and leeks were all popular How do you think you d like your Egyptian meal?

Write the topic and three subtopics on the web Complete the web by writing details for each subtopic



MORE! Write down everything you eat in one day

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Use with page 115
Week 9 • Day 5
Support ng Details

Testing It Out

Use after completing Eating in Egypt on page 115

Fill in the circle of the best answer

1 **One kind of ood that Anc ent Egyptians ate at every meal was**
(A) lettuce (C) b ead
(B) f gs (D) eggs

2 **Ancient Egyptians often ate fruit cal ed**
(A) leeks (C) apples
(B) beans (D) dates

3 **A ood group that includes onions is**
(A) gra ns (C) vegetables
(B) meat (D) cheese

4 **Because Ancient Egypt ans made rais n bread you can guess they grew**
(A) grapes (C) pomegranates
(B) bread (D) cucumbers

5 **From th s passage you can guess that Ancient Egyp ians**
(A) hunted animals (C) raised chickens
(B) grew crops (D) ished n the sea

6 **One kind of ree that most likely grew in Egypt was the**
(A) f g tree (C) oak tree
(B) bean tree (D) p ne ree

7 **Because they had ruit you can guess that Ancient Egypt ans probably**
(A) ra sed bees (C) d ank milk
(B) drank juices (D) a e potatoes

8 **A ood that the passage does not ment on s**
(A) vegetab es (C) ruit
(B) nuts (D) meat

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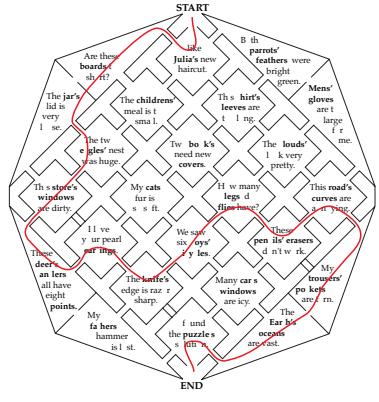
Week 10 • Day 1
Possessives

Maze

Find the path to the end by passing only through spaces containing words in **bold** that are correctly spe led The shortest path w ll take you through 15 spaces with correct spel ings



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Week 10 • Day 1
Commas

Comma Capers

You know that you must use commas in a series of three or more items
Max, Sam, and Alex ordered burgers, fries, and milkshakes for lunch.

Here are some additional rules you need to know about commas
Use commas
to set off the name of the person or group you are addressing
Here's your order, boys.
after words like yes no and well
Well, what do you want to do now?
before a conjunct on that joins two sentences
The boys finished lunch, and then they went to a movie.

Read the sentences below. Decide which ones need commas and which ones do not. Use this symbol ^ to show where commas belong.

1. I'd like a bike a pair of in line skates and a snowboard for my birthday
2. Well my friend you can't always have what you want when you want it
3. No but I can always hope!
4. My friends and I skate all year long and snowboard during the winter
5. I used to like skateboarding but now I prefer snowboarding and in line skating
6. What sports games or hobbies do you enjoy most Jody?
7. I learned to ski last year and now I'm taking ice skating lessons
8. Skiing ice skating and skateboarding are all fun things to do

Review the four rules above for using commas. Then write an original sentence for each rule. Begin and end each sentence correctly. Remember to check your spelling.

9. Examples will vary.
10.
11.
12.

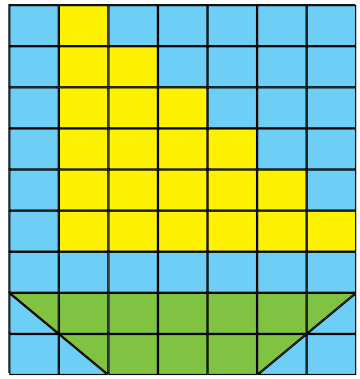
Writers use commas for other reasons. As you read a newspaper, an article in your favorite magazine, a letter, or a book, look for examples of commas in sentences and jot them down on a sheet of paper. Then see if you can figure out the rules.

page 120

Week 10 • Day 2
Equivalent Fractions

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.



Bon Voyage!

The picture shows a sailboat on the water.

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Week 10 • Day 2
Cause and Effect

Moonwalkers on City Streets

Do you need some exercise? Do you want to see some city sights? Perhaps you want to assert your rights as a pedestrian in a city designed for cars. Then you might want to join a group called Moonwalkers. Moonwalkers in Bethlehem, Pennsylvania. The Moonwalkers meet once a week at night. Then they stride through their city, up hills, down streets, over bridges, and along canals. What are some other reasons that people enjoy moonwalking? They get to meet other members of their community, and they enjoy being out at night.

Find five causes and one effect in the passage.
Write them on the map.

Causes	Effect
need exercise	
want to see city sights	
want to assert pedestrian rights	people walk together at night as Moonwalkers
want to meet community members	
want to enjoy the night	

MORE! Make a list of five synonyms for the word *walk*. Use each word in a sentence.

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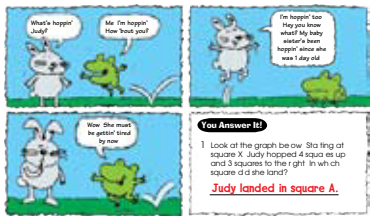
Week 10 • Day 3
Plotting Coordinates

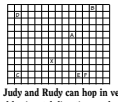
What's Hoppin'?



You Answer It!

1. Look at the graph below. Starting at square X, Judy hopped 4 squares up and 3 squares to the right. In which square did she land?

Judy landed in square A.



NOTE: Judy and Rudy can hop in vertical and horizontal directions only.

2. Rudy starts in square X. Which are the 2 shortest paths he can take to get to square E?

Down 2 squares and 4 squares to the right. Four squares to the right and down 2 squares.

3. Judy is in square A. Which are the 2 shortest paths she can take to get to square E?

One square to the right and 6 squares down. Six squares down and 1 square to the right.

4. Find the 2 shortest paths to get from square X to square D.

Seven squares up and 5 squares to the left. Five squares to the left and 7 squares up.

5. Find 3 paths to get from square D to square E. Does each path contain the same total number of squares?

Answers will vary. Each path does not have to have the same number of squares.

6. Starting at square X, Rudy hopped 6 squares up and 5 squares to the left. How many squares is he from square D?

He is 1 square down from square D.

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Week 10 • Day 3
Proofreading

Stories Behind Inventions That Changed the World

(That May or May Not Be True)

Find and mark the eleven spelling errors.

The Jacket Zipper

The first zipper the Model 100 A was made of solid wood and weighed over 17 pounds. Over time the size decreased. Metal replaced wood. A solid gold zipper weighed in at only 4 1 ounces. Unfortunately it cost over $1 500. Finally the Model 100 Z came out. It was a lot like the zipper of today except two people were required to zip it up.

The Bookmark

Ted E. Bear in a 1997 interview disclosed "I kept losing my place in the book I was reading. I tried putting a peece of cheese in there but it was greasy. I tried a giant rock. It was too heavy and awkward. I tried a $100 bill. It worked well but that was all the money I had! Finally I tried a small slip of paper. At last the bookmark was born!

The Cereal Spoon

First people tried to eat cereal with their hands. What a mess! There was milk dripping from everyone's elbows. Next a garden shovel was tried. Too big! It was replaced with a fork. The size was good but it leaked. Finally someone pulled out a spoon. There was little chance after so many failures that it would work. But it was perfect!

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Use with page 126
Week 10 • Day 4
Test Practice

Beekeeping Basics

Open a jar of golden honey. Spread some on a slice of toast. Take a bite and enjoy its special sweetness. There's nothing else quite like it!

Where does honey come from? Bees make it, right? But wait! Bees are insects. They don't set up little factories for making honey and putting it in jars. So they? What's the real story behind the honey we eat?

Since ancient times people have known that bees make a delicious sweet food. To get it people would search for a hive of wild bees and steal the honey. Then some people figured out that they could get honey more easily if they made hives for bees to live in. They became beekeepers.

The first hives were probably hollow logs or clay pots turned on their sides. Later in about 1500 farmers in Europe began building straw beehives that looked like baskets turned upside down. Farmers from Europe brought honeybees with them to America in the 1600s.

Around 1850 an American beekeeper invented a better kind of hive called the *hanging movable frame beehive*. It looks like a stack of boxes. Inside are wooden frames where bees build wax honeycombs for storing their honey. This is the kind of hive that most beekeepers use today.

The amazing thing about a beehive is how much it actually is like a little factory for making honey. Each hive is home to a colony of as many as 60 000 bees. A colony has one queen that lays eggs. Other bees have different jobs, such as building the honeycomb, keeping it clean, feeding the young, or making honey. Some bees are guards that protect the hive. If a guard thinks you are a danger to the colony, it will sting you.

Honey is made from *nectar*, a sweet liquid inside flowers. A bee sucks nectar from a flower and then brings it back to the hive. A wax making bee places the nectar in a honey cell. Other bees add more and more nectar to the honey cell. The nectar is mostly water when it is first brought to the hive. "House bees" fan their wings over the cell to remove the water. As the water evaporates, the nectar changes into honey.

When the honey in a cell is ready, the bees cover it with a wax cap.

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Use with page 125
Week 10 • Day 4
Test Practice

Beekeepers give the bees several months to fill the honeycombs in a hive. Bees must gather nectar from more than a million flowers to make just one pound of honey! When the honey is ready to harvest, beekeepers wear special clothes that cover their bodies completely. Otherwise, they would surely be stung many times as they pull frames filled with honey from the hive.

Using special tools, beekeepers can extract the honey without breaking the honeycomb. They do this so that the bees will not need to rebuild the honeycomb. When the beekeeper puts the frames back into the hive, the bees will start filling them with honey again.

No bee can make honey alone. It takes a large team of very hard workers to get the job done. We could learn a lot from these little creatures about working together and getting things done.

1. **Beekeepers extract honey without breaking the honeycomb. What does extract mean?**
   (A) take out (C) make (B) fill up (D) eat

2. **How is a beehive like a factory?**
   Examples: The work is done in steps; the bees all work together to make something that one bee could not make alone.

3. **List four steps in the making of honey.** Answers will vary.
   Steps could include: build the honeycomb, gather nectar from flowers, put nectar into a honey cell, fan the nectar to evaporate the water, put a wax cap on the cell

4. **Which sentence best states the main idea of this article?**
   (C) Be careful around honeybees they sting!
   (A) An American invented the best kind of beehive
   (B) Honeybees are useful and interesting creatures
   (D) Beekeepers have been around for a long time

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Week 10 • Day 5
Analogies

Identifying Relationships

Write the phrase from the box that tells how the first two words are related. Then write the correct word to complete the analogy.

Relationship	Same Class / Antonyms	Part/Whole / Homophones	Synonyms

1. weight : wait :: gilt : Relationship: homophones
   (A) wave (B) guilt (C) gill
2. work : play :: deep : Relationship: antonyms
   (B) shallow (A) dive (C) job
3. elm : pine :: bee : Relationship: same class
   (A) birch (B) honey (C) beetle
4. seam : seem :: I : Relationship: homophones
   (A) me (B) eye (C) you
5. kernel : corn :: seed : Relationship: part/whole
   (A) soil (B) water (C) watermelon
6. forest : woods :: field : Relationship: synonyms
   (A) meadow (B) flower (C) farmer
7. leave : arrive :: asked : Relationship: antonyms
   (A) go (B) told (C) inquired
8. wheel : we'll :: hail : Relationship: homophones
   (A) help (B) hill (C) hail

Explain to someone in your family how you chose each answer.

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Week 10 • Day 5
Pe cents

Free-Throw Percents

Hoops Dunk'n and Shooter are on the court again! How do their numbers add up? Follow the steps below to make sense of their percents.

1. Hoops took 10 free throws and made 4. What percent did he make?
   4/10 = 40 /100 = 40 %

2. Dunk'n took 4 free throws and made 3.
   a. What fraction did he make? 3/4 = 75 /100
   b. What fraction did he miss? 1/4 = 25 /100
   c. What percent did he make? 75 %
   d. What percent did he miss? 25 %

3. Shooter took 20 free throws and made 13.
   a. What fraction did he make? 13/20
   b. What fraction did he miss? 7/20
   c. What percent did he make? 65%
   d. What percent did he miss? 35%

All-Star Math!

4. Hoops makes 60 percent of the free throws he takes.
   a. In lowest terms, what fraction of free throws did he make? 3/5
   b. If he took 10 free throws, how many should he make? 6
   c. If he took 15 free throws, how many should he make? 9
   d. If he took 200 free throws, how many should he make? 120

Remember!
Percents are fractions of 100.
For example: 25/100 = 25%
Or 3/25 = 12/100 = 12%

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THIS CERTIFIES THAT

_____

IS NOW READY

FOR GRADE _____

CONGRATULATIONS!

I'm proud of you! _____

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