

**August 2021**

**5th grade - Blytheville Elementary School  
(AMI Packets)Alternative Method of Instruction**

**Dear Parents,**

**Due to Act 862 of 2017, the 5th grade teachers have prepared an alternative method of instruction, AMI Packet. This packet is for days students may be quarantined due to a mandatory class/school quarantine. Students are expected to complete one sheet from each subject daily and return it to school the next day school is in session. All work will be graded. Work must be completed.**

**Thank you,**

**Fifth grade BES Team**

**This packet may be used for the following reasons:**

- a. A contagious disease outbreak;**
- b. Inclement weather;**
- c. Utility outage; or**
- d. Acts of God.**



# Reading





# Telling Her Family's Story through Comics

by Fatima Shaik



photo by Joe Ciciarelli on Unsplash

*A girl reads a comic book.*

Thi Bui was born in 1975 in Saigon, the capital city of the southeast Asian country of Vietnam. War had been raging across Vietnam for many years. When Bui was just a few months old, her parents left Vietnam by boat with her and her siblings. They had to evade pirates during their escape.

In 1978, three-year-old Thi Bui and her family came to the United States. As immigrants, they had a hard time adjusting to the differences between Vietnam and the U.S. The family settled first in Indiana, then moved to California.

After she graduated from college, Bui became a teacher. But she had long listened to her parents' stories about their lives in Vietnam and their struggles and successes afterwards. She wanted to tell their stories in a way that would reach lots of people.

In 2007, Bui decided to turn her family's story into a comic book. "I hadn't done comics before so it took me a long time to actually get good enough at comics," she remembered. "I had to draw a lot of bad pages before making something that felt right."

It took her ten years. By then, she was married and a mother. She understood even more how hard it was for her parents to build a new life in a new country with young children. Her book,

*The Best We Could Do* was published in 2017. It has received many honors. One especially important one came from the Before Columbus Foundation. That organization is dedicated to showcasing people of color. "It feels good to get this vote of confidence now from a community I respect and admire," she said. She added that she wants everyone to read "voices that are less heard."

Bui today is proud of the book she created. "I believe acknowledging... history through personal stories can be a way forward," she says—a way to help people understand one another.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What country was Thi Bui born in?

- A. Vietnam
- B. the United States
- C. Korea
- D. Japan

2. How does the author describe Bui's family's move to the U.S.?

- A. as fun and relaxing, because her family quickly learned to enjoy the life and culture of the U.S.
- B. as difficult, because her family had a hard time adjusting to differences between Vietnam and the U.S.
- C. as interesting and engaging, because her family got to learn a whole new set of social and cultural norms
- D. as boring, because her family found that life in the U.S. was not very different from life in Vietnam

3. Read the following sentences from the passage.

"[Bui] wanted to tell their stories in a way that would reach lots of people. In 2007, Bui decided to turn her family's story into a comic book."

What can you conclude based on this information?

- A. Bui thought that comic books were a kind of storytelling that many people could connect with.
- B. Bui initially wanted to write a novel about her family, but eventually decided that a comic book was fine.
- C. Comic books are more popular than any other kind of book, but they are mostly read by kids and young adults.
- D. Bui's family did not want her to write a comic book about their lives but later decided that it was okay.

**4. What is Bui's attitude towards telling personal stories?**

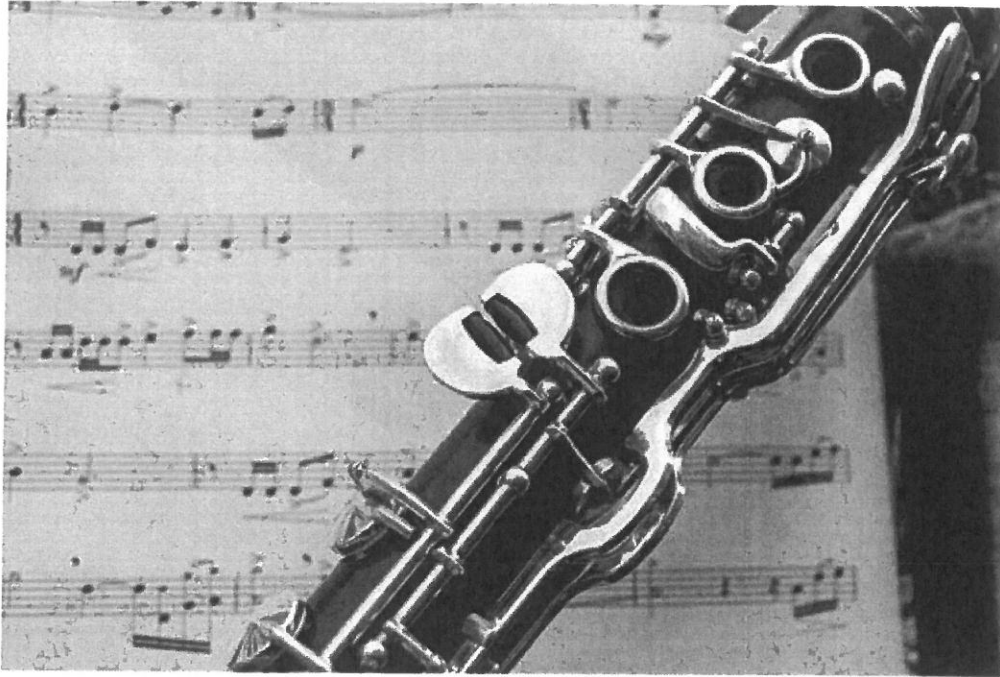
- A. She thinks that telling personal stories can be exciting but should be done carefully and cautiously.
- B. She thinks that telling personal stories is a great way to entertain other people but that stories can't make much of a difference.
- C. She thinks that telling stories is important, but that painting portraits of historical figures is more important.
- D. She thinks that telling personal stories is a powerful way to understand history and to hear the voices of different kinds of people.

**5. What is the main idea of this text?**

- A. Thi Bui graduated from college and became a teacher, but eventually decided that she wanted to do something else as her career.
- B. Thi Bui's family immigrated from Vietnam to the United States, where they lived first in Indiana and then in California.
- C. Thi Bui is a storyteller who told her family's story of immigrating to the United States from Vietnam in a comic book.
- D. Thi Bui worked on her comic book, *The Best We Could Do*, for ten years before finishing it once she had kids and was married.

# The Woodwind Family

by ReadWorks

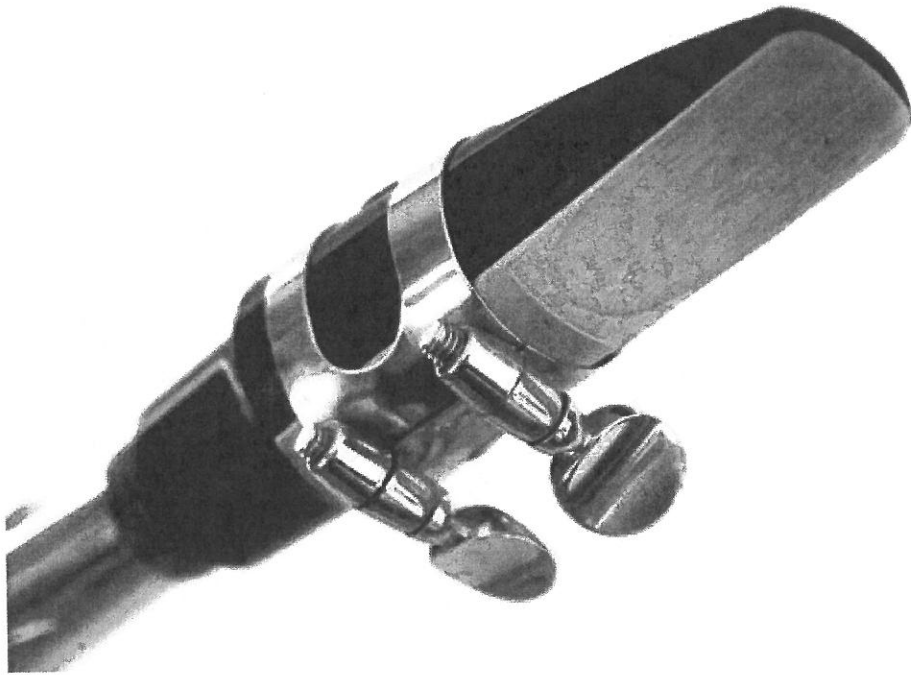


*Photograph of clarinet keys*

There are multiple instruments in the woodwind family, including the clarinet, the oboe, and the flute. Can you guess why these instruments are considered to be a part of the woodwind family? The earliest versions of these instruments were composed of wood. In the modern era of mass production, however, there are cheaper versions that are metal or plastic.

Can you guess why the word "wind" is included in the name? The player must blow wind into the instrument in order to produce sound! Some woodwinds require the use of a reed, which is a small piece of wood placed on the instrument's mouthpiece. If the reed is properly prepared, then it will vibrate everytime the player blows into the instrument. Sometimes the reed's vibrations are so strong that they tickle the player's lips!

In order to play a note, the musician must place his or her fingers over the instrument's tone holes. The player determines the pitch of the note based on which holes are open or closed on the instrument. As you can see in the picture provided above, these holes are encircled by metal keys, which actually make it easier for the musician to play more notes.



*Photograph of a reed*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The clarinet, the oboe, and the flute are part of which instrument family?

- A. the strings family
- B. the woodwind family
- C. the percussion family
- D. the brass family

2. What does the text describe?

- A. how woodwind instruments are played
- B. how woodwind instruments compare to other instrument families
- C. songs featuring woodwind struments
- D. how woodwind instruments were invented

3. Read the following sentence from the text.

"The player determines the pitch of the note based on which holes are open or closed on the instrument."

Which conclusion does this information best support?

- A. The player can't control what sounds a woodwind instrument creates.
- B. The player can get easily tired while playing a woodwind instrument.
- C. The player can only play a few different notes on a woodwind instrument.
- D. The player can control what sounds a woodwind instrument creates.

4. Based on the text, why are the holes of a woodwind instrument important?

- A. They take in air which allows the instrument to make sound.
- B. They help the instrument keep a cool temperature.
- C. They help the musician play different sounds.
- D. They give the instrument a cool look.

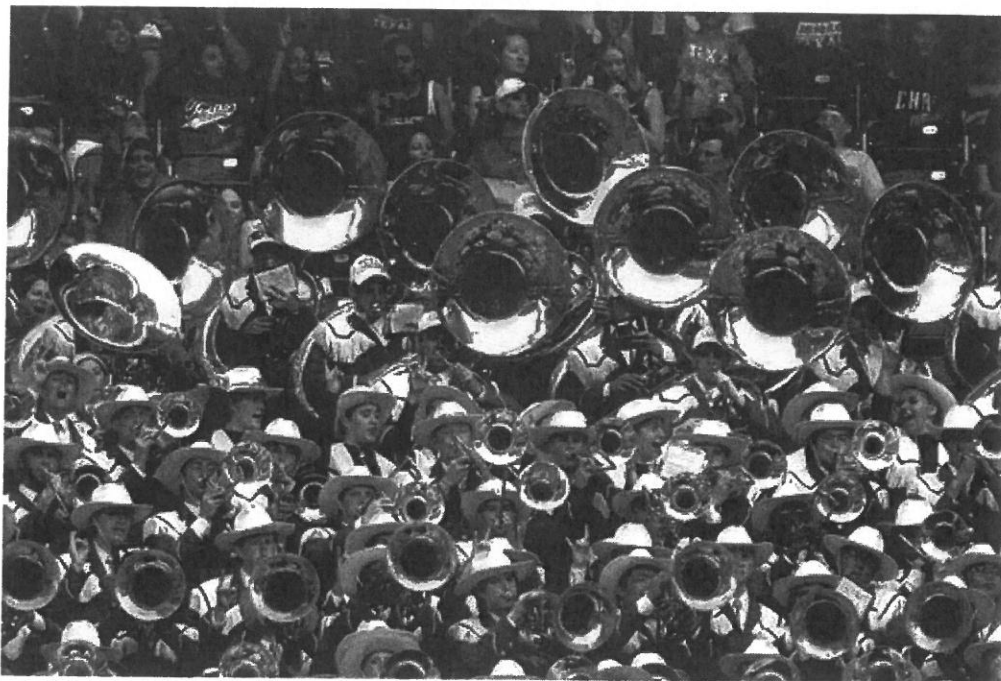
5. What is the main idea of this text?

- A. The earliest versions of woodwind instruments were composed of wood, whereas today they can be made more cheaply with metal or plastic.
- B. Musicians play woodwind instruments by blowing wind into them and placing their fingers over the instruments' tone holes.
- C. Some woodwinds require the use of a reed, which is a small piece of wood placed on the instrument's mouthpiece.
- D. Musicians determine the pitch of the note a woodwind instrument creates based on which holes are open or closed on the instrument.



# The Brass Family

by Kathleen Gudas



*a photograph of a brass band*

The brass family of instruments is unsurprisingly made with brass, which is a type of metal that is generally muted gold in color. The trumpet, tuba, trombone, and French horn are all members of the brass family. All four of these instruments require players to use their breath and vibrate their lips to make a buzzing sound. They put their vibrating lips against a curved metal opening in the instrument. This opening is called the mouthpiece, and it helps to heighten and project the sound.

Most brass instruments have valves, which look like buttons on the instrument. Pressing down on the valves help players to change the pitch and sound. The pitch and sound can also be affected by how hard or soft players vibrate their lips against the mouthpiece.

Brass instruments are essentially tubes, which have been twisted into coils but still remain connected and unbroken. There is no break in the passage of vibrated air from the mouthpiece to the instrument's other opening, where the sound is released. The original intention for twisting the instrument's body was to make it easier for the player to hold onto and play the instrument.

Due to their twisty shapes, brass instruments can sometimes be difficult to clean. Cleaning

the outside of the instruments helps keep them looking good, but the inside needs to be cleaned, too. The vibrated air that goes through a brass instrument contains a gas called water vapor. When the water vapor cools, it turns into a liquid and collects in the instrument. The liquid often collects near a part of the instrument called a water key, which is also sometimes called a spit valve. Players can let a lot of the liquid out through the water key. However, regular cleaning is necessary in order to maintain a sanitary practice and keep the instrument in good condition.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do trumpet, tuba, trombone, and French horn players vibrate to make a buzzing sound?

- A. their breath
- B. their lips
- C. the mouthpiece
- D. the valves

2. What does the text describe?

- A. the differences among brass instruments
- B. how brass instruments are played to produce sound
- C. how and when brass instruments were invented
- D. how brass instruments function in an orchestra

3. Read the following sentences from the text.

Most brass instruments have valves, which look like buttons on the instrument. Pressing down on the valves help players to change the pitch and sound. The pitch and sound can also be affected by how hard or soft players vibrate their lips against the mouthpiece.

What conclusion about the pitch and sound from brass instruments does this information support?

- A. The pitch and sound can be changed by the player.
- B. The pitch and sound can't be changed by the player.
- C. The pitch and sound of brass instruments are always high.
- D. The pitch and sound of brass instruments are always low.

**4. Read these sentences from the text.**

Cleaning the outside of the instruments helps keep them looking good, but the inside needs to be cleaned, too. The vibrated air that goes through a brass instrument contains a gas called water vapor. When the water vapor cools, it turns into a liquid and collects in the instrument. . . . Players can let a lot of the liquid out through the water key. However, regular cleaning is necessary in order to maintain a sanitary practice and keep the instrument in good condition.

Based on the text, how might the liquid that collects in brass instruments affect them?

- A. The liquid would likely help keep the outside of the instruments looking good.
- B. The liquid would likely help keep the inside of the instruments in good condition.
- C. If any liquid stays inside the instruments, their condition would likely worsen.
- D. If any liquid stays inside the instruments, they would likely maintain a sanitary practice.

**5. What is the main idea of the text?**

- A. Brass instruments are made of a metal that is often a muted gold color, and the brass family includes the trumpet, tuba, trombone, and French horn.
- B. The pitch and sound from most brass instruments can be changed when players press on the valves, or they can be changed when players vibrate their lips harder or softer.
- C. Brass instruments are twisted tubes that help to project the sound made by players' breath and vibrating lips, and it's important to clean the instruments.
- D. Brass instruments are twisted so that players can more easily hold onto and play them, but the twists can make the instruments sometimes difficult to clean.

## Quilts for Celebration in Central Asia

The text and image are provided courtesy of the International Quilt Museum, University of Nebraska-Lincoln, with research by Christine Martens.



*A mother made this shirt for her child between 1930 and 1970 in Turkmenistan.*

Quilts and patchwork play an important part in the everyday life of people in Central Asia. But these textiles are especially important for special occasions, such as weddings and births.

A wedding is one of the most important events in Central Asia. It is a significant event that brings together families and the whole community. That means the patchwork and quilts used for a wedding are even more important than what's used on a daily basis. In some Central Asian tribes, a bride is carried to her husband's home on a camel, in a carrier called a palanquin. For the wedding, wooden pieces of the palanquin are decorated with patches and strips of cloth. These patchwork designs often have special meanings meant to wish the couple good luck and happiness in their future life. Even the palanquin's shape has a special meaning! It is shaped like a dome to look like the yurt, a kind of tent, where the couple will live.

The bride's camel is not the only one dressed up for a wedding. The other camels in the wedding procession are decorated with patchwork, and they carry the bride's family

members.

Quilts and patchwork are also important in celebrating the birth of a new child in Central Asia. Like in many cultures, families and friends come together to create special outfits and blankets for the baby. In Central Asia, patchwork is used in ceremonies held during the first forty days of a child's life. For example, after her child is born, a mother will collect pieces of fabric from her neighbors. She then cuts the fabric into pieces and sews them together to make a special shirt for the baby. This shirt is called a "kyrk koinok." In another tradition, families celebrate the placing of the baby in a cradle for the first time. They decorate the cradle with a special patchwork cover. Guests bring the family toys, food, and gifts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. In a wedding in Central Asia, what is the palanquin decorated with?

- A. patches and strips of cloth
- B. pictures of the bride's family
- C. the bride's most valuable jewelry
- D. strings of beads and lights

2. What is described in the last paragraph?

- A. one type of quilt pattern in Central Asia and the different ways it is used
- B. the ways quilts and patchwork are used as coverings for camels and other animals
- C. one famous quiltmaker in Central Asia and the pattern that she made famous
- D. how quilts and patchwork are used to celebrate the birth of a child in Central Asia

3. Read the following sentences from the passage.

"A wedding is one of the most important events in Central Asia. It is a significant event that brings together families and the whole community. That means the patchwork and quilts used for a wedding are even more important than what's used on a daily basis."

What can you conclude about wedding quilts based on this information?

- A. The patchwork and quilts used on a daily basis are seen by fewer people than wedding quilts.
- B. The patchwork and quilts used on a daily basis are more important than wedding quilts.
- C. Patchwork and quilts at weddings have more complicated patterns than those used everyday.
- D. Patchwork and quilts used on a daily basis are usually more colorful than wedding quilts.

4. Read the following sentences from the passage.

"Like in many cultures, families and friends come together to create special outfits and blankets for the baby. In Central Asia, patchwork is used in ceremonies held during the first forty days of a child's life. For example, after her child is born, a mother will collect pieces of fabric from her neighbors. She then cuts the fabric into pieces and sews them together to make a special shirt for the baby."

What can you infer about quiltmaking in Central Asia based on this information?

- A. People never come together to work on the same quilt.
- B. The only time that people in Central Asia come together to quilt is after a baby is born.
- C. Many people in Central Asia disagree on how to celebrate the arrival of a new baby.
- D. Quiltmaking with friends and family is seen as a way to celebrate a new baby.

5. What is the main idea of this passage?

- A. Camels are important symbols of loyalty and love in Central Asian culture.
- B. In Central Asia, quilts are an important part of celebrating marriages and births.
- C. Quilts are a way to celebrate the birth of a child in Central Asia.
- D. Central Asian quiltmakers are important figures in their communities.



## Panda Power!

*Note: This article was first published in 2009.*

### Scientists put on their detective hats in search of giant pandas.



World Almanac for Kids

*Giant Panda*

Scientists were on the case! They collected clues. The scientists saw paw prints in the mud and fur on the bark of trees. What were they doing? Counting giant pandas!

After four years, the detective work is done. During that time, scientists figured out how many pandas live in China. All wild giant pandas live in that country.

"Pandas are very hard to see in the wild," scientist Colby Loucks told *Weekly Reader*. "They hide in the thick bamboo forests." That is why scientists used clues to do the count.

The result of the panda count was a surprise to scientists. They learned that hundreds more pandas exist than experts once thought! "We found pandas living in areas we didn't know had any," said Loucks.

## Protecting Pandas

Although the news is good, pandas remain endangered. That means they are in danger of dying out.

### Panda Fun Facts

- A panda spends 14 hours a day eating up to 83 pounds of bamboo.
- A newborn panda weighs 3 to 4 ounces. That is about the weight of a hamster.
- A panda's front paws have a wrist bone. The bone works like a thumb. The panda uses it to grasp bamboo.

The main threat to pandas is habitat loss. A habitat is a place in nature where an animal lives. Panda habitat is lost when people cut down parts of the forest for wood and farming.

Currently, China has more than 40 giant panda nature centers. People are not allowed to cut down trees there. Scientists want to create more nature centers to give pandas a better chance for survival.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what did scientists learn by counting pandas?

- A. They learned that pandas live in thick bamboo forests in China.
- B. They learned that a newborn panda weighs 3 to 4 ounces.
- C. They learned that a panda spends 14 hours a day eating up to 83 pounds of bamboo.
- D. They learned that hundreds more pandas exist than experts once thought.

2. The main problem for pandas is habitat loss. What might be a solution to this problem?

- A. cutting down forests for farming
- B. cutting down forests for wood
- C. creating more nature centers
- D. counting pandas less often

3. A giant panda spends most of its waking hours eating.

What evidence from the text supports this conclusion?

- A. "The scientists saw paw prints in the mud and fur on the bark of trees."
- B. "A panda spends 14 hours a day eating up to 83 pounds of bamboo."
- C. "A habitat is a place in nature where an animal lives."
- D. "Currently, China has more than 40 giant panda nature centers."

4. Based on the information in the text, why might pandas be hard to see in the wild?

- A. because they are the same color as the trees they live in
- B. because they hide in bamboo forests
- C. because most of them live in nature centers now
- D. because they spend 14 hours a day eating

5. What is this text mostly about?

- A. giant pandas and scientists working to count them
- B. scientists trying to find panda paw prints
- C. scientists creating nature centers in China to give pandas a better chance of survival
- D. scientists studying how much pandas eat compared to how much hamsters eat

6. Read this paragraph from the text:

The main threat to pandas is habitat loss. A habitat is a place in **nature** where an animal lives. Panda habitat is lost when people cut down parts of the forest for wood and farming.

What does the word "**nature**" probably mean in this paragraph?

- A. an animal's personality
- B. the world outdoors
- C. a big lake
- D. the United States

7. Choose the word that best completes the sentence.

\_\_\_\_\_ the scientists were surprised by the results of the panda count, they are still concerned for the future of pandas in China.

- A. Although
- B. Before
- C. After
- D. Because

8. What kinds of clues did scientists collect in order to count wild pandas?

---

---

---

# A Plant Puzzle

by Josh Adler



Living things like plants, animals, and people need energy to survive and grow. People eat food for energy, but most plants use energy that they get from sunlight.

When you look at plants such as a tree, flower, or grass, what do you see?

You might notice their stems, trunks, branches, leaves, roots, or flowers, but how do they grow? What are they made from? How did the plant make those parts?

Life is a puzzle in many ways. People don't all agree on how life started or why it exists. Yet a simple way of thinking about how plants grow is to think of the plant itself as a piece of a larger puzzle.

Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities. Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year.

Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up

of different types of plant life. A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees.

In order for a plant to grow, it needs three very important puzzle pieces: water, carbon dioxide, and light. Plants use their roots to take in water from the ground. They use their leaves to take in sunlight and carbon dioxide from the air.

Plants use these three puzzle pieces to make their own food in a process called photosynthesis. Using the energy from the sun, plants convert water and carbon dioxide into sugar. This sugar feeds the plant's growth from a seedling into an adult. In the process, the plant releases oxygen into the air.

Another important piece to the growth of many plants is soil. Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't absorb anything harmful from the dirt.

Plants make their food from carbon dioxide, water and light. They use this food to grow stems, trunks, roots, branches, leaves, and flowers. Now when you look at a tree, flower, or even a blade of grass, you can see all the pieces of the plant and how the entire puzzle fits together.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where do plants get their energy from?

- A. the moon
- B. sunlight
- C. their stem
- D. their roots

2. What does the passage describe?

- A. how plants make food using light, water, and carbon dioxide
- B. how plants make food using *only* water and light
- C. how plants make food using oxygen, sugar, and soil
- D. how plants make food using sugar, light, and water

3. The climate determines which plants can grow in a particular environment.

What evidence from the passage best supports this conclusion?

- A. "Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities."
- B. "Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year."
- C. "A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees."
- D. "Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up of different types of plant life."

4. What would happen to a plant if it grew in polluted soil?

- A. The plant would grow faster than in clean soil.
- B. The plant would grow the same as in clean soil.
- C. The plant would not be healthy and could die.
- D. The plant would absorb more nutrients from the soil.

5. What is this passage mostly about?

- A. how plants grow
- B. sunlight and water
- C. energy sources
- D. nutrients in soil

6. Read the following sentences: "Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't **absorb** anything harmful from the dirt."

As used in the passage, what does "**absorb**" most nearly mean?

- A. use something
- B. take something in
- C. go under something
- D. put something out

7. Choose the answer that best completes the sentence below.

Different environments have different plants. \_\_\_\_\_, deserts have cacti and rainforests have ferns.

- A. However
- B. Finally
- C. Meanwhile
- D. For example

8. With what process does a plant make its own food?

9. What are the three puzzle pieces that a plant needs to grow?

10. Explain whether plants could make their own food without sunlight.



# Hawaiian Family Members Returning Home

This text is provided courtesy of the National Fish and Wildlife Foundation.



David Ledig / U.S. Fish & Wildlife Service

*a Hawaiian crow*

Have you ever thought about what it would be like to be the only person in the world? For one species of bird called the ‘alalā, or Hawaiian crow, this was almost a reality. By 2002, there were only two Hawaiian crows living in the wild—the few others remaining lived in captivity so that the species would survive.

The native Hawaiian people were sad about this, because Hawaiian crows are important in their traditional culture. Hawaiians think of forests as their family. The crows lived in the forests and were considered spiritual family guardians. They have very loud, shrill calls. Many years ago, if a person started to enter the forest and heard that call, they took it as a warning not to continue.

The ‘alalā is native to Hawaii. It has black feathers and a large bill. It weighs about the same as a football and can grow as long as 1.5 feet from the tip of its bill to its tail. It also has a special ability: it uses tools. Very few animals and even fewer birds use tools. The ‘alalā is smart. It uses sticks to get food. It is able to pick up a small stick in its bill and use the stick to move insects from the inside of a log to the ground where it can eat them.

There are many reasons why the ‘alalā has become endangered. Non-native predators such as cats and rats eat their eggs and chicks. Also, ‘alalā can easily catch diseases such as pox, which they can get from mosquitos that people introduced to the islands.

To save the ‘alalā, conservationists raised them in captivity. That means humans kept them in enclosed areas where they could feed them and protect them. Eventually, there were enough birds that scientists took some of them to Pu‘u Maka‘ala Natural Area Reserve on Mauna Loa

and re-introduced them to the wild. The reserve has thousands of acres of forests the birds can call home.

To help them survive, humans took them extra food and checked on them often to make sure they were adapting to their new home. Not all of the birds survived, but many did.

By early 2020, there were 20 'ālaḥ living in the reserve and many more in captivity waiting to be released. The caregivers at the reserve have noticed the birds are forming pairs. This is important because it takes two of them to build their nests. This means there is a good chance they will breed and have young that will grow up in the wild.

So, thanks to help from humans, these rare and smart birds are returning home to their forest family. Hawaiians will be happy to see them again.

-----

These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The author says that 'āla are important to traditional Hawaiian culture. What do Hawaiians consider the 'āla to be?

- A. spiritual family guardians
- B. signs of death
- C. good omens for pregnancy
- D. signs of good fortune

2. What does the author describe in the third paragraph?

- A. the 'āla's favorite food and drinks
- B. the 'āla's social and family structure
- C. the negative traits of the 'āla
- D. the 'āla's bodies and intelligence

3. Conservationists had to remove the 'āla from their natural environment to keep them from going extinct.

What evidence from the passage supports this conclusion?

- A. "Also, 'āla can easily catch diseases such as pox, which they can get from mosquitos that people introduced to the islands."
- B. "To save the 'āla, conservationists raised them in captivity. That means humans kept them in enclosed areas where they could feed them and protect them."
- C. "It is able to pick up a small stick in its bill and use the stick to move insects from the inside of a log to the ground where it can eat them."
- D. "It has black feathers and a large bill. It weighs about the same as a football and can grow as long as 1.5 feet from the tip of its bill to its tail."

4. What goal do conservationists have when they raise animals in captivity?

- A. to eventually bring the animals into the wild so they can survive naturally there
- B. to eventually bring the animals home and keep them as pets
- C. to try to train the animals to do special tricks so they can perform
- D. to become famous for raising so many animals in such a small space

5. What is the main idea of this text?

- A. The Pu'u Maka'ala Natural Area Reserve on Mauna Loa is a nature reserve where some endangered species are bred in captivity.
- B. In early 2020, there were 20 'alalā that were bred in captivity, but they hadn't yet proven that they could survive in the wild.
- C. The 'alalā, or Hawaiian crow, is a very intelligent bird that almost went extinct, but conservationists are working to save the species.
- D. Some predators like cats and rats eat the 'alalā's eggs and chicks, which can make the bird species vulnerable to extinction.

# The Renaissance - Florence During the Renaissance

by ReadWorks

Florence, in northern Italy, was the center of the Renaissance. Florence was a city-state. Even though it was a city, its government was like the government of a small country. Italy was divided into five of these city-states. Each city-state ruled the land around it. Each was independent from the others. Even so, they competed with each other for power, prestige, and glory.

One way city-states tried to outdo each other was through the arts. They competed for glory through literature, painting, and architecture. During the Renaissance, people thought it was very important to bring art, beauty, and learning into daily life. One very rich and powerful family in Florence, the Medici, supported this rebirth of beauty in Italy.



*Cosimo de Medici*

Cosimo de Medici, the leader of the family, appreciated the value of beautiful things. Cosimo set up schools for artists. He built the Platonic Academy in Florence to bring back Greek and Roman ideas about art. The Academy was even named after a Greek philosopher - Plato. Cosimo supported many artists. Some artists he and his son sponsored were Michelangelo and Botticelli. One of Botticelli's most famous paintings is pictured. The painting is entitled *The Birth of Venus*. Venus was the Roman goddess of love.

Cosimo also loved books. He had a huge library. Many of his books came from Constantinople after the fall of the Byzantine Empire. People brought the books to Italy so

they would not be destroyed. Soon, Cosimo's library had more books than any other library in Europe.

For years, the Medici family ruled Florence. They were not like kings who inherited their wealth and power. Most of Cosimo de Medici's money and power came from banking. Banks were not popular until the Renaissance. People, especially merchants and traders, needed a place to keep their money. Florence was the banking center of Italy and Europe. The Medici family was Florence's most powerful force in banking and art.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. All of the following describe a city-state *except*:
  - A. very large.
  - B. very independent.
  - C. very far away from anything and anyone.
  - D. ruled like a small country.
2. What was a sign of prestige to Italy's city-states?
  - A. spices
  - B. beauty
  - C. schools
  - D. trade
3. The subject of Boticelli's painting demonstrates
  - A. how Renaissance painters looked back to Ancient Greece and Rome for ideas for their paintings.
  - B. that Boticelli was in love when he painted.
  - C. that Florence had the most beautiful paintings in the Renaissance.
  - D. that Boticelli did not take this world very seriously.
4. Based on the passage, the word *academy* means
  - A. painting.
  - B. student.
  - C. school.
  - D. library.
5. Which adjective best describes the relationship among city-states?
  - A. competitive
  - B. friendly
  - C. violent
  - D. isolated
6. As a leading Renaissance city, Florence was very different than the rest of Europe during the Middle Ages. Can you look back to the passage and find three reasons why?

7. Do you think the de Medici family could have been as powerful if they hadn't been successful in banking?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Renaissance artists were greatly influenced \_\_\_\_ ancient Greek and Roman ideas of beauty and thought.

- A. on
- B. by
- C. with
- D. because



## A Family Reunion

In July [2002], a group of orcas swam to a beach in western Canada. There, they rubbed their bellies on the smooth pebbles along the beach. The group included a young female orca named Springer.

### Orca Facts

- An orca is sometimes called a killer whale.
- A male orca can grow to weigh 9 tons.
- An orca is a mammal that breathes air.
- Orcas are dolphins.

The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

During spring, the orphaned orca stayed in Puget Sound. She swam near boats, and many people got to see her. They named her Springer.

As the months passed, the orca became sickly. She developed a skin rash. Scientists then captured Springer. They treated the rash, and Springer got better.

## Like Peas in a Pod



NOAA

Orca

After Springer had recovered, scientists decided that they should return the orca to the ocean. Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists

to track her.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

Springer was put back into the ocean. Soon scientists saw her swimming with her pod. An aunt and three cousins are part of the pod. Springer's family reunion seemed to be a happy one.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what is Springer?

- A. a male orca
- B. a female orca
- C. a scientist
- D. a jet-powered boat

2. Which of the following events occurred last in the text?

- A. Scientists helped Springer by treating her skin rash.
- B. Scientists decided to return Springer to the ocean.
- C. Scientists figured out that Springer had no mother.
- D. Scientists saw Springer swimming with her family.

3. Read these sentences from the text.

In July, wildlife experts loaded Springer onto a jet-powered boat.  
The boat traveled about 400 miles north to western Canada.  
Scientists knew that a pod, or group of orcas, related to Springer  
was there.

What conclusion can you draw based on this evidence?

- A. Wildlife experts have a way of determining which orcas are related to each other.
- B. Only a pod, or group of orcas, related to Springer would have accepted her.
- C. Springer could only survive back in the wild if she was around her pod.
- D. Springer communicated to the wildlife experts where her pod was located.

4. What word would the author probably use to describe Springer's personality?

- A. angry
- B. friendly
- C. sad
- D. dangerous

5. What would be another good title for this text?

- A. Saving Springer
- B. Peas in a Pod
- C. Dolphins vs. Whales
- D. Puget Sound in Washington State

6. Read these sentences from the text.

The following January, a **lone** orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

As used in these sentences, what does the word "**lone**" mean?

- A. having fun
- B. needing money
- C. swimming very slowly
- D. being the only one

7. Choose the word that best completes the sentence.

Scientists decided to capture Springer\_\_\_\_\_ Springer had a skin rash that they wanted to treat.

- A. so
- B. however
- C. but
- D. because

8. Why did the scientists attach a radio transmitter to Springer before they released her into the ocean?

9. Discuss two ways that the scientists helped Springer.

# Japan - Tokyo

by ReadWorks



Tokyo is Japan's capital and largest city. It's also one of the largest cities in the world. Founded in 1457, Tokyo has grown into a major part of a metropolitan region that also includes the cities of Yokohama and Kawasaki. The metropolitan region, also known as Greater Tokyo, has over 30 million residents, which makes it one of the largest metropolitan areas in the world. People can travel at a low cost between Yokohama and Tokyo by taking trains that take about 40 minutes. There are also high-speed trains that can take passengers between Yokohama and Tokyo in half the time but at a greater cost.

Many streets of Tokyo are extremely crowded, and a lot of the buildings are very modern. Walking in Tokyo at night is an amazing experience. Skyscrapers shine brightly with neon signs and video screens. But how could a city founded so long ago look so modern?

During World War II, Japanese military forces attacked a U.S. naval base in Hawaii called Pearl Harbor. Americans sought revenge on Japan. American military forces began bombing Japan's biggest cities. Tokyo was almost entirely destroyed by the bombs. Thousands of people were killed, and over a third of Tokyo's buildings were demolished by fire. Most of

Tokyo's buildings were made of paper and wood, so the fire spread quickly.

Tokyo today is a very welcoming metropolis. Tourists roam about the streets, taking in Japanese culture. Hundreds of shrines and temples adorn the city. Shinto and Buddhism are the major religions of Japan. Tourists can also experience Japanese cuisine. There are thousands of restaurants in Tokyo. You can choose from noodle shops, sushi bars, or even McDonald's with special Japan-inspired items found only in Japan.

If you ever have the chance to visit Japan, make sure you stop in Tokyo for at least a few days.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, when was Tokyo founded?

- A. after World War II
- B. during World War II
- C. in 1457
- D. today

2. What does the author describe as the effect of World War II on Tokyo?

- A. World War II caused many residents of Tokyo to leave, ultimately decreasing the population there.
- B. World War II caused severe damage to Tokyo because fires from bombs destroyed many of the city's buildings.
- C. World War II caused the people of Tokyo to distrust Americans, so after the war Americans were banned from visiting.
- D. World War II caused the destruction of many Buddhist and Shinto temples, so very few are still standing in the city today.

3. Read these sentences from the text.

Americans sought revenge on Japan. American military forces began bombing Japan's biggest cities. . . . Thousands of people were killed, and over a third of Tokyo's buildings were demolished by fire. Most of Tokyo's buildings were made of paper and wood, so the fire spread quickly. . . . Tokyo today is a very welcoming metropolis.

What can you conclude based on this information?

- A. Tokyo now has many less buildings than before World War II.
- B. Tokyo chose to close its borders to visitors following World War II.
- C. Tokyo continues to deal with the damage caused by World War II.
- D. Tokyo rebuilt and recovered after the damage caused by World War II.

4. Based on the text, how can the author's opinion of Tokyo best be described?

- A. The author has a very favorable opinion of Tokyo.
- B. The author has a very negative opinion of Tokyo.
- C. The author has both positive and negative opinions of Tokyo.
- D. The author has no opinion of Tokyo.

5. What is the main idea of the text?

- A. Tokyo was destroyed during bombings in World War II.
- B. Tokyo is filled with skyscrapers and lights.
- C. Tokyo is a large and modern city with a deep history.
- D. Tokyo has a large number of restaurants.

6. Read these sentences from the text.

Tokyo today is a very welcoming **metropolis**. Tourists roam about the streets, taking in Japanese culture. Hundreds of shrines and temples adorn the city.

As used in the text, what does "**metropolis**" most nearly mean?

- A. town
- B. city
- C. village
- D. street

7. Choose the word or phrase that best completes the sentence.

\_\_\_\_\_ skyscrapers shine brightly with neon signs and video screens, walking in Tokyo at night is an amazing experience.

- A. Although
- B. However
- C. Because
- D. Except



Language



Name \_\_\_\_\_

Date \_\_\_\_\_

# Germmy Situations

It is important to know how to wash your hands correctly. Germs are everywhere, but proper hand washing can keep them off of you and your body. Do you know the right way to wash your hands? It seems like a very simple thing, but most people do not wash their hands correctly. Soaps and detergents need about 15 seconds to do their job. If you rub soap on your hands, and then rinse the soap off immediately, you will not wash germs away. Follow these hand washing steps, and you'll be germ free in no time! 1) Turn on the water faucet and wet your hands, 2) Put soap on your hands and rub them together. Rub your hands front and back, and wash under your fingernails, too. Be sure to do this for 15 seconds. Slowly count to 15 or sing a short song to help you keep time. 3) Rinse the soap off by rubbing your hands under running water. 4) Dry your hands with a clean towel, and use the towel to turn off the faucet. By washing your hands correctly, you can prevent the spread of disease and make the world a healthier place.

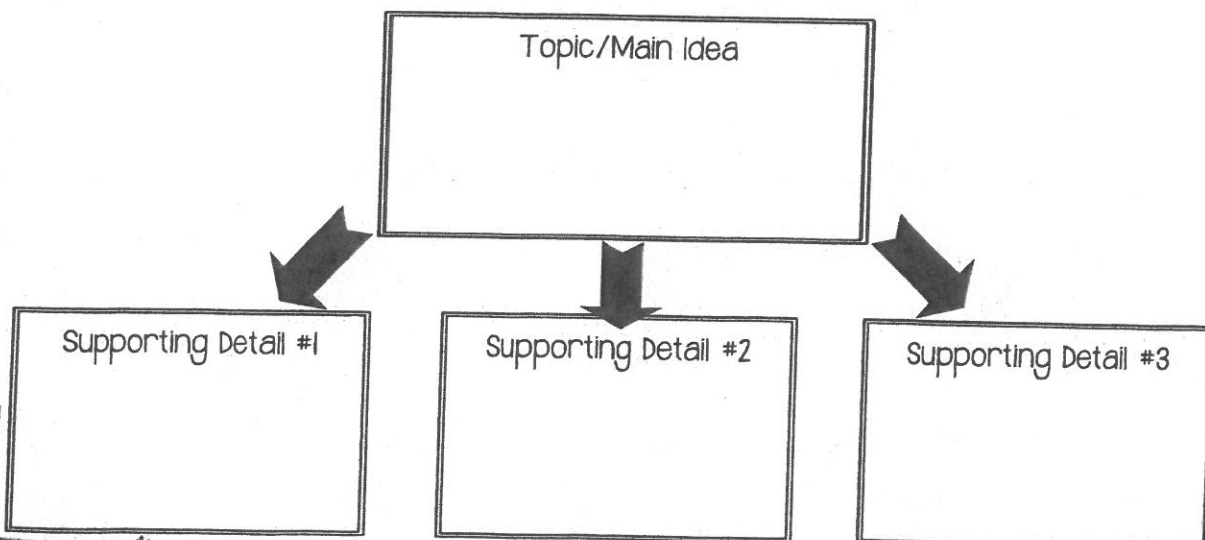


Use a **red** crayon to underline the **MAIN IDEA**.



Use a **blue** crayon to underline the **SUPPORTING DETAILS**.

Complete the web below by adding the main idea and at least 3 supporting details.

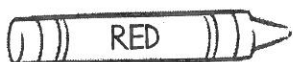


Name \_\_\_\_\_

Date \_\_\_\_\_

# Fishy Facts

While it is usually a healthful source of protein in the diet, there may be several reasons to avoid biting into a forkful of fish. Some fish many contain harmful chemicals, which can be the result of both natural causes and water pollution. Mercury is a toxic chemical, which occurs naturally in oceans and the Earth's crust. It also comes from man-made sources, such as pesticides, burning garbage, and the releasing of fossil fuels. Polychlorinated biphenyls (PCBs), a group of chemicals, can also be found in some fish. These man-made chemicals were used in many industries until 1977, when they were banned. PCBs were released or leaked into the air and water and have been transported around the globe. These chemicals settle on the ground and in water where fish live and eat. Small fish eat the micro-organisms, and large fish eat the small fish and on up the food chain. Because they can negatively affect your health, kids younger than 15 years old are advised to avoid fish that contain high levels of mercury and PCBs.



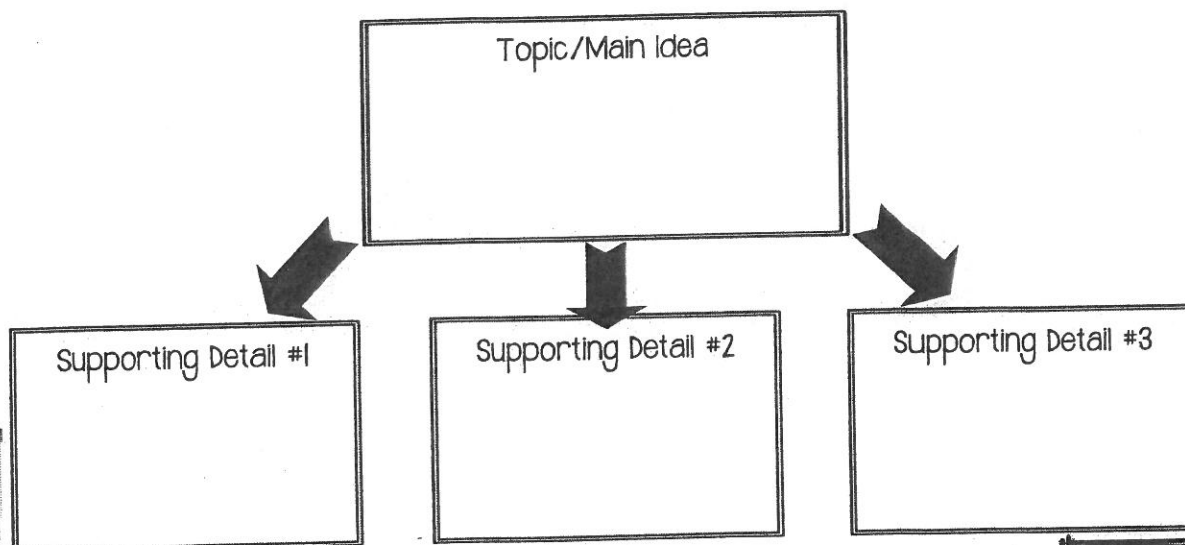
RED

Use a **red** crayon to underline the **MAIN IDEA**.

BLUE

Use a **blue** crayon to underline the **SUPPORTING DETAILS**.

Complete the web below by adding the main idea and at least 3 supporting details.



Name \_\_\_\_\_

Date \_\_\_\_\_

# George's Teeth

George Washington, our first President, had many teeth problems. Ever since he was young, George's teeth hurt. They slowly fell out over the years, and dentists placed fake teeth in their place. Finally, George lost all of his teeth and had to wear false teeth, or dentures. For many years, people thought that George Washington's teeth were wooden. In fact, they made from hippopotamus ivory, and gold. The teeth, although very expensive for that time, were not comfortable for George. The upper and lower plates were connected by springs that pushed the plates against his mouth. He had to close his jaws tightly to keep the teeth in place. If he relaxed his jaw, his mouth would pop open. If you look at paintings of the first President, he never looks happy. He wasn't mad, he was just trying to keep his teeth in. George's teeth bothered him until he died. The dentures had to be constantly refitted and chewing and eating were very difficult. Today's dentures are much more comfortable and allow people to chew and eat with ease.



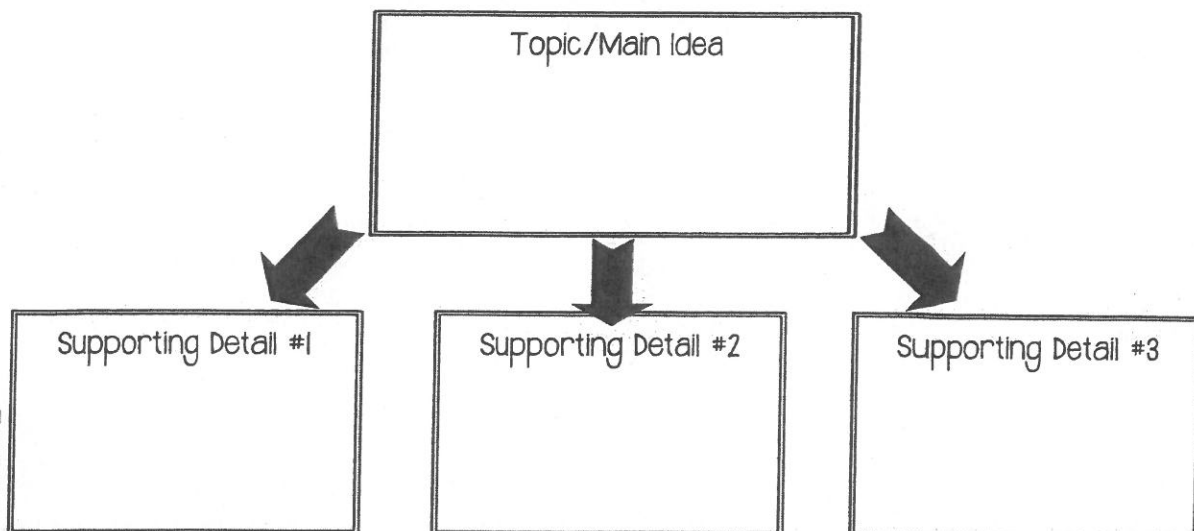
RED

Use a **red** crayon to underline the **MAIN IDEA**.

BLUE

Use a **blue** crayon to underline the **SUPPORTING DETAILS**.

Complete the web below by adding the main idea and at least 3 supporting details.



Name \_\_\_\_\_

Date \_\_\_\_\_

# Planet Earth

Over time scientists have learned a lot about planet Earth. Many years ago they figured out how the Earth changes. Earth orbits the sun once each year. It revolves once around the sun every 365 days. At times Earth is farther from the sun, so scientists soon figured out that this made it cooler on Earth. They also figured out that it is the tilt of the Earth's axis, however, that has the greatest effect on temperatures and our seasons. Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy. Scientists discovered that the sun is very important to our plant because it gives us light and heat during the day. Scientists have also learned that Earth is very diverse. There are place that are hot and places that are freezing cold. There are mountains and plains, hills and valleys, and great rivers and waterfalls. There is so much more to learn about what is here on Earth. Scientists and even astronauts work hard to help us find out more about the world we live in.



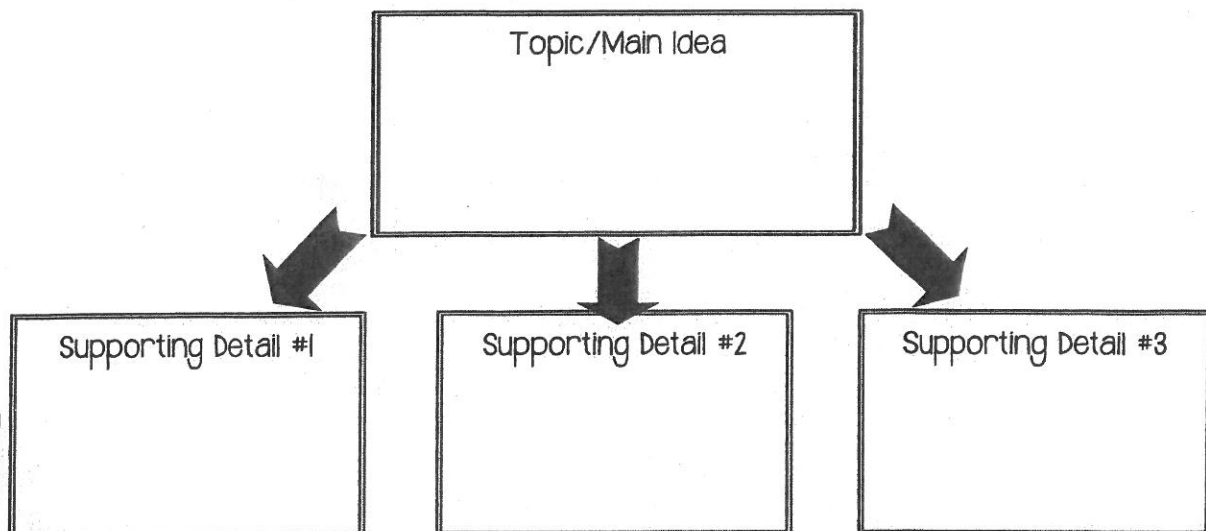
RED

Use a **red** crayon to underline the **MAIN IDEA**.

BLUE

Use a **blue** crayon to underline the **SUPPORTING DETAILS**.

Complete the web below by adding the main idea and at least 3 supporting details.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Points of View Worksheet

First Person- *I, we, me*

Second Person- *you*

Third Person- *he, she, it, they, them*

**Directions:** Read each sentence. Write if it is written from first, second or third person point of view.

*Example A: I want to play now.*

*Answer: First Person Point of View*

1. You should tell me the truth.

\_\_\_\_\_

2. Susan knows the way home.

\_\_\_\_\_

3. We are going to the movies tomorrow.

\_\_\_\_\_

4. He saw an alligator in the swamp.

\_\_\_\_\_

5. You are my friend.

\_\_\_\_\_

6. I believe I did a wonderful job.

\_\_\_\_\_

7. It is a beautiful day.

\_\_\_\_\_

8. John is my good friend.

\_\_\_\_\_

9. He used to play baseball.

\_\_\_\_\_

10. We will give good effort.

\_\_\_\_\_

11. She saw an airplane in the sky.

\_\_\_\_\_

12. Please tell them the story.

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### First, Second or Third Person Points of View Worksheet

First Person- *I, we, me*

Second Person- *you*

Third Person- *he, she, it, they, them*

**Directions:** Read each sentence. Write if it is written from first or third person point of view.

*Example A: I want to play now.*

*Answer: First Person Point of View*

1. You should tell me the truth. \_\_\_\_\_
2. Susan knows the way home. \_\_\_\_\_
3. I will go to the movies tomorrow. \_\_\_\_\_
4. He saw an alligator in the swamp. \_\_\_\_\_
5. She is one of my best friends. \_\_\_\_\_
6. Michael will go to the football game. \_\_\_\_\_
7. Can you tell me your name? \_\_\_\_\_
8. I am ready to graduate from high school. \_\_\_\_\_
9. I walked to the park with my friend. \_\_\_\_\_
10. He is one of the best athletes on the team. \_\_\_\_\_
11. They are ready for the game. \_\_\_\_\_
12. Do you know the final score? \_\_\_\_\_
13. I am having a great time. \_\_\_\_\_





# Structuring Sentences

Super Sentence Girl is on vacation. Do her job by reading each sentence below. Next to Problem, describe what is wrong with the sentence. (For example: missing a predicate, needs a singular verb, needs a sentence stopper, should be combined with a conjunction, run-on sentence, and so on.) Next to Solution, rewrite the sentence in a way that solves the problem!

1. The airplane ride to England

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

2. Super Sentence Girl said, "The dictionary factory are enormous!"

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

3. Then she said, "The sample sentences in the dictionary is well written."

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

4. She couldn't decide where to go on vacation she thought about Hawaii or Alaska in the end she decided to go to Oxford, England where they make the biggest English dictionary in the world.

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_



## Saving Sentences

Read each set of sentences. Circle the letter next to the sentence that is structured correctly. Then use the letters to crack a secret code at the end.

1. B. wears a yellow suit.  
C. Super Sentence Girl wears a yellow suit.
2. D. with her trusty red pen, she can fix errors in a single stroke!  
E. With her trusty red pen, she can fix errors in a single stroke!
3. H. All sentences start with capital letters, and some use conjunctions.  
I. All sentences start with capital letters. some use conjunctions.
4. M. Super Sentence Girl are an amazing writer!  
N. Super Sentence Girl is an amazing writer!
5. N. Her fans is very grateful for all that she does.  
O. Her fans are very grateful for all that she does.
6. P. Fluffy the kitten is glad that a superhero adopted her.  
Q. Fluffy the kitten is
7. Q. They save sentences all day long it's hard work but they love it.  
R. They save sentences all day long. It's hard work, but they love it!
8. R. Fluffy's favorite treat is Super Kitty Snacks  
S. Fluffy's favorite treat is Super Kitty Snacks.
9. S. danny was proud of his book. He decided to write another.  
T. Danny was proud of his book, so he decided to write another.
10. U. People all over America are inspired by Super Sentence Girl!  
V. people all over America are inspired by Super Sentence Girl

### CRACK THE CODE!

Each number below stands for one of the questions. Write the letter of your answer above each number to see the secret message!

Wow! You could be a 8 2 4 9 2 4 1 2

8 10 6 2 7 3 2 7 5 !

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Dependent or Independent Clause Worksheet

A clause is a group of words that contains a verb and its subject.

There are two kinds of clauses, *independent* and *dependent*.

An **independent clause** expresses a complete thought and can stand by itself as a sentence.

A **dependent clause** does not express a complete thought and cannot stand

**Directions:** Identify each sentence below as an independent clause or a dependent clause.

*Example A: walked to the park*

*Answer: dependent clause*

1. The boy calmly took his test. \_\_\_\_\_
2. As the lights dimmed. \_\_\_\_\_
3. It was no match for my talent. \_\_\_\_\_
4. Until the sun sets. \_\_\_\_\_
5. For the first time. \_\_\_\_\_
6. The woman baked brownies. \_\_\_\_\_
7. We traveled to Europe. \_\_\_\_\_
8. How he got elected. \_\_\_\_\_
9. John raced his car on the street. \_\_\_\_\_
10. Before the man gets upset. \_\_\_\_\_
11. No matter how you look at it. \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# BUG OUT with Figurative Language!

Read the sentence and determine if it is a hyperbole or personification. Color hyperboles pink and personification green.

**Hyperbole:**  
An exaggerated statement.

**Personification:**  
Giving human qualities to an animal or object.

The ant hill was overflowing with a million ants.

The flower ached after the bee's visit.

The fly whizzed by, whispering in my ear.

Students are the best worker ants.

The line of slugs was never ending.

The cocoon swallowed the butterfly.

Everyone knows that snails are slow.

Time crept up on the lazy bumble bee.



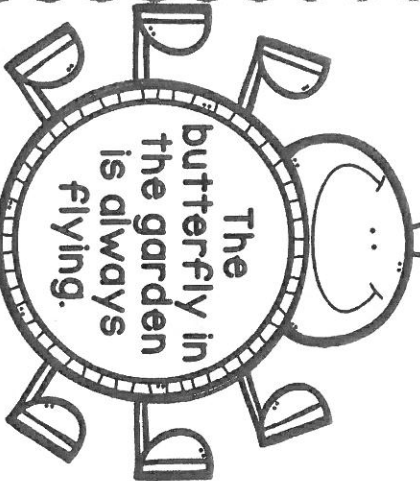
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# BUG OUT with Figurative Language!

Read the sentence and determine if it is a hyperbole or personification. Color hyperboles pink and idioms orange.

② ⑤



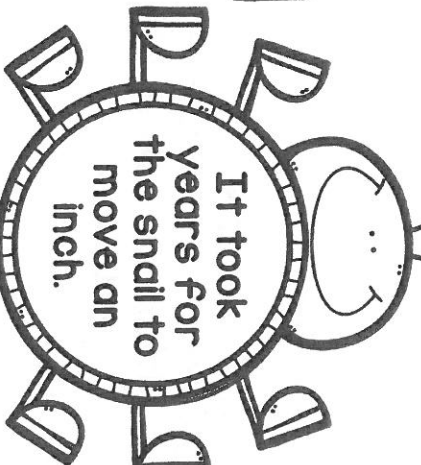
Hyperbole:

An exaggerated statement.

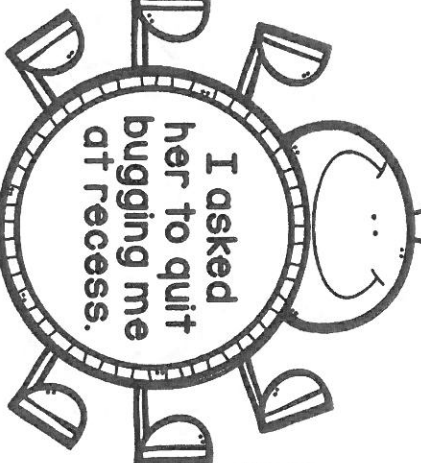
Idiom:

A common expression, meaning something different than what is stated.

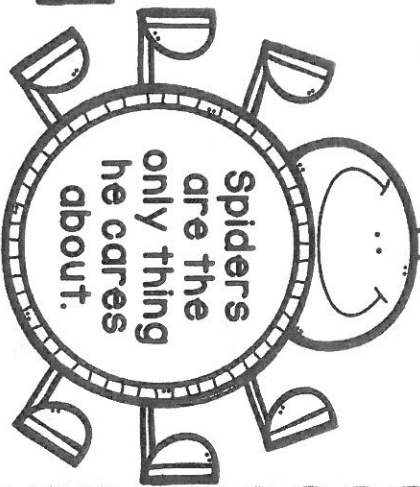
② ⑤



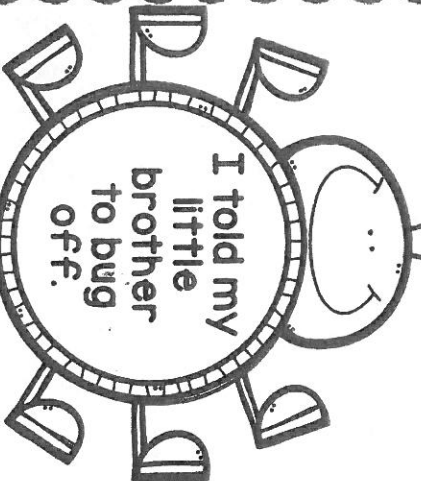
② ⑤



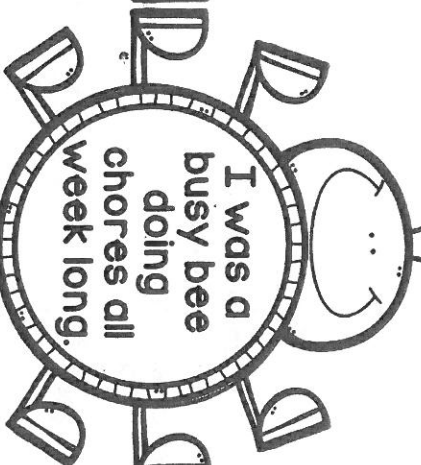
② ⑤



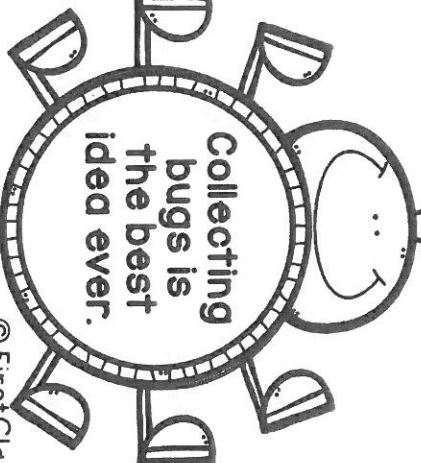
② ⑤



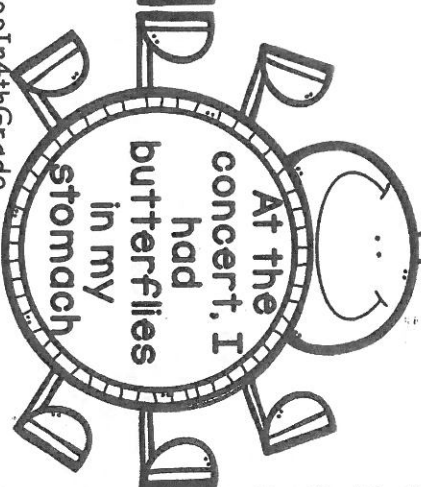
② ⑤



② ⑤



② ⑤



# Name That Noun!

## Nouns



Nouns can name people, animals, places, things, ideas, and feelings.



### Find the nouns in each sentence.

- Circle the nouns that name people or animals.
- Draw a box around the nouns that name places.
- Draw one line under the nouns that name things.
- Draw two lines under the nouns that name ideas and feelings.

- 1 Lu-Lu the chicken was bored with life on the farm.
- 2 She longed for the excitement of the big city, so she packed her suitcase and got on a bus.
- 3 Her friends were sorry to see her go, but they wished her luck as they waved good-bye.
- 4 Lu-Lu had a lot of fun on her adventure—she bought a pretzel from a vendor who was selling all sorts of food on the street.
- 5 She couldn't find the museum, so she asked a police officer for help and he gave her a map.
- 6 Lu-Lu decided that she missed the green grass and blue skies of the country, so she went back home.
- 7 But she was glad she had brought her camera—the cows laughed with delight when they saw the pictures she took at the zoo!





Writing




Day 1

It was a weird day. On my way to school, my bus stopped suddenly. When we all looked out the windows we saw...?

Day 2

If I could invent anything I would invent...



Day 3

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

Day 4

One day I walked outside in my backyard and I saw a  
giant...

Day 5

If you had an identical twin, what jokes and tricks would you play on people?

---

---

---

---

---

---

---

---

---

---

---

---

Day 6

Last night I dreamt I could fly. I flew all the way  
to...



Day 7

Last night I dreamt my classroom took a trip to Antarctica. On the trip I saw...

Day 8

If I could be a character in a video game I would be...

Day 9

I love it when my mom...

Day 10

One time I hurt myself really bad when I...

Math



Examples

# Double Digit Addition

WITH regrouping!

Tens

Ones

Carry the one!



4

2

+

3

7

Start,  
Start,  
Start on  
the right!



$$\begin{array}{r} 1 \\ + 4 \\ 2 \\ \hline 7 \end{array}$$

7

0

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

Examples

# Double Digit Addition

Line up your tens and ones!

	Tens	Ones
	3	2
+	2	5
<hr/>		
	5	7

Start,  
Start,  
Start on  
the right!



# Double Digit Subtraction

Line up your tens and ones!

Start, Start, Start on the right!

Tens

Ones

5

7

MORE  
on TOP,  
NO need  
to Stop!

-

2

5

3

2

Examples

# Double Digit Subtraction

WITH regrouping!

Line up your tens and ones!

Start, Start, Start on the right!

Tens

Ones

(10 + 2)

$$\begin{array}{r} 5 \cancel{6} \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} \cancel{2} \\ 4 \\ \hline \end{array}$$

MORE  
on the  
FLOOR,  
Go next  
door and  
get 10  
more!

$$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$

3

8

$$\begin{array}{r} 12 \\ - 4 \\ \hline 8 \end{array}$$

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Day 1

4-digit: S1

## Addition Drill

$$\begin{array}{r} 1) \quad 2,935 \\ + 7,346 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 9,247 \\ + 4,980 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 5,609 \\ + 1,243 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 3,945 \\ + 8,654 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 6,248 \\ + 3,567 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 1,896 \\ + 8,674 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 7,950 \\ + 4,360 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 2,468 \\ + 5,731 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 5,619 \\ + 9,408 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 2,897 \\ + 3,553 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 8,946 \\ + 6,573 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 9,543 \\ + 1,789 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 4,570 \\ + 2,940 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 7,215 \\ + 5,850 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 3,456 \\ + 9,234 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 6,824 \\ + 4,571 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 3,027 \\ + 8,496 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 9,486 \\ + 9,231 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 4,892 \\ + 7,903 \\ \hline \end{array}$$

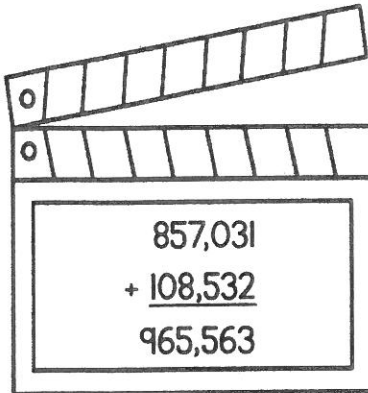
$$\begin{array}{r} 20) \quad 5,409 \\ + 2,697 \\ \hline \end{array}$$

# Addition & Subtraction

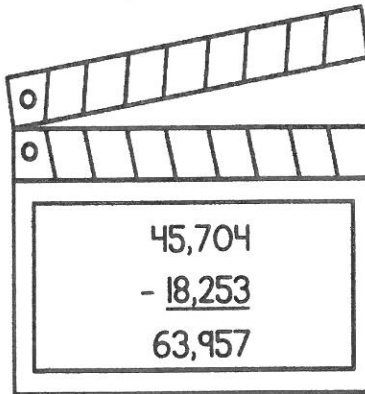
Name: \_\_\_\_\_

Date: \_\_\_\_\_

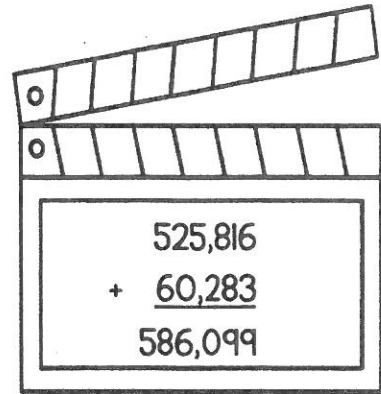
Directions: If the answer is correct, color the director's board yellow. If it is incorrect, color it blue.



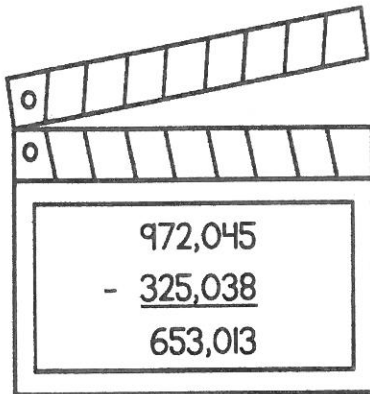
$$\begin{array}{r} 857,031 \\ + 108,532 \\ \hline 965,563 \end{array}$$



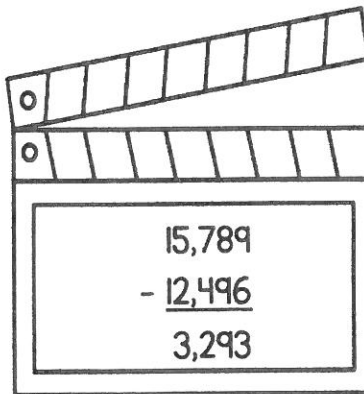
$$\begin{array}{r} 45,704 \\ - 18,253 \\ \hline 63,957 \end{array}$$



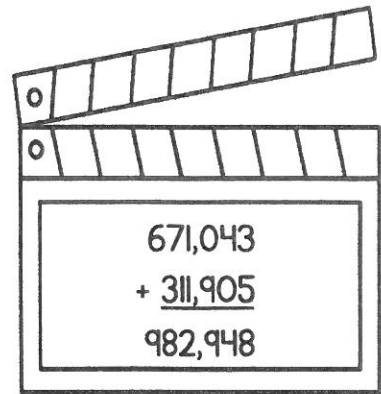
$$\begin{array}{r} 525,816 \\ + 60,283 \\ \hline 586,099 \end{array}$$



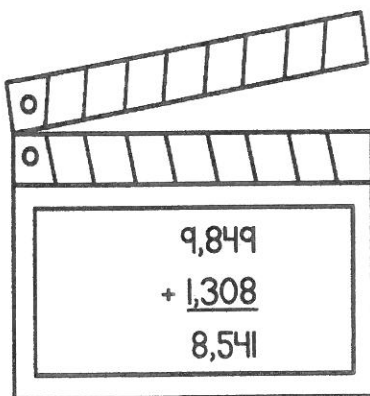
$$\begin{array}{r} 972,045 \\ - 325,038 \\ \hline 653,013 \end{array}$$



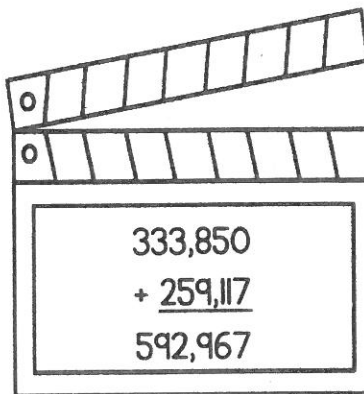
$$\begin{array}{r} 15,789 \\ - 12,496 \\ \hline 3,293 \end{array}$$



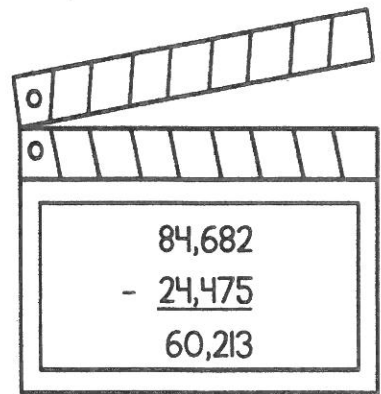
$$\begin{array}{r} 671,043 \\ + 311,905 \\ \hline 982,948 \end{array}$$



$$\begin{array}{r} 9,849 \\ + 1,308 \\ \hline 8,541 \end{array}$$



$$\begin{array}{r} 333,850 \\ + 259,117 \\ \hline 592,967 \end{array}$$



$$\begin{array}{r} 84,682 \\ - 24,475 \\ \hline 60,213 \end{array}$$

Add or subtract.

$$\begin{array}{r} 223,498 \\ + 500,527 \\ \hline \end{array}$$

$$\begin{array}{r} 68,058 \\ - 46,049 \\ \hline \end{array}$$

$$\begin{array}{r} 729,552 \\ - 485,638 \\ \hline \end{array}$$

$$\begin{array}{r} 18,209 \\ + 9,057 \\ \hline \end{array}$$

$$\begin{array}{r} 737,007 \\ + 456,021 \\ \hline \end{array}$$

$$\begin{array}{r} 55,092 \\ - 32,853 \\ \hline \end{array}$$



Determine which number correctly answers both equations.

Day 3

Answers

1)  $\underline{\quad} + 3 = 18$   
 $18 - 3 = \underline{\quad}$

2)  $\underline{\quad} + 2 = 5$   
 $5 - 2 = \underline{\quad}$

3)  $\underline{\quad} + 7 = 11$   
 $11 - 7 = \underline{\quad}$

4)  $\underline{\quad} + 5 = 17$   
 $17 - 5 = \underline{\quad}$

5)  $\underline{\quad} + 3 = 20$   
 $20 - 3 = \underline{\quad}$

6)  $\underline{\quad} + 9 = 13$   
 $13 - 9 = \underline{\quad}$

7)  $\underline{\quad} + 2 = 17$   
 $17 - 2 = \underline{\quad}$

8)  $\underline{\quad} + 9 = 17$   
 $17 - 9 = \underline{\quad}$

9)  $\underline{\quad} + 14 = 19$   
 $19 - 14 = \underline{\quad}$

10)  $\underline{\quad} + 3 = 10$   
 $10 - 3 = \underline{\quad}$

11)  $\underline{\quad} + 1 = 20$   
 $20 - 1 = \underline{\quad}$

12)  $\underline{\quad} + 6 = 19$   
 $19 - 6 = \underline{\quad}$

13)  $\underline{\quad} + 9 = 19$   
 $19 - 9 = \underline{\quad}$

14)  $\underline{\quad} + 10 = 18$   
 $18 - 10 = \underline{\quad}$

15)  $\underline{\quad} + 7 = 18$   
 $18 - 7 = \underline{\quad}$

16)  $\underline{\quad} + 3 = 13$   
 $13 - 3 = \underline{\quad}$

17)  $\underline{\quad} + 1 = 4$   
 $4 - 1 = \underline{\quad}$

18)  $\underline{\quad} + 2 = 20$   
 $20 - 2 = \underline{\quad}$

19)  $\underline{\quad} + 4 = 16$   
 $16 - 4 = \underline{\quad}$

20)  $\underline{\quad} + 7 = 17$   
 $17 - 7 = \underline{\quad}$

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Determine which number correctly answers both equations.

Day 4

Answers

1)  $\underline{\quad} + 6 = 17$   
 $17 - 6 = \underline{\quad}$

2)  $\underline{\quad} + 11 = 18$   
 $18 - 11 = \underline{\quad}$

3)  $\underline{\quad} + 10 = 18$   
 $18 - 10 = \underline{\quad}$

4)  $\underline{\quad} + 2 = 20$   
 $20 - 2 = \underline{\quad}$

5)  $\underline{\quad} + 14 = 17$   
 $17 - 14 = \underline{\quad}$

6)  $\underline{\quad} + 12 = 18$   
 $18 - 12 = \underline{\quad}$

7)  $\underline{\quad} + 1 = 19$   
 $19 - 1 = \underline{\quad}$

8)  $\underline{\quad} + 2 = 14$   
 $14 - 2 = \underline{\quad}$

9)  $\underline{\quad} + 1 = 4$   
 $4 - 1 = \underline{\quad}$

10)  $\underline{\quad} + 4 = 19$   
 $19 - 4 = \underline{\quad}$

11)  $\underline{\quad} + 4 = 6$   
 $6 - 4 = \underline{\quad}$

12)  $\underline{\quad} + 3 = 7$   
 $7 - 3 = \underline{\quad}$

13)  $\underline{\quad} + 1 = 20$   
 $20 - 1 = \underline{\quad}$

14)  $\underline{\quad} + 3 = 15$   
 $15 - 3 = \underline{\quad}$

15)  $\underline{\quad} + 8 = 17$   
 $17 - 8 = \underline{\quad}$

16)  $\underline{\quad} + 7 = 17$   
 $17 - 7 = \underline{\quad}$

17)  $\underline{\quad} + 10 = 20$   
 $20 - 10 = \underline{\quad}$

18)  $\underline{\quad} + 2 = 13$   
 $13 - 2 = \underline{\quad}$

19)  $\underline{\quad} + 4 = 20$   
 $20 - 4 = \underline{\quad}$

20)  $\underline{\quad} + 6 = 11$   
 $11 - 6 = \underline{\quad}$

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



Determine which number correctly answers both equations.

Day 5

Answers

1) \_\_\_\_\_ + 7 = 18  
18 - 7 = \_\_\_\_\_

2) \_\_\_\_\_ + 11 = 14  
14 - 11 = \_\_\_\_\_

3) \_\_\_\_\_ + 2 = 17  
17 - 2 = \_\_\_\_\_

4) \_\_\_\_\_ + 3 = 20  
20 - 3 = \_\_\_\_\_

5) \_\_\_\_\_ + 1 = 20  
20 - 1 = \_\_\_\_\_

6) \_\_\_\_\_ + 4 = 17  
17 - 4 = \_\_\_\_\_

7) \_\_\_\_\_ + 6 = 16  
16 - 6 = \_\_\_\_\_

8) \_\_\_\_\_ + 6 = 17  
17 - 6 = \_\_\_\_\_

9) \_\_\_\_\_ + 12 = 17  
17 - 12 = \_\_\_\_\_

10) \_\_\_\_\_ + 14 = 16  
16 - 14 = \_\_\_\_\_

11) \_\_\_\_\_ + 10 = 19  
19 - 10 = \_\_\_\_\_

12) \_\_\_\_\_ + 5 = 12  
12 - 5 = \_\_\_\_\_

13) \_\_\_\_\_ + 12 = 20  
20 - 12 = \_\_\_\_\_

14) \_\_\_\_\_ + 1 = 3  
3 - 1 = \_\_\_\_\_

15) \_\_\_\_\_ + 6 = 11  
11 - 6 = \_\_\_\_\_

16) \_\_\_\_\_ + 2 = 6  
6 - 2 = \_\_\_\_\_

17) \_\_\_\_\_ + 6 = 14  
14 - 6 = \_\_\_\_\_

18) \_\_\_\_\_ + 4 = 13  
13 - 4 = \_\_\_\_\_

19) \_\_\_\_\_ + 10 = 17  
17 - 10 = \_\_\_\_\_

20) \_\_\_\_\_ + 6 = 8  
8 - 6 = \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Determine which number correctly answers both equations.

Day 6

Answers

1)  $\underline{\quad} + 1 = 9$   
 $9 - 1 = \underline{\quad}$

2)  $\underline{\quad} + 6 = 8$   
 $8 - 6 = \underline{\quad}$

3)  $\underline{\quad} + 4 = 15$   
 $15 - 4 = \underline{\quad}$

4)  $\underline{\quad} + 12 = 14$   
 $14 - 12 = \underline{\quad}$

5)  $\underline{\quad} + 2 = 5$   
 $5 - 2 = \underline{\quad}$

6)  $\underline{\quad} + 8 = 18$   
 $18 - 8 = \underline{\quad}$

7)  $\underline{\quad} + 7 = 18$   
 $18 - 7 = \underline{\quad}$

8)  $\underline{\quad} + 9 = 19$   
 $19 - 9 = \underline{\quad}$

9)  $\underline{\quad} + 2 = 15$   
 $15 - 2 = \underline{\quad}$

10)  $\underline{\quad} + 4 = 17$   
 $17 - 4 = \underline{\quad}$

11)  $\underline{\quad} + 1 = 17$   
 $17 - 1 = \underline{\quad}$

12)  $\underline{\quad} + 3 = 6$   
 $6 - 3 = \underline{\quad}$

13)  $\underline{\quad} + 2 = 18$   
 $18 - 2 = \underline{\quad}$

14)  $\underline{\quad} + 5 = 13$   
 $13 - 5 = \underline{\quad}$

15)  $\underline{\quad} + 5 = 7$   
 $7 - 5 = \underline{\quad}$

16)  $\underline{\quad} + 4 = 16$   
 $16 - 4 = \underline{\quad}$

17)  $\underline{\quad} + 13 = 20$   
 $20 - 13 = \underline{\quad}$

18)  $\underline{\quad} + 2 = 20$   
 $20 - 2 = \underline{\quad}$

19)  $\underline{\quad} + 2 = 17$   
 $17 - 2 = \underline{\quad}$

20)  $\underline{\quad} + 3 = 20$   
 $20 - 3 = \underline{\quad}$

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_





Determine which number correctly answers both equations.

Day 7

Answers

1)  $\underline{\quad} + 9 = 20$   
 $20 - 9 = \underline{\quad}$

2)  $\underline{\quad} + 1 = 17$   
 $17 - 1 = \underline{\quad}$

3)  $\underline{\quad} + 13 = 20$   
 $20 - 13 = \underline{\quad}$

4)  $\underline{\quad} + 3 = 20$   
 $20 - 3 = \underline{\quad}$

5)  $\underline{\quad} + 3 = 18$   
 $18 - 3 = \underline{\quad}$

6)  $\underline{\quad} + 5 = 20$   
 $20 - 5 = \underline{\quad}$

7)  $\underline{\quad} + 4 = 15$   
 $15 - 4 = \underline{\quad}$

8)  $\underline{\quad} + 6 = 19$   
 $19 - 6 = \underline{\quad}$

9)  $\underline{\quad} + 7 = 10$   
 $10 - 7 = \underline{\quad}$

10)  $\underline{\quad} + 2 = 20$   
 $20 - 2 = \underline{\quad}$

11)  $\underline{\quad} + 2 = 15$   
 $15 - 2 = \underline{\quad}$

12)  $\underline{\quad} + 6 = 20$   
 $20 - 6 = \underline{\quad}$

13)  $\underline{\quad} + 6 = 14$   
 $14 - 6 = \underline{\quad}$

14)  $\underline{\quad} + 6 = 9$   
 $9 - 6 = \underline{\quad}$

15)  $\underline{\quad} + 1 = 6$   
 $6 - 1 = \underline{\quad}$

16)  $\underline{\quad} + 3 = 16$   
 $16 - 3 = \underline{\quad}$

17)  $\underline{\quad} + 1 = 18$   
 $18 - 1 = \underline{\quad}$

18)  $\underline{\quad} + 8 = 11$   
 $11 - 8 = \underline{\quad}$

19)  $\underline{\quad} + 8 = 17$   
 $17 - 8 = \underline{\quad}$

20)  $\underline{\quad} + 1 = 16$   
 $16 - 1 = \underline{\quad}$

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

# Addition & Subtraction

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Add.

$$\begin{array}{r} 375,026 \\ + 482,005 \\ \hline \end{array}$$

- a. 757,031
- b. 857,021
- c. 857,031

2. Subtract.

$$\begin{array}{r} 392,308 \\ - 143,205 \\ \hline \end{array}$$

- a. 249,103
- b. 535,513
- c. 251,103

3. Find the difference.

$$\begin{array}{r} 675,182 \\ - 28,076 \\ \hline \end{array}$$

- a. 653,114
- b. 647,106
- c. 703,258

4. Find the sum.

$$\begin{array}{r} 399,847 \\ + 285,309 \\ \hline \end{array}$$

- a. 685,156
- b. 114,538
- c. 685,146

5. Funland Amusement Park had 19,467 visitors on Monday and 12,890 visitors on Tuesday. How many total people went to the park on the 2 days?

- a. 32,357 people
- b. 6,577 people
- c. 21,257 people

6. The park made \$34,586 from food sales on Monday and \$21,458 on Tuesday. How much more money did the park earn from food sales on Monday than on Tuesday?

- a. \$13,132
- b. \$56,044
- c. \$13,128

# Addition & Subtraction

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Add.

$$\begin{array}{r} 39,427 \\ + 36,555 \\ \hline \end{array}$$

- a. 75,982
- b. 2,872
- c. 65,972

2. Subtract.

$$\begin{array}{r} 248,042 \\ - 136,027 \\ \hline \end{array}$$

- a. 384,069
- b. 112,015
- c. 112,025

3. Find the difference.

$$\begin{array}{r} 841,244 \\ - 76,032 \\ \hline \end{array}$$

- a. 917,276
- b. 835,212
- c. 765,212

4. Find the sum.

$$\begin{array}{r} 845,601 \\ + 541,405 \\ \hline \end{array}$$

- a. 1,387,006
- b. 304,196
- c. 1,386,006

5. Bubblegum, Inc. made 751,208 pieces of gum this week and 671,045 pieces of gum last week. What is the total number of pieces of gum made during the 2 weeks?

- a. 80,163 pieces
- b. 1,422,253 pieces
- c. 1,322,243 pieces

6. The company made \$562,184 in September and \$824,025 in October. How much more money did the company make in October than in September?

- a. \$1,386,209
- b. \$342,161
- c. \$261,841

# Addition & Subtraction

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Add.

$$\begin{array}{r} 375,026 \\ + 482,005 \\ \hline \end{array}$$

2. Subtract.

$$\begin{array}{r} 392,308 \\ - 143,205 \\ \hline \end{array}$$

3. Find the difference.

$$\begin{array}{r} 675,182 \\ - 28,076 \\ \hline \end{array}$$

4. Find the sum.

$$\begin{array}{r} 399,847 \\ + 285,309 \\ \hline \end{array}$$

5. Funland Amusement Park had 19,467 visitors on Monday and 12,890 visitors on Tuesday. How many total people went to the park on the 2 days?

6. The park made \$34,586 from food sales on Monday and \$21,458 on Tuesday. How much more money did the park earn from food sales on Monday than on Tuesday?

Science



Day 1

# Scrambler

(Matter)

1. REATTM

-----

2. SMAS

-----

3. HPCSILYA OPRPTRYE

-----

4. EUVMLO

-----

5. DTSNYEI

-----

6. TTESSA FO TAREMT

-----

7. ILSDO

-----

8. IQLUDI

-----

9. ASG

-----

10. PCSHLYIA EAGHCN

-----

11. ERUMXTI

-----

12. OUTNSLIO

-----

Day 2

## Word of the Day

Matter

Where do you  
see it:

\_\_\_\_\_

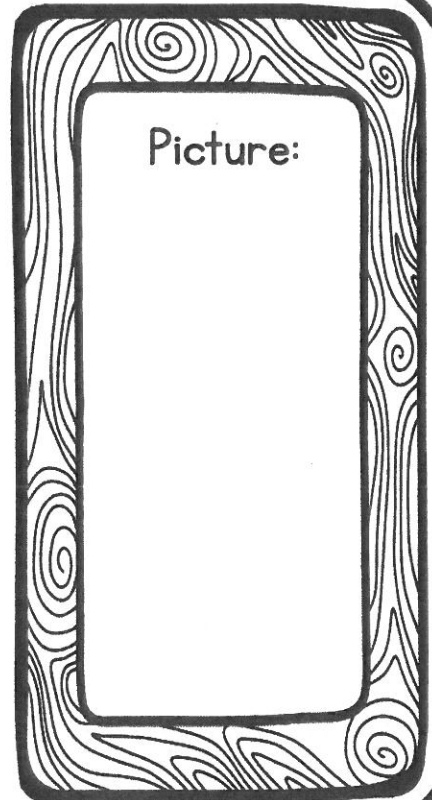
Definition:

\_\_\_\_\_  
\_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

Picture:



## Word of the Day

States of  
Matter

Where do you  
see it:

\_\_\_\_\_

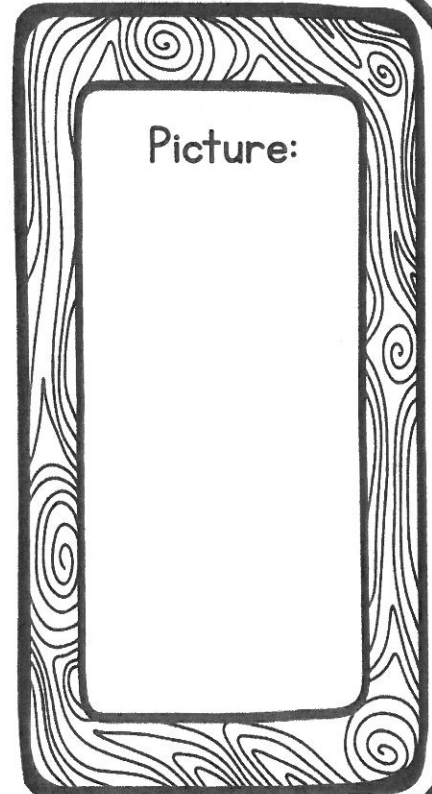
Definition:

\_\_\_\_\_  
\_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

Picture:





Day 3

## Word of the Day

Physical  
Property

Where do you  
see it:

Definition:

Sentence:

Picture:

## Word of the Day

Physical  
Change

Where do you  
see it:

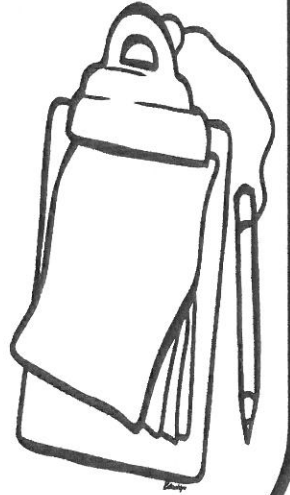
Definition:

Sentence:

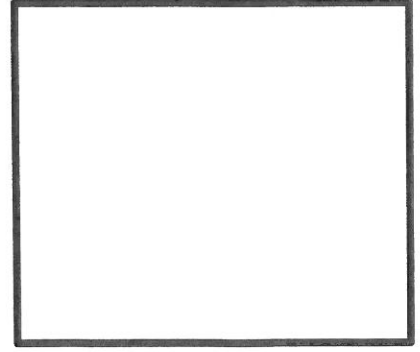
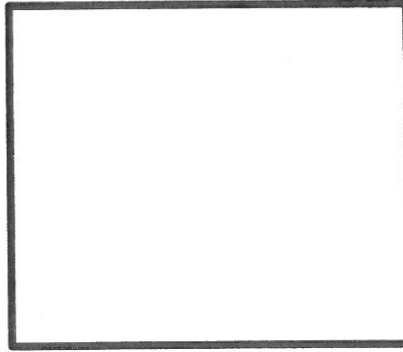
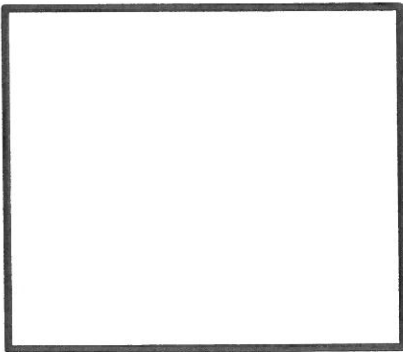
Picture:

Day 4

**Make a menu for a meal. The meal will need to have 2 solids and 2 liquids.**



**Illustrate the 3 states of Matter  
(Solid, Liquid, Gas)**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

(Matter)

1. A combination of two or more different substances that keep their identities is \_\_\_\_\_.
2. The physical forms (solid, liquid, gas) that matter can exist in is called \_\_\_\_\_.
3. \_\_\_\_\_ is the amount of matter in an object.
4. The state of matter that does not have a definite volume or a definite shape is known as a \_\_\_\_\_.
5. A mixture that has the same composition throughout because all parts are mixed evenly is called a \_\_\_\_\_.
6. The amount of space an object takes up is \_\_\_\_\_.
7. Anything that takes up space and has mass is called \_\_\_\_\_.
8. That amount of matter present in a certain volume of a substance is called \_\_\_\_\_.
9. \_\_\_\_\_ is a change in which a new substance is not formed.
10. The state of matter that has a definite volume and a definite shape is known as a \_\_\_\_\_.
11. The state of matter that has a definite volume but not a definite shape is known as a \_\_\_\_\_.
12. \_\_\_\_\_ is a characteristic of matter that you can observe or measure directly.

Matter

Mass

Physical  
Property

Volume

Density

States of  
Matter

Solid

Liquid

Gas

Physical  
Change

Mixture

Solution

# Scrambler

(Forces and Motion)

1. OINITOPS

-----

2. NTOOIM

-----

3. PESED

-----

4. EVTLCOYI

-----

5. FCREO

-----

6. EAINLAREOCCT

-----

7. INRFTOIC

-----

8. VRGITAY

-----

Day 7

## Word of the Day

Force

Where do you  
see it:

\_\_\_\_\_

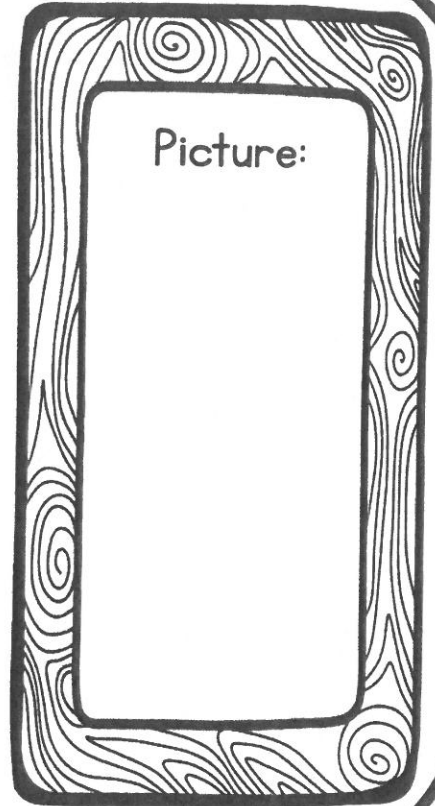
Definition:

\_\_\_\_\_  
\_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

Picture:



## Word of the Day

Motion

Where do you  
see it:

\_\_\_\_\_

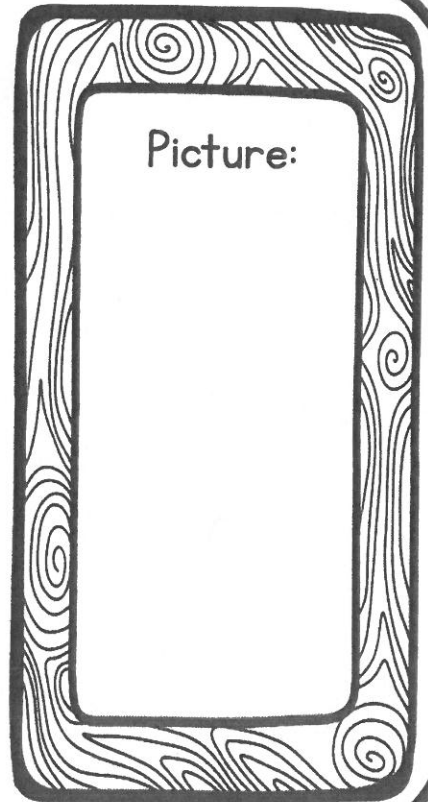
Definition:

\_\_\_\_\_  
\_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

Picture:



Day 8

## Word of the Day

Speed

Where do you  
see it:

\_\_\_\_\_

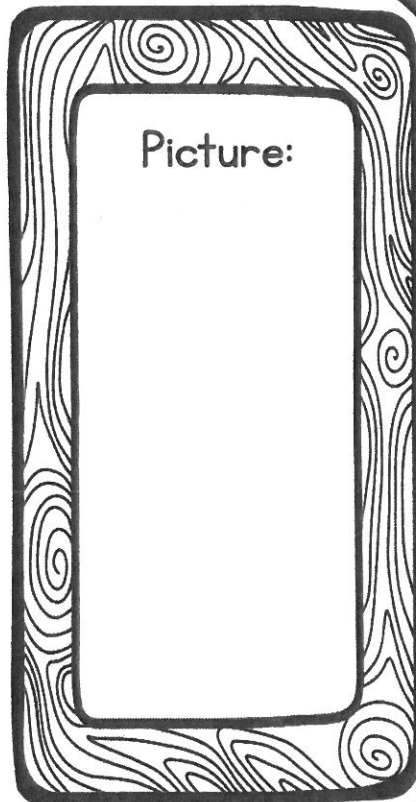
Definition:

\_\_\_\_\_  
\_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

Picture:



## Word of the Day

Velocity

Where do you  
see it:

\_\_\_\_\_

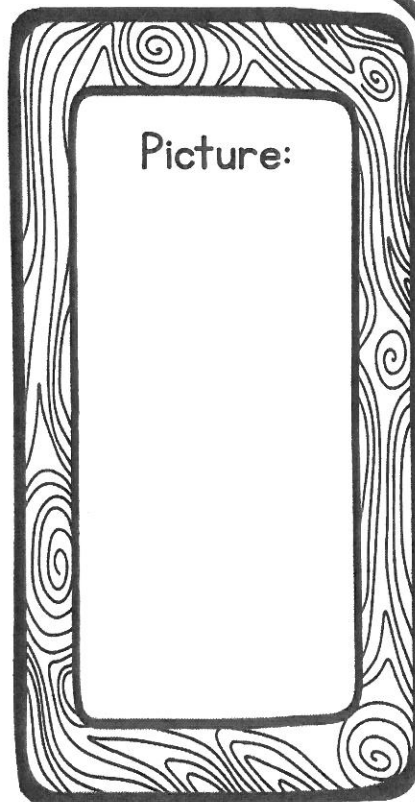
Definition:

\_\_\_\_\_  
\_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

Picture:





Day 9

**Could a turtle beat a rabbit in a race? Using the words SPEED and VELOCITY explain your answer.**



**Using the word FORCE explain what causes objects to start moving.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary (Forces and Motion)

1. A push or pull is a \_\_\_\_\_.
2. \_\_\_\_\_ tells you how the position of an object changes during a certain amount of time.
3. The speed of an object in a particular direction is \_\_\_\_\_.
4. Any change in velocity is \_\_\_\_\_.
5. The location of an object in relation to another object or place describes \_\_\_\_\_.
6. The force that pulls objects down to Earth is \_\_\_\_\_.
7. An object that is changing its position is in \_\_\_\_\_.
8. A force that acts directly against the direction of motion and causes it to slow or stop is \_\_\_\_\_.

Friction

Speed

Acceleration

Motion

Force

Velocity

Position

Gravity




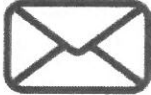








# Social Studies



# Social Studies Activity Board

Each activity should be completed using the math concepts we have learned so far this year in class for example multiplication or adding and carrying over between place values. Be sure to show your work for each activity.

Complete 1 activity each day.

<p>Interview someone in your house about the most important historic event that they lived through. Write out and have them answer at least 10 questions.</p> 	<p>Write a letter to an important world history figure we have learned about so far this year. Be sure to include why they are important in history.</p> 	<p>Art break- Create an art piece with drawing or another form of art material you have at home to create a picture of your favorite place on Earth.</p> 	<p>Leadership- talk with your family members, decide if you were the leader of your community would you cancel school? Why or why not?</p> 	<p>Think about the maps of our country and school. Design your own map for your family and your house. Explain why you selected the symbols and colors you did.</p> 
<p>Draw a map of your community. Be sure to include main landmarks and points of interest.</p> 	<p>Make a brochure to encourage people to travel to our town. Include points of interest and key information about our community.</p> 	<p>Design a new continent. Draw a map of the continent and include information about it like the climate, species found there and anything else important.</p> 	<p>Music Break- Think about your favorite song. Rewrite the song with your own lyrics about your life your friends or anything special to you.</p> 	<p>Write about a historical event of 2020. Include key details and summarize important points of the event.</p> 

## Grading Rubric

10 Points	15 Points	20 Points	Total Points
Work is not very neat and not edited.	Work could be neater or is missing a few edits.	Work is neatly done and well edited to grade level ability.	
Work is missing or less than half completed.	Work is nearly complete but missing some portions.	Work is complete with full length and requirement for each task.	
Work shows minimal effort.	Work shows some effort.	Work shows lots of time and effort spent.	
Work has concepts below grade level.	Work shows some grade level concepts.	Works shows grade level concepts used, for example grade level spelling.	
Work is poor quality and below grade level.	Work is completed but is slightly below grade level or lacks neatness or creativity.	Work is high quality for grade level and shows effort, neatness, and creativity.	

Total Points: \_\_\_\_/100

# Music



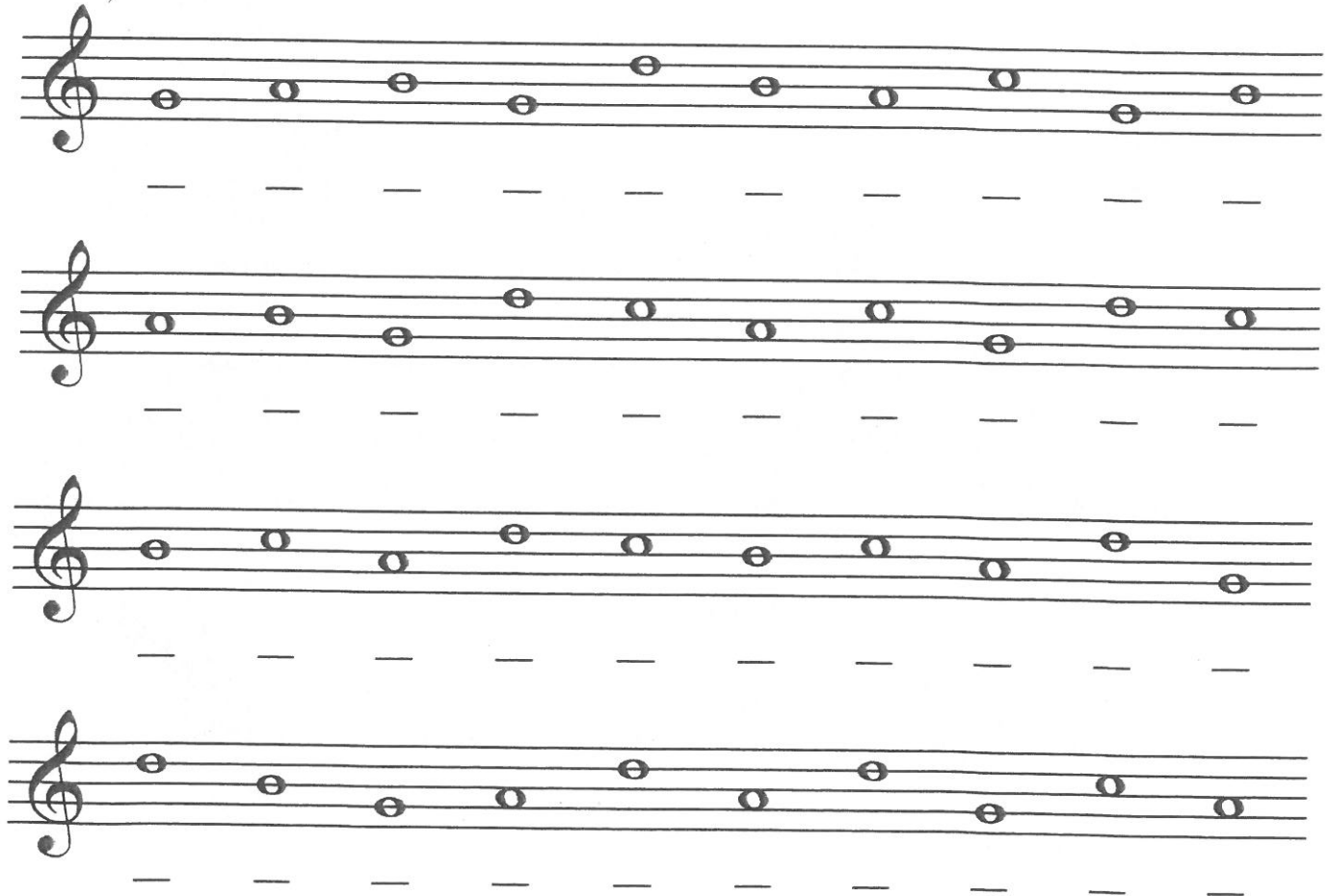
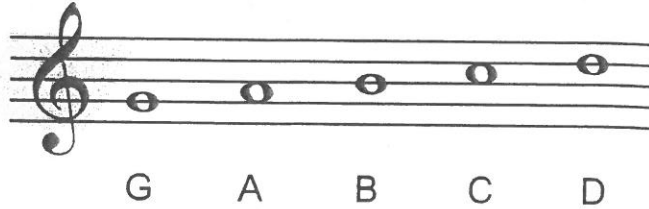
## About This Activity

Grab your crayons and color your way to success! Complete this worksheet by first choosing 5 crayons. Color each of the first 5 whole notes with a different color. Then complete this worksheet by naming each note correctly, and by coloring each note the same color as it was colored at the top of the worksheet. Example: Each C is blue, each D is red, etc.

Treble Clef (G Clef)/G Position

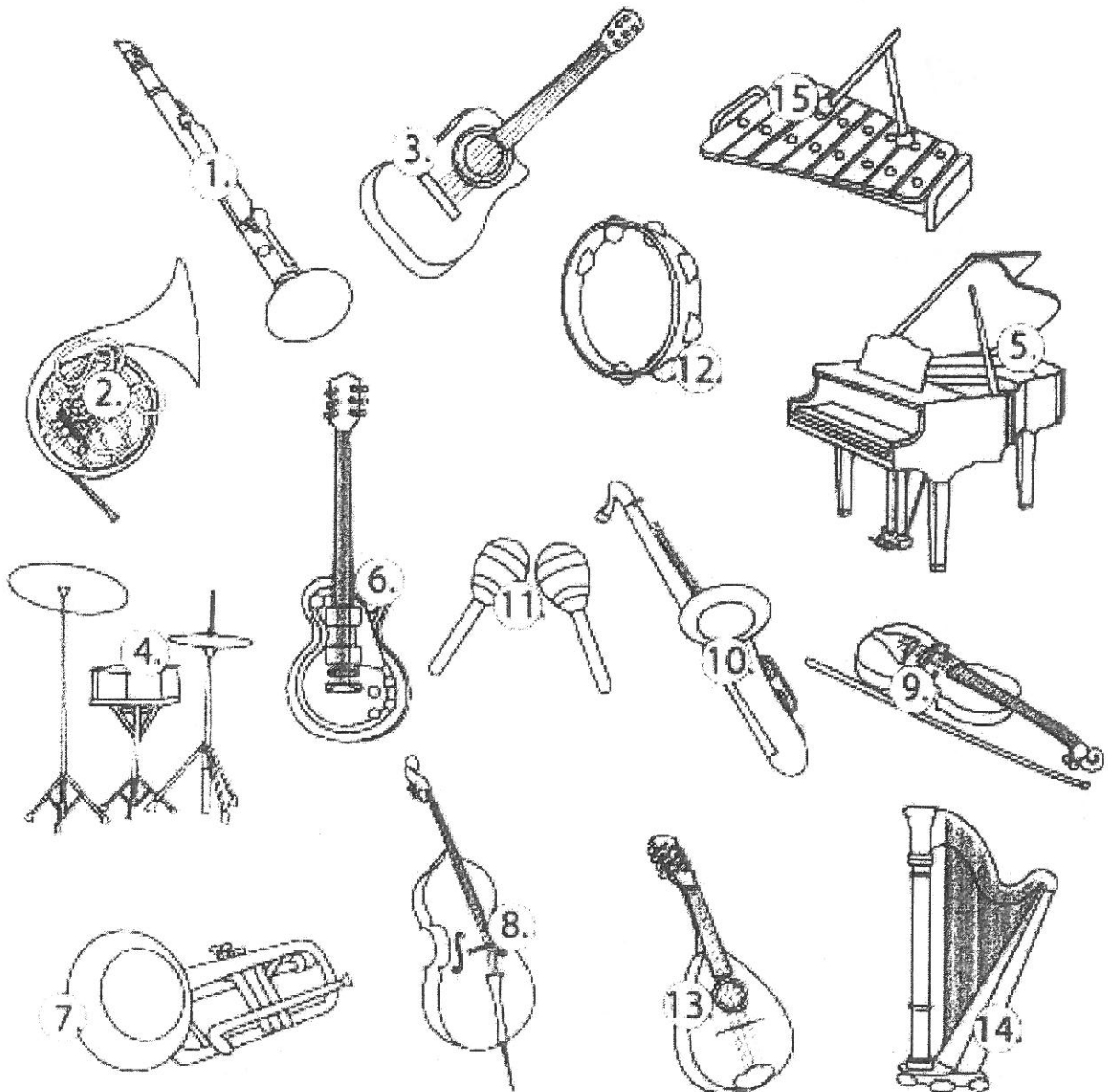


# COLOR THAT NOTE!



## Music Matching

Write the correct number in front of each word:






















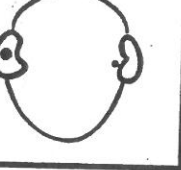














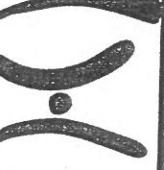

clarinet	---	guitar	---	piano	---
French horn	---	drum set	---	violin	---
electric guitar	---	tambourine	---	harp	---
trumpet	---	maracas	---	mandolin	---
bass	---	saxophone	---	xylophone	---



ART



# Picasso Face

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll
	Ears	Nose	Mouth	Eye #1	Eye #2
					
					
					
					
					
					

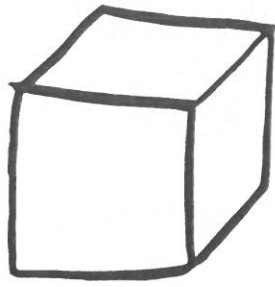
step-by-step  
example:



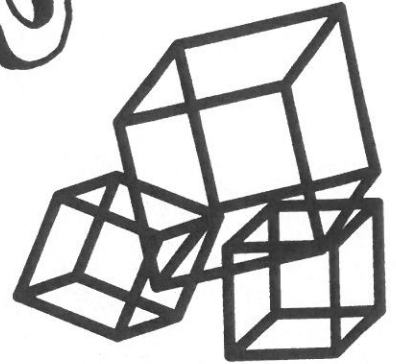
Connect nose  
to mouth.  
(except #1 and #4)

Connect nose  
to eyebrow,  
then add hair!





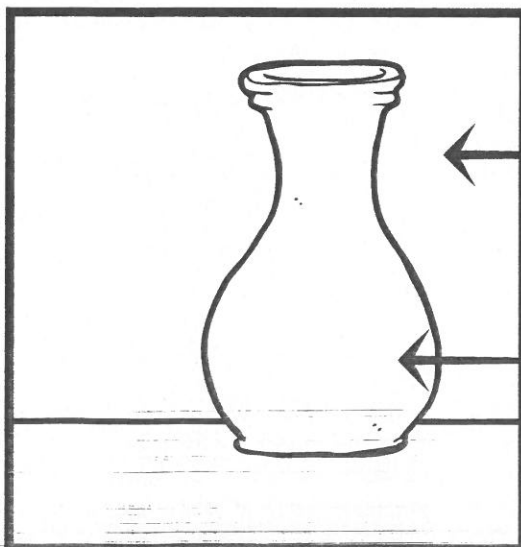
# THE ELEMENTS OF ART



KITCHENTABLECLASSROOM.COM

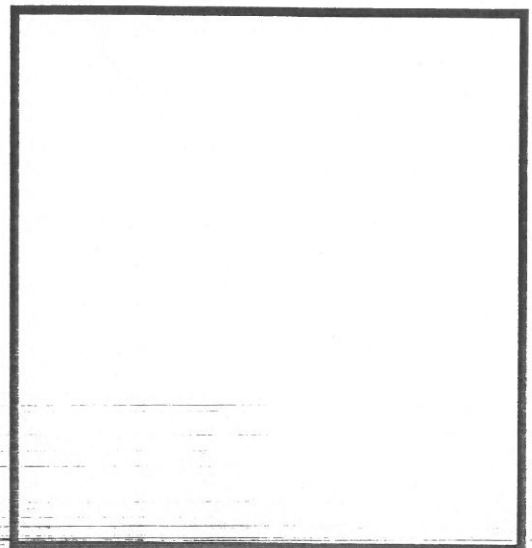
## THE ELEMENT OF SPACE

Space refers to the area within and around an object.  
Create your own example of positive and negative space.



negative  
space

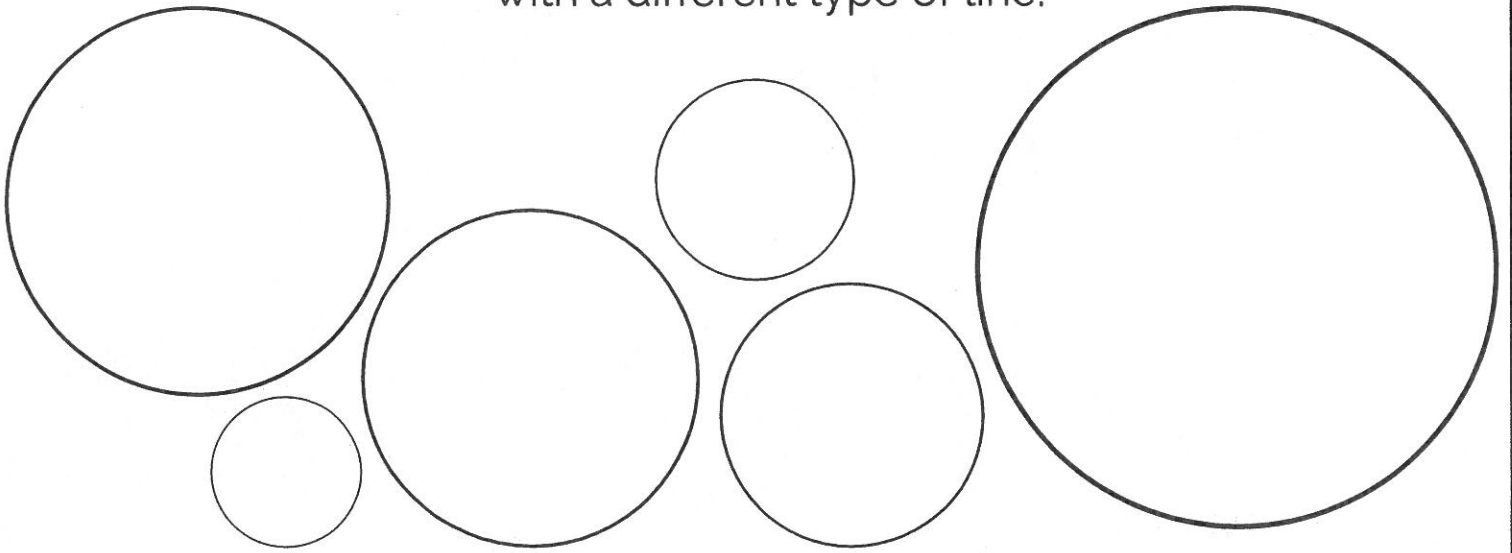
positive  
space



KITCHENTABLECLASSROOM.COM

# THE ELEMENT OF LINE

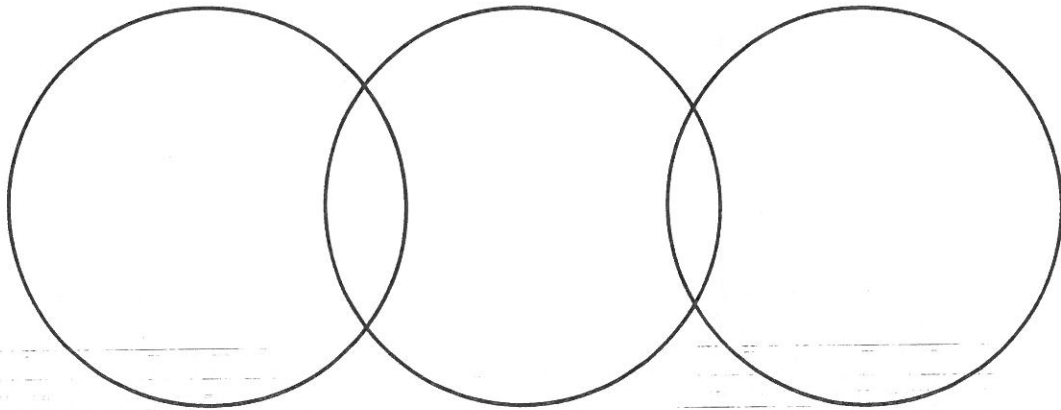
A line is moving dot. A moving pencil or paintbrush makes a mark called a line. A line can be fat, thin, straight or wavy! Fill each circle with a different type of line.



KITCHENTABLECLASSROOM.COM

# THE ELEMENT OF COLOR

The three primary colors are red, blue and yellow. See what happens when you fill each circle with one primary color and the colors begin to overlap.

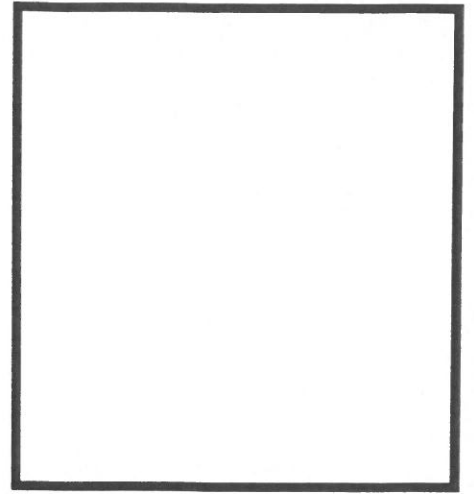
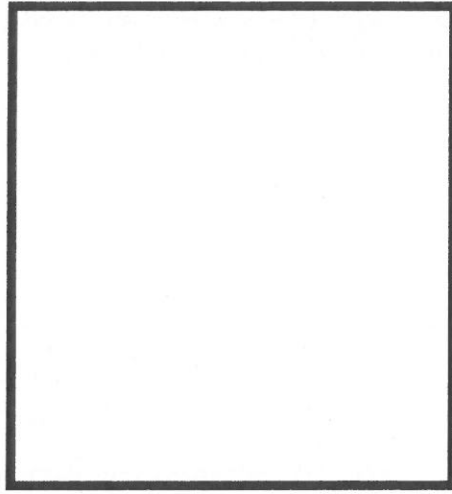
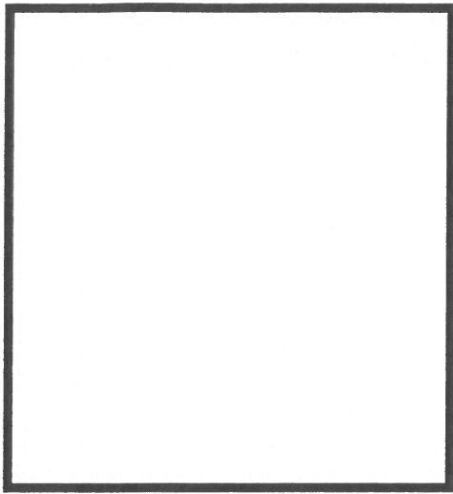


FROM THESE COLORS YOU CAN MAKE ANY COLOR

KITCHENTABLECLASSROOM.COM

# THE ELEMENT OF TEXTURE

Texture is the way something feels when you touch it. Smooth bumpy and rough are examples of textures. Use the side of a crayon to rubbings of a few different textures around you!



KITCHENTABLECLASSROOM.COM

# THE ELEMENT OF SHAPE

A shape is a closed line. Shapes can be geometric and have their own special names (like triangles and circles.) Other shapes are organic shapes that don't have special names and are more blob like.

Draw a shape with  
no corners.

Draw a shape with 3  
corners.

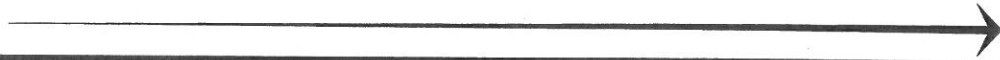
Draw a shape with 4  
corners.

KITCHENTABLECLASSROOM.COM

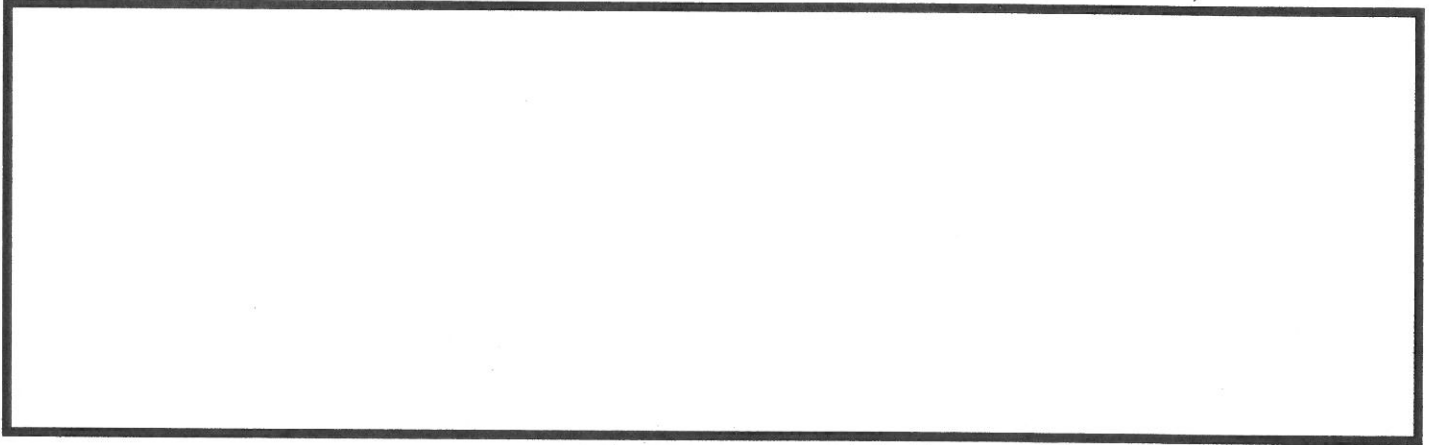
# THE ELEMENT OF VALUE

Value is how light or dark a color is. Create a value scale from light to dark using shading from a pencil or a crayon.

light



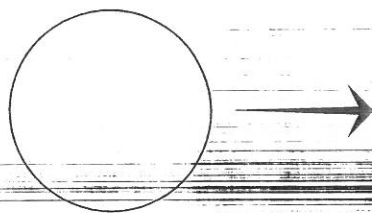
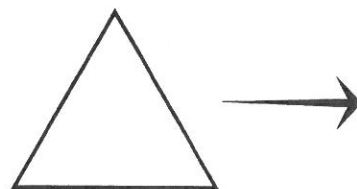
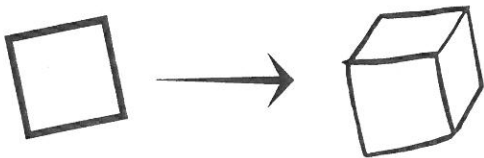
dark



KITCHENTABLECLASSROOM.COM

# THE ELEMENT OF FORM

Forms are three dimensional objects. While shapes are flat, forms are fat! A square is a shape while a cube is a form. Can you imagine what form a circle and triangle could become.



KITCHENTABLECLASSROOM.COM



P.E.



## Feel a Push or a Pull

Did you know that your body pushes and pulls every time it moves? Here are some ways to feel the pushes and pulls. Try these movements on the playground. Write which one was a **push** or a **pull**.

1. Do a chin-up.



\_\_\_\_\_

2. Move a partner on a swing.



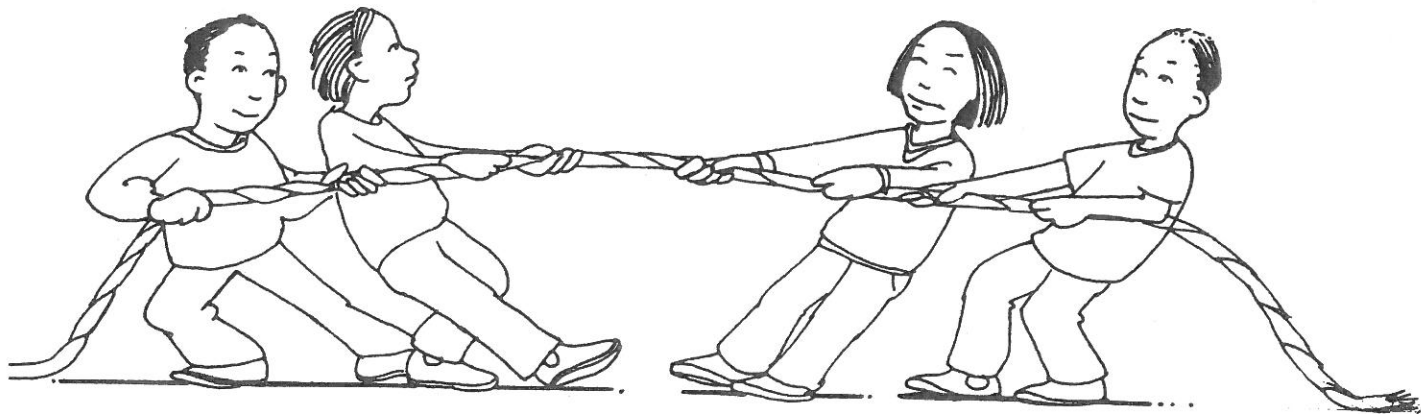
\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

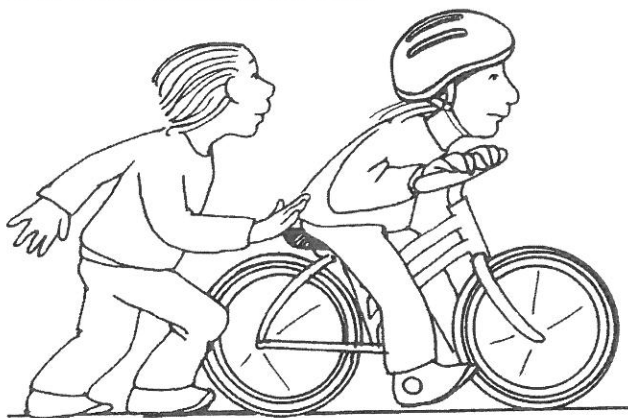
**Science  
and Physical  
Education**

3. Play a game of tug of war.



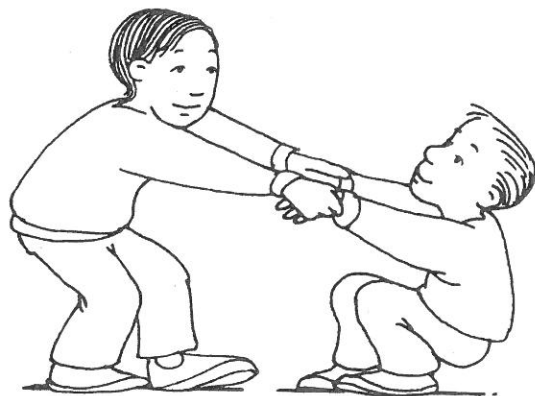
\_\_\_\_\_

4. Give a friend a boost.



\_\_\_\_\_

5. Help a friend stand up.



\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Day 2

**Science  
and Physical  
Education**

## Warming Up for Exercise

You should warm up your muscles before you exercise. Here are some things you can do.

1. Stretch your arms.
2. Stretch your legs.
3. Slowly tilt your head.
4. Bend to each side.



Now try the stretches. Do you feel warmed up?  
What do you like to do to exercise? Make a list.  
Try to exercise each day to stay healthy and fit.

---

---

---

---

---



Library



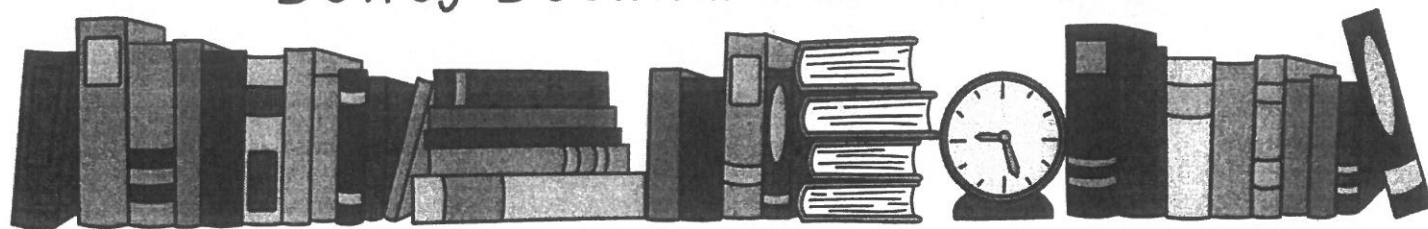


In each box, write what can be found in each section

BINGO - #6

Dewey Decimal Call Numbers

3rd - 2 Bingos Day 2  
4th - 3 Bingos Library  
5th - 4 Bingos



example:  
Literature  
Poetry  
Jokes 818  
Plays

004

419

811

394

745

597

636

921

793

629

523

FREE  
  
SPACE

031

598

624

811

398

629

609

736

796

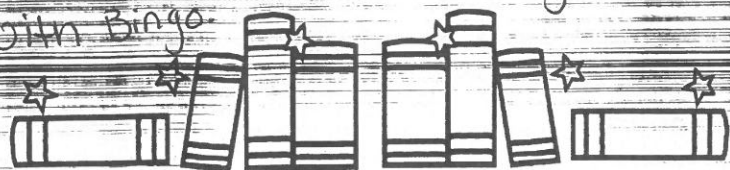
609

598

133



use this to help you  
with Bingo



## Dewey Decimal System

000-099	General Works Record books, unexplained, computers
100-199	Philosophy How people think and feel
200-299	Religion World religions, Bible stories, mythology
300-399	Social Sciences Government, holidays, military, fairy tales
400-499	Language Sign language, foreign language, dictionaries
500-599	Science Books about the natural world
600-699	Technology Inventions, things made by man, pets
700-799	Arts & Recreation Sports, art, music, crafts
800-899	Literature Poetry, jokes, plays
900-999	History & Geography Past events and places of the world



# READING



# genres

FICTION  
NONFICTION  
AUTOBIOGRAPHY  
BIOGRAPHY  
INFORMATIONAL  
FANTASY  
TRADITIONAL  
LITERATURE  
HISTORICAL  
REALISTIC  
MYSTERY  
POETRY

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

\* ~ \* ~ \* ~ \* ~ \* ~ \* ~ \* ~ \* ~

Day 1  
Library



# Typing





# Digital Devices

• game consoles • gamepad • CPU (Central Processing Unit) • external drive • headset • joystick • keyboard • laptop • loudspeaker • microphone • mobile phone • mouse • mp3 / iPod • PDA • printer • scanner • screen • tablet (iPad) • webcam • USB / Flash drive •



Match the names with the pictures.

1



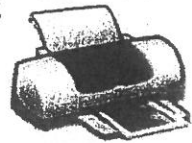

2




3




4




5



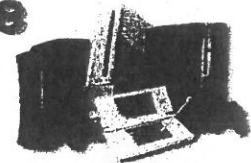

6




7




8




9




10




11




12




13




14




15




16




17




18




19




20




iSLCollective.com

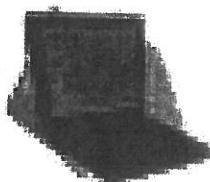


Name \_\_\_\_\_

Grade \_\_\_\_\_

## Matching Computer Parts

Directions: Identify and match each computer term.



1.



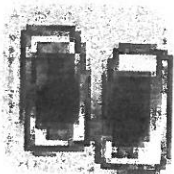
2.



3.



4.



5.



6.

A. Keyboard

B. Laptop

C. Printer

D. Arrow

E. Mouse

F. Speakers