

Mrs. Holloway's Class

Week FOUR



Name: _____

Work DUE MAY 15th

Our Daily Routines --- Name

May 4 th – 8 th	Log Your Reading	Writing	Math	Grammar	Science/History
Monday	Malala: Nobel Laureate	Book/Character Mind Map Seeing things	Multiply/Divide 2-minute timed	Punctuation match Assonance/consonance	
Tuesday	Malala Ed. Advocate Quotes as Evidence	Find the main idea	Diagnostic test	Suffix clues The metaphor game Commas & Semicolons	The Solar System/the Sun color and answer the question
Wednesday	Malala Interview	Find the main idea	Check my progress	Using commas Common Suffixes Mix it up Mixed Practice	Go outside and draw what you see in the sky
Thursday	Malala Education Advocate	Find the main idea Cursive page	Pretest	Mixed grammar Grammar suffix Common suffixes Smiles/metaphors	Identifying the moon phases
Friday	Interview Malala Elephant's child	Academic Goals	Math Worksheet	Mixed grammar review Common suffixes/meaning Onomatopoeia	

Name _____

Date _____

Malala: Nobel Laureate

In 2014, Malala Yousafzai was announced as the co-recipient of the Nobel Peace Prize for her advocacy work for children's education around the world. At age 17, she was the youngest person to receive the award.

Read the following excerpt from Yousafzai's Nobel Lecture in Oslo, Norway, then respond to the questions and prompts on the following page.



Malala Yousafzai

Education is one of the blessings of life —and one of its necessities. That has been my experience during the 17 years of my life.

In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up. ”

—MalalaYousafzai

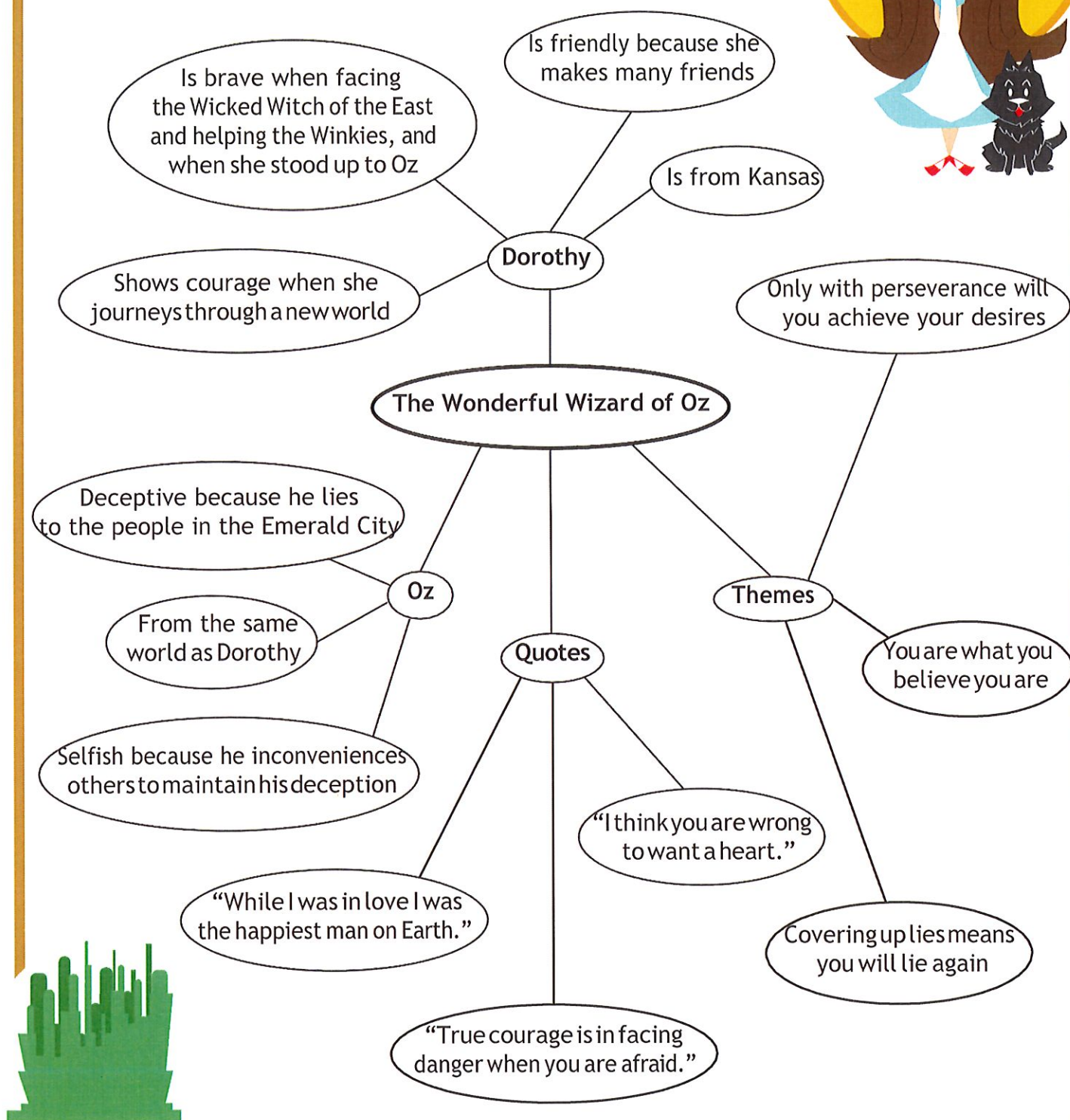
Name _____

Date _____

Book or Character Mind Map

Directions: Look at this example of a book mind map. Then fill in your own mind map about a character or book you read.

The Wonderful Wizard of Oz



Name _____

Date _____

Book or Character Mind Map

Directions: Create your own mind map. Write the book title or character name in the oval, then draw your own circles as you create your mind map using words or drawings. For example, you can write about conflicts, character traits, settings, or things you loved about the book or character.



Name _____

Date _____

Seeing Things From Another Angle

Reflect on a time when you were in an argument or had a conflict with someone, who you then made amends with in your life.

What happened?

How do you think the other person felt?

How did you feel?

How were things resolved, if they were?

How could you use conflict resolution skills the next time there is a conflict?

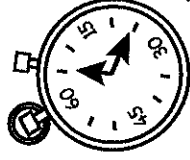
With your parent, make an agreement about how you can handle conflict in your home.

Name: _____

Date: _____

Time: _____

Score: _____ /40



Multiply and Divide Two-Minute Timed Test

#2

$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$72 \div 12 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

$66 \div 11 = \underline{\quad}$

$81 \div 9 = \underline{\quad}$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$88 \div 8 = \underline{\quad}$

$8 \div 2 = \underline{\quad}$

$24 \div 12 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$49 \div 7 = \underline{\quad}$

$60 \div 12 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$0 \div 9 = \underline{\quad}$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$120 \div 12 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$11 \div 1 = \underline{\quad}$

$36 \div 12 = \underline{\quad}$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

$12 \div 12 = \underline{\quad}$

$48 \div 4 = \underline{\quad}$

$84 \div 12 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

Score: _____ /20

Score: _____ /20

Punctuation Match

Draw lines to match up the punctuation mark with its name.

?

Quotation Marks

,

Comma

'

Apostrophe

!

Exclamation Point

()

Period

?

Question Mark

()

Parentheses

Punctuation Match

Draw lines to match up the punctuation mark with its definition.

?

Used at the beginning and end of a phrase to show the words being said.

.

Used to separate phrases or items in a list.

'

Used to substitute missing letters, to show a possessive case, or plurals.

“ ”

Used to show emphasis or excitement.

()

Used at the end of a question sentence.

—

Used to separate explanations or qualifying statements.

!

Used at the end of a sentence or statement.

ASSONANCE -AND- CONSONANCE

ASSONANCE is the repetition of vowel sounds in words that are close together. It's the sound that is important and not the letters used.

Examples: "By twinkling twilight he sang a nice song to pass the night" (Long i)

"Two tulips danced to music on the wind" (Long u)

Don't confuse assonance with alliteration. The "tw" in twinkling and twilight are alliteration because these consonant sounds are at the beginning of the words. The "t" sound in two, tulips and to is also alliteration.

CONSONANCE is the repetition of consonant sounds at the ends of words and that follow stressed syllables in words close together.

Examples: "Norm, the worm, weathered the storm without harm."

"Errors occurred when the editor of the story slept."

Read the poem below and circle each case of assonance or consonance.

Hint: Read the poem out loud so you can really hear the sound of the words.

THE RAVEN

By Edgar Allan Poe

Once upon a midnight dreary, while I pondered weak and weary,

Over many a quaint and curious volume of forgotten lore—

While I nodded, nearly napping, suddenly there came a tapping,

As of someone gently rapping, rapping at my chamber door.

"'Tis some visitor," I muttered, "tapping at my chamber door;

Only this and nothing more."

Assonance and consonance are often used together. Read the quotes below and figure out where assonance and/or consonance are being used. Then write down what sounds are being repeated.

EXAMPLE: Or hear old Triton blow his wreathed horn. o-Assonance

1. From the molten golden notes, _____
2. Her finger hungered for a ring. _____
3. Cupid laid by his brand. _____
4. How they clang, and clash, _____
5. and roar! What a horror they outpour. _____
6. Whose woods these are I think I know. _____
7. He saw the cost and hauled off. _____
8. Gayle tapped a finger on the sack of books in her lap.

9. I sipped the rim with palatable lip. _____
10. A gallant knight, in sunshine and in shadow, _____
11. "Thou art a fool," said my head to my heart. _____
12. What a world of merriment their melody foretells!

13. It was half as funny after, when they laughed so at the staff.

14. Well that was short but sweet. _____

A
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-AND-

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Name _____

Date _____

Malala: Education Advocate



Read the brief introduction to Malala Yousafzai, then answer the questions that follow.

Malala Yousafzai is a Pakistani born activist and education advocate who, inspired by her father's humanitarian work, began writing a blog at age eleven to describe life under the Taliban in her native Pakistan. After being targeted by a Taliban gunman, Yousafzai rose to international prominence, co-authoring *I Am Malala* at age 15 following her recovery. As a prominent activist for education and founder of the Malala Fund, she became the co-recipient of the Nobel Peace Prize at age 17, the youngest person ever to receive the prestigious award.

Imagine that you were told you couldn't go to school because of who you were. How might you continue learning, even if it were against the law?

Think of a hardship or difficulty you have experienced in your own life. Has this motivated you to advocate for others? Describe how.

Name: _____

Date: _____

Quotes as Evidence #1

When we answer questions or make statements in response to a text, we can support our ideas by using quotes as **evidence**, or proof. It is important to choose a quote from the text that directly relates to our statement.

Remember, when you copy something from a text, you should use quotation marks around the part that is copied. You can quote part of a sentence or a whole sentence.

Example: The author says that “lions are fierce predators.”

When you think of chocolate, you probably imagine your favorite candy bar. But, when chocolate was first discovered over 4,000 years ago, it was actually consumed as a bitter-tasting drink mixed with honey, vanilla, and chili peppers. Chocolate is made from a bean called cacao, which is grown on trees that are native to Central and South America. After the beans are picked, they are allowed to ferment and dry for several weeks before being made into chocolate.

In the 14th century, the Aztec and Mayan people living in Mexico and Central America believed that chocolate had mystical properties. They used chocolate at sacred ceremonies and reserved chocolate for rulers and priests. In fact, chocolate was so desirable that cacao beans were used as currency. For example, in 1545, one cacao bean could buy a large tomato and 100 cacao beans could be traded for a whole turkey.

Choose the quote that best supports each statement below.

1. Instead of eating chocolate, people used it the way we would use nickels and dimes.

- a) “it was actually consumed as a bitter-tasting drink”
- b) “They used chocolate at sacred ceremonies”
- c) “cacao beans were used as currency.”

It takes a long time to turn cacao beans into chocolate.

- a) “chocolate was discovered over 4,000 years ago”
- b) “After the beans are picked, they are allowed to ferment and dry for several weeks”
- c) “Chocolate is made from a bean called cacao”

3. Chocolate does not come from the United States.

- a) “people living in Mexico and Central America believed that chocolate had mystical properties.”
- b) “in 1545, one cacao bean could buy a large tomato”
- c) “[It] is grown on trees that are native to Central and South America.”

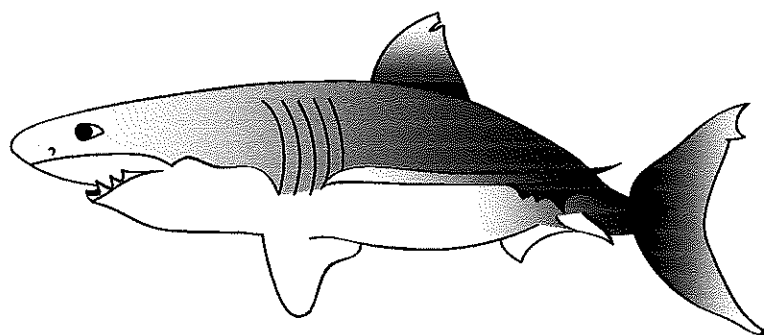
4. Chocolate has been popular for thousands of years.

- a) “chocolate was first discovered over 4,000 years ago”
- b) “in 1545, one cacao bean could buy a large tomato”
- c) “They used chocolate at sacred ceremonies”



Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

Concluding sentence:



Name _____ Date _____

Diagnostic Test

Estimate. Tell whether the estimate is *greater than* or *less than* the actual product. Show your work.

1. $275 \times 36 =$

1. _____

2. $118 \times 12 =$

2. _____

3. $588 \times 27 =$

3. _____

4. $202 \times 63 =$

4. _____

Multiply.

5. $391 \times 7 =$

6. $1,392 \times 4 =$

7. $3,804 \times 5 =$

5. _____
6. _____

8. $645 \times 38 =$

9. $191 \times 57 =$

10. $449 \times 79 =$

7. _____
8. _____
9. _____

Solve.

10. _____

11. The Franco family is driving to a national park for vacation. They plan to drive 300 miles each day for 4 days. How many miles will the Franco family drive in all?

11. _____

12. Jin sold 37 boxes of wrapping paper for the school's fundraiser. Each box of wrapping paper costs \$12. How much money did Jin collect?

12. _____

13. Carson purchased 15 packs of baseball cards. There are 25 cards in each pack. How many baseball cards did Carson purchase in all?

13. _____

Name _____

Date _____



SUFFIX CLUES

Instructions: Use the chart and the clues for each word to match the suffix. Write the correct matching suffix on the first line, then spell the word with the suffix.

Suffix	Meaning
-able, -ible	Is or can be done
-an	Relating to
-ship	State or quality of
-ist	One who does a specific action
-ism	Act/belief or practice of
-ance, -ence	State or quality of

EXAMPLE:

If someone is a **leader**, they demonstrate this word. 🔍 Add a suffix to create a new word.

Suffix: **-ship** New Word: **leadership**

- This fly **annoys** me. 🔍 Create a new word by adding a suffix to the verb.
 Suffix: _____ New Word: _____
- A writer wants to add a suffix to the word **comfort**. 🔍 What suffix should they use?
 Suffix: _____ New Word: _____
- May is about to **tour** Asia. 🔍 Add a suffix to the word tour to describe May.
 Suffix: _____ New Word: _____
- Leilani is from **Hawaii**. 🔍 Add a suffix to the word Hawaii to describe Leilani.
 Suffix: _____ New Word: _____
- The team is filled with **champions**. 🔍 Add a suffix to champion to create a new word.
 Suffix: _____ New Word: _____

Name: _____

PLAYING WITH FIGURATIVE LANGUAGE: **THE METAPHOR GAME**

Have you ever heard of a metaphor? Poets make metaphors all the time when they compare things that are very different from each other. The poet Emily Dickinson wrote a poem comparing hope to a little bird.

You can do this too. It is a fun way to think about the things around you and see them in new ways. Here is a game you can play to help you make your own metaphor and maybe even write a poem.

CREATE YOUR METAPHOR

Cut out the noun word cards, so that you have nine small pieces of paper. Put these in a container or lay them face down. Close your eyes and choose a noun. List everything you can think of that the noun does. (For example, for a car you might write things like: It sits in our driveway. It moves forward. It takes us places. It spews exhaust and pollutes the air. It holds my whole family and makes us squeeze together.) Choose a second noun word card. This will be the subject of your metaphor. Write this noun at the top of your list to see how well your metaphor comes together.

LOOK AT YOUR METAPHOR

If you followed the directions carefully you will have created something very interesting that begins with one thing but describes what a totally different thing does. You might think "Wow, I can see how a river does the same things as a pencil!"

If you like what you wrote, you might want to copy it over as a poem. You may want to cross out lines that just seem silly or don't fit in with what you want to say and replace them with other things that you have thought of.

TRY ANOTHER ONE!

If you don't like the first one you wrote, try another. It may take a few tries before you make a metaphor that you like. Also, you can put any words in your container that you want. It's fun to try abstract nouns like hope, joy, and fear.



WRITE IT OUT

Name: _____

Noun #1: _____

Subject of Metaphor: (noun #2) _____
(choose after filling in the blanks below for Noun #1)

It

It

It also

And sometimes it

But most importantly, it

Noun #1: _____

Subject of Metaphor: (noun #2) _____
(choose after filling in the blanks below for Noun #1)

It

It

It also

And sometimes it

But most importantly, it

COMMAS and SEMICOLONS

Commas are used in lists,

We need eggs, milk, butter and sugar to make the cookies.

to break up long sentences,

But, since I had forgotten to bring my lunch with me, and since my sister didn't have any money to lend me, I had to call my Dad and ask him to bring it to school.

after quotes,

"Let's take a break from homework and get a snack," my mom suggested.

and to break up quotes.

"Hey," she said, "That roller coaster wasn't so scary after all!"

Semicolons are used in place of conjunctions

I exercise three days a week ~~because~~ it helps me stay in shape.

I exercise three days a week ; it helps me stay in shape.

We went to the movies ~~but~~ they were closed.

We went to the movies ; they were closed.

or to combine short sentences that are related to one another.

My aunt loves to cook ; she makes dinner for us every week.

Figure out whether these sentences need commas or semicolons.

Write them into each sentence.

1. "Remember it's your turn to do the dishes " said my dad.
2. I like pepperoni olives and mushrooms on my pizza.
3. I didn't need braces like my sister I have very straight teeth.
4. Our dog has short legs and a long body he is part dachshund.
5. We were told the test was canceled we all cheered.

Name _____

Date _____

Interview: Malala

After reading about the life and work of education advocate and Nobel Laureate Malala Yousafzai, imagine that you have been invited to interview her in person.

Come up with a series of five meaningful questions to ask Yousafzai. Consider what you already know about her, and what you don't yet know, along with your intended audience. What are some questions others may have about her?

Bonus: On the following page, use the spaces provided to draw a picture of what your interview might look like, then research and write hypothetical answers to your questions. Be sure to cite your sources!

1. _____

2. _____

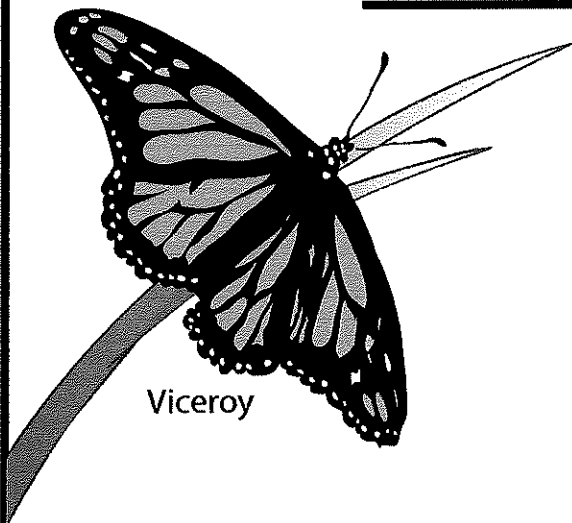
3. _____

4. _____

5. _____

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



Viceroy

You know that butterflies are insects that glide through the air on colorful wings. Did you know they are also masters of disguise? For example, the Viceroy butterfly has evolved to look almost exactly like the monarch, a poisonous butterfly that predators know to avoid. Though the

Viceroy itself is not poisonous, birds and other predators steer clear, mistaking it for the Monarch. The Buckeye sports "eyesspots", target-shaped spots resembling eyes, on the tips of its wings. Predators will aim for an eyespot, believing it to be the head of the Buckeye, but will instead end up with just a wing tip, allowing the Buckeye to escape.

Main idea:

Concluding sentence:



Monarch

Name _____ Date _____

Check My Progress *(Lessons 1 through 3)*

Estimate. Show how you estimated.

1. $84 \overline{)563}$

1. _____

2. $27 \overline{)388}$

2. _____

Divide. Check your answer for reasonableness.

3. $198 \div 11 =$

3. _____

4. $210 \div 14 =$

4. _____

5. $49 \overline{)961}$

5. _____

6. $35 \overline{)770}$

6. _____

7. $11 \overline{)912}$

7. _____

8. $13 \overline{)656}$

8. _____

Solve.

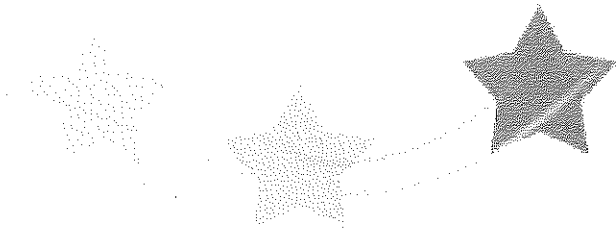
9. Lauren's basketball coach spent \$324 on 12 new basketballs for the team. How much did each basketball cost?

9. _____

Using Commas

Help the Word Wizard add commas where the sentences need them!

1. I like to collect potions wands and magic books!
2. Frogs snakes and spiders are my favorite animals.
3. Would you rather be able to fly see through walls or make yourself invisible?
4. My hat robe wand and shoes belong in the closet.
5. The way to the secret cave is through the woods over the pond and under the bridge.
6. Don't forget to clean up sweep and wash the dishes.



Common Suffixes

and Their Meanings

Suffixes	Meaning	Example
-ity, -ty	quality of	activity,
-ment	condition of	argument,
-ness	state of being	heaviness,
-ship	position held	fellowship,
-sion, -tion	state of being	transition,

Verb Suffixes

(These suffixes change other parts of speech into verbs)

Suffixes	Meaning	Example
-ate	become	eradicate,
-en	become	enlighten,

Date: _____

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Mixed Practice:

Similes and Metaphors

Read the sentence and circle the 2 words being compared in each sentence. Determine whether each sentence is a *simile* or a *metaphor*, and write down the meaning based on the context of the sentence.

Example: She walks like a duck.

Meaning: The girl walks funny. (simile)

1. Steven sings like a nightingale.

Meaning: _____

2. The candle is a beacon of sunshine.

Meaning: _____

3. The moon is a lantern in the sky.

Meaning: _____

4. Kirsten sleeps like a log.

Meaning: _____

5. Gretchen is a fish when she swims.

Meaning: _____

6. Phillip is lightning when he runs a race.

Meaning: _____

7. The bunny's fur is a blanket of warmth.

Meaning: _____

8. Anne's voice is velvet.

Meaning: _____

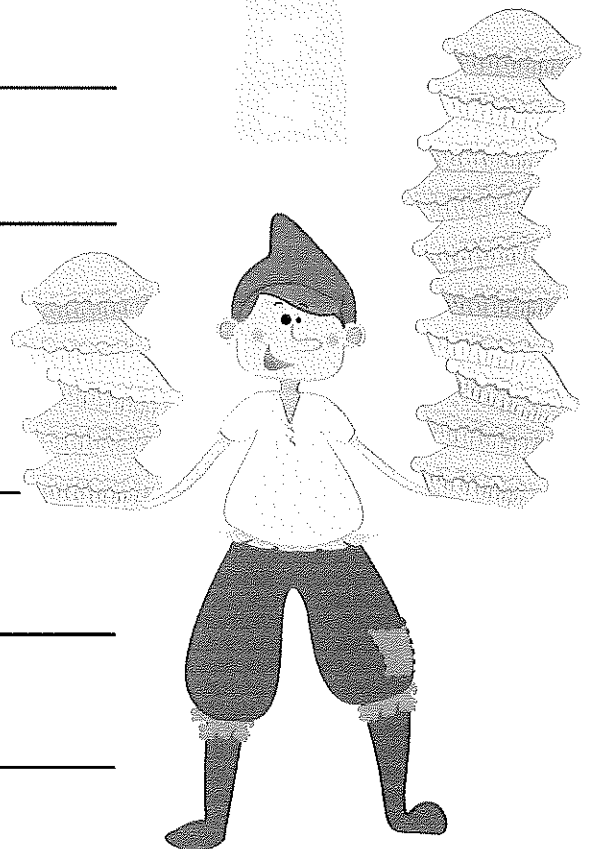
9. Peter is as sweet as pie.

Meaning: _____

10. Chris is like a computer when he does his math.

Meaning: _____

Similes



Name _____

Date _____

Malala: Education Advocate

(Continued)

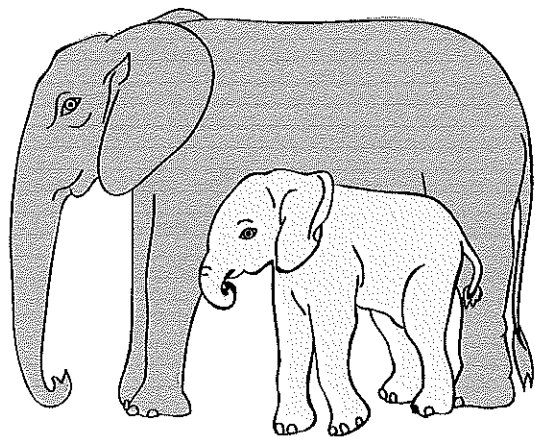
Malala was inspired to champion education rights for children around the world. What is a right you believe all children should have? Explain why.

Malala began her life as an activist through writing a blog. What is a way you might use writing to advocate for yourself or others? What medium* would you use?

*** Medium:** A means of personal communication or artistic expression. (Source: Wordsmythe.net)

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



Elephants are the largest living land mammals. The Asian Elephant, also known as the Indian Elephant, can weigh up to 11,000 pounds. The African Elephant is even bigger, weighing as much as 20,000

pounds. The elephant's gestation period is 22 months, the longest of any mammal, because baby elephants weigh an average of 260 pounds at birth. The largest elephant ever measured was 13 feet tall and weighed 24,000 pounds!

Main idea:

Concluding sentence:

Cursive Writing Worksheets: Sentences

Write the sentences:

A long trip begins with a single step.

To have a good friend, be a good friend.

Mistakes are proof that you are trying.

Pretest

Round each decimal to the nearest one. Then add or subtract.

1. $6.3 + 5.5 =$

2. $18.9 - 13.4 =$

3. $4.4 + 2.8 =$

4. $7.89 - 3.12 =$

5. $160.7 + 40.9 =$

1. _____

2. _____

3. _____

4. _____

5. _____

Add or subtract.

6. $3.96 - 1.42 =$

7. $10.67 + 15.11 =$

8. $0.77 - 0.03 =$

9. $0.3 + 1.45 =$

10. $103.5 - 64.3 =$

11. $341.68 + 104.34 =$

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

Identify the addition property used to rewrite each problem.

12. $56 + 7 = 7 + 56$

13. $(14 + 6) + 17 = 14 + (6 + 17)$

12. _____

13. _____

Solve.

14. Sheila wants to purchase a video game that costs \$43.49. She has \$19.37 and receives \$22.50 for baby sitting. Does she have enough money to purchase the game? Explain.

15. Jamie ran 1.4 miles on Monday and 2.3 miles on Wednesday. How many total miles did he run on Monday and Wednesday?

14. _____

15. _____

Name _____

Date _____

• 5th Grade •

Mixed Grammar Review

Subject-Verb Agreement

Underline the subject and circle the verb in each sentence.

Patricia knows how to divide fractions.

Liam and I love collecting shells.

The bear ran towards us.

When it rains, he always uses his umbrella.

Correct each of the sentences below so that the subject and verb agree.

Zion and Jay plays soccer.

The bird sing a pretty song.

We talks with our friends every day.

Sentence Structure

Identify each type of sentence as simple, compound, or complex.

We went to the park, but Leah wasn't there.

simple
compound
complex

Juan and Tony play football together every afternoon.

simple
compound
complex

When I feel sick, I don't go to school.

simple
compound
complex*Write a compound sentence and underline the conjunction you use.*

Grammar: Suffixes



A **suffix** is added to the end of a root word to change the meaning of the word.

Draw a line from the suffix to its meaning. *Hint: If you're stuck, think of a word you know that ends with that suffix.*

- | | |
|------------------|--------------------------------|
| 1. -able | more than |
| 2. -ful or -full | characteristic or way of being |
| 3. -less | the most |
| 4. -y | action or state |
| 5. -ly | believes or does |
| 6. -ment | characterized by/inclined to |
| 7. -er | worthy of, able to |
| 8. -est | without |
| 9. -ness | full of |
| 10. -ist | is like |

Add a suffix to each root word so it matches the new definition.

<u>Root words</u>			
most	art	beauty	cost

<u>Suffixes</u>		
-ful	-ist	-ly

very pretty _____

expensive _____

a person who makes art _____

almost totally _____

Circle the words with suffixes in the paragraph below.

You don't have to be a botanist to grow your own food! The warmest time of year is best for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don't water them daily. You must make sure the soil has just the right amount of wetness for each type of plant. Gardening can be difficult, but the right knowledge can make it easier.

Common Suffixes

and Their Meanings

Working with classmates, put your brains together to generate examples of words that can be created using the suffix provided. You may use your lists of prefixes and roots from the previous activities to form new words.

Noun Suffixes		
Suffixes	Meaning	Example
-acy	state or quality	privacy,
-al	act or process of	refusal,
-ance, -ence	state or quality of	maintenance,
-dom	place or state of being	freedom,
-er, -or	one who	trainer,
-ism	doctrine, belief	communism,
-ist	one who	chemist,

Similes and Metaphors!

Figure out whether each sentence below is a simile or a metaphor. Then, write down the meaning of each metaphor/simile based on how it is being used in a sentence!

Example: You are a couch potato.

Meaning: Metaphor. Someone who sits and does nothing.

1. She eats like a pig!

2. This contract is as solid as the ground we stand on.

3. The world is my oyster.

4. That guy is as nutty as a fruitcake.

5. She is such an airhead.

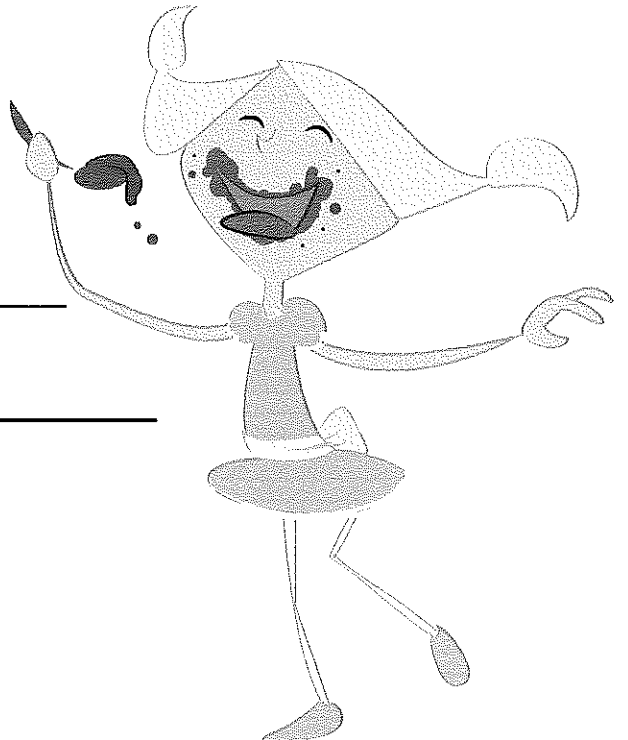
6. Don't just sit there like a bump on a log.

7. He's a diamond in the rough.

8. Time is a thief.

9. As hard as nails.

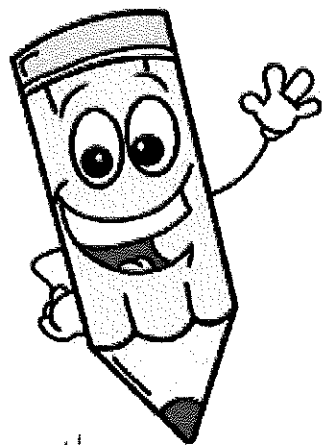
10. You are my sunshine.



Punctuation Word Search

Find and circle the words below in the word find puzzle.
Words can be vertical, horizontal, diagonal, forward or backward.

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



EXCLAMATION POINT

QUESTION MARK

QUOTATION MARKS

PERIOD

COMMA

APOSTROPHE

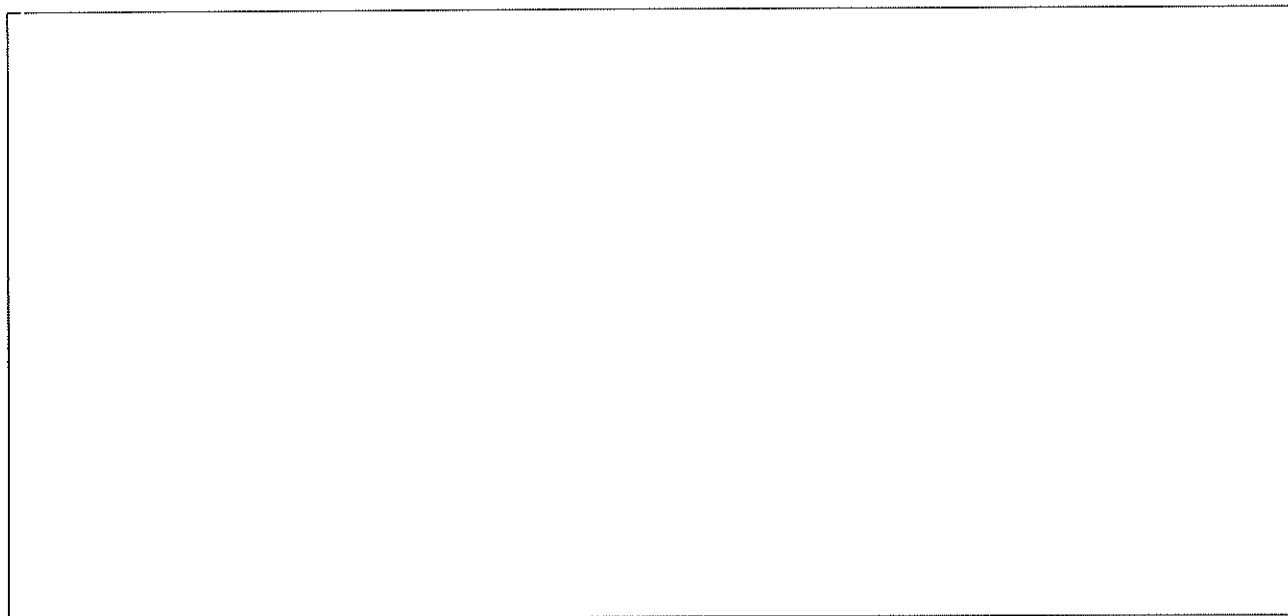
PARENTHESES

Name _____

Date _____

Interview: Malala

Draw a picture of your interview with Malala, then imagine her responses to the questions you posed on the previous page, researching as needed.



1. _____

2. _____

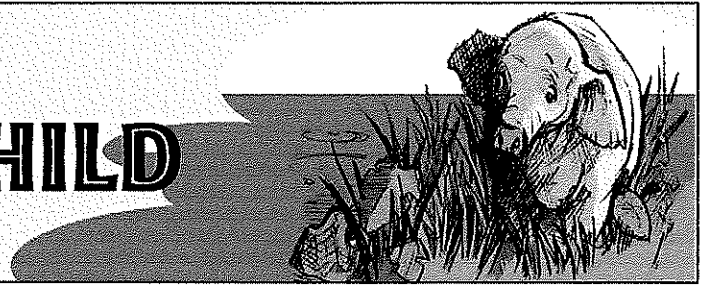
3. _____

4. _____

5. _____

THE ELEPHANT'S CHILD

By Rudyard Kipling



Long, long ago, the mighty Elephant had no trunk. His nose was short, and only as big as a boot! But the Elephant's child, just a baby Elephant, was very curious and always asked silly questions: "Aunt Ostrich, why do your tail feathers grow so tall? ... Uncle Giraffe, what makes your skin so spotty? ... Miss Hippo, how does your mouth open so wide?"

One fine morning the curious baby Elephant asked, "What does the Crocodile have for dinner?" All together everybody yelled, "HUSH!" in a dreadful tone, and they shushed and shooed him away angrily. But the baby Elephant did not understand why. He was still curious!

Then the baby Elephant came upon the magnificent Kolokolo bird and he sighed, "My family has shushed and shooed me away, but I still want to know what the Crocodile eats for dinner!" The Kolokolo Bird answered, sadly, "Go to the banks of the great green river if you want to find out." After a long and tiresome search, the baby Elephant found the Crocodile by the river bank. "I have been looking for you, Mr. Crocodile!" he said with excitement, "Will you please tell me what you have for dinner?" The Crocodile grinned wide, and he said, "Come closer, baby Elephant, I'll whisper it to you." The baby Elephant bent his head down to the Crocodile's large, toothy mouth. "I think," growled the Crocodile, "Today I will begin with a baby Elephant!" And suddenly the Crocodile caught him by his little nose. The baby Elephant cried out through his pinched nose, "Led go! You're hurdig be!" Stubbornly, he sat back and began to pull as hard as he could. As he pulled, and leaned back, his nose began to stretch! They both pulled and pulled until the baby Elephant's nose was almost five feet long. Finally the Crocodile let go of his nose with a plop. The poor baby Elephant was left with a very sore and very long nose! At first, all the animals made fun of his great, ugly nose. But then he found many uses for it. He could pick fruit from high treetops, brush away flies, and even breathe when he was underwater!

And that is how the Elephant got his trunk.

WHAT DO YOU THINK?

- Why did everyone tell the baby Elephant to be quiet?
 - They wanted to sleep.
 - They were afraid the Crocodile would hear him.
 - They were tired of him asking so many questions.
 - They wanted to talk to each other.
- Why was the Kolokolo bird sad when he told the baby Elephant to go to the river?
 - He was having a bad day.
 - All Kolokolo birds are sad.
 - He was tired of answering questions.
 - He knew that the Crocodile might try to eat the baby Elephant.
- According to the story, after the baby Elephant's nose was stretched, what could he do?
 - Pick fruit, brush away flies and breathe underwater
 - Catch the Kolokolo bird
 - Blow water on Aunt Ostrich
 - Cover his eyes with his nose.

WORD SEARCH

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

Word List
 Crocodile
 Curious
 Dreadful
 Excitement
 Fine
 Kolokolo
 Magnificent
 Mighty
 River
 Shushed
 Stubbornly
 Tiresome

Name _____

Date _____

Academic Goals

My goal is to _____ by _____

Steps to reach goal:

☐ _____

☐ _____

☐ _____

Personal Goals

My goal is to _____ by _____

Steps to reach goal:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

Math Worksheet

1 a. $1000 \times 622 =$ _____

1 b. $607 \times 100 =$ _____

2 a. $1000 \times 548 =$ _____

2 b. $1000 \times 476 =$ _____

3 a. $1000 \times 418 =$ _____

3 b. $1000 \times 267 =$ _____

4 a. $138 \times 10 =$ _____

4 b. $1000 \times 617 =$ _____

5 a. $1000 \times 357 =$ _____

5 b. $100 \times 53 =$ _____

6 a. $616 \times 1000 =$ _____

6 b. $5 \times 100 =$ _____

7 a. $1000 \times 107 =$ _____

7 b. $10 \times 267 =$ _____

8 a. $295 \times 1000 =$ _____

8 b. $100 \times 628 =$ _____

9 a. $532 \times 10 =$ _____

9 b. $1000 \times 540 =$ _____

¹⁰
a. $526 \times 1000 =$ _____

¹⁰
b. $1000 \times 18 =$ _____

Name _____

Date _____

• 5th Grade •

Mixed Grammar Review

Punctuation

Add the missing punctuation to each sentence.

Meg ate an apple a sandwich and cheese.	Jake said, Let's go play ball!
Is Dad still at work	My cousin Astrid is a great artist.
Lauryn doesnt want to go to the movies.	I'll do my homework after school
Where were you? asked Leo.	The cats bell is so shiny.

Capitalization

Underline the letters that should be capitalized in each sentence.

My favorite book is <i>the very hungry caterpillar</i> .	catch the ball!
The teacher called on karen.	She lives on green street in reno, nevada.
I'm going to visit uncle joe, not my other uncle.	The president of the united states is here.
Have you ever seen the movie "toy story"?	let's eat at the cafe.

Common Homophones

Choose the correct homophone to complete each sentence.

My friends are over _____.	their there they're
Don't you know _____ playing softball?	
I'm going to _____ house afterschool.	
Hannah, _____ my best friend!	your you're
Is that _____ brother?	
The chef's hat is tall and _____ always very clean.	it's its
The dog buried _____ bone in the yard.	

Common Suffixes

and Their Meanings

Suffixes	Meaning	Example
-ify, -fy	make or become	terrify,
-ize, -ise	become	civilize,

Adjective Suffixes (These suffixes turn other parts of speech into adjectives)		
Suffixes	Meaning	Example
-able, -ible	capable of being	edible,
-al	pertaining to	regional,
-esque	reminiscent of	picturesque,
-ful	notable for	fanciful,
-ic, -ical	pertaining to	musical,

NAME: _____

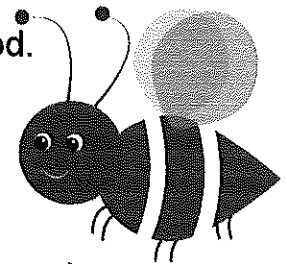
ONOMATOPOEIA

An **onomatopoeia** (pronounced: on-oh-mat-oh-PEA-uh) is a word that imitates the sound that it describes.

Choose a word from the word bank to help complete the sentences.

quack
pop
tick
roar
bark
snap
chatter
swish
crack
bang
screech
sizzle
click
chirp
buzz

1. The bird loved to _____ a merry tune.
2. The _____ of the clock kept me up all night.
3. The food on the stove made a nice _____.
4. She kept making a _____ noise with her pen and it drove the teacher crazy!
5. The little dogs like to _____ at the cat.
6. Something upset the lion and it made a loud _____.
7. I heard the ruler _____ against the desk.
8. His teeth started to _____ outside in the cold.
9. The fire made a _____ when they added more wood.
10. As the car started up it made a loud _____.
11. The chalk _____ on the black board.
12. The wheel went _____ as we ran over a nail in the road.
13. The ducklings _____ behind their mother.
14. Her dress makes a _____ noise as she walks.
15. The bees happily _____ around the garden.



Name _____

Date _____

Identifying the Moon's Phases



Have you ever wondered why the moon changes every night? Since the moon orbits the Earth, the moon's position changes between the Earth and the sun. These movements change how much of the sun's light reflects off of the moon, which affects how much of the moon we can see each night.

Directions: Read each caption and follow the instructions of how to illustrate that moon phase.

Fun Facts

- There are eight moon phases.
- **Waxing** means growing.
- **Waning** means decreasing in size.
- It takes the moon about a month to go through all of the phases.



2. Waxing Crescent

The moon is becoming visible at night, but we can only see a small piece of it. Draw a tiny crescent shape on the right, and shade the rest.



1. New Moon

The moon is between the Earth and sun. We can't see it at night. Shade the entire moon.



8. Waning Crescent

The moon appears as a small crescent shape again. Draw a tiny crescent shape on the left, then shade the rest.



3. First Quarter

The moon is 1/4 of the way around the Earth, and half of the moon is visible. Shade the left half.



7. Last Quarter

We see half of the moon again. Shade in the right half.



4. Waxing Gibbous

The moon appears almost full. Draw a crescent on the left and shade it in.



5. Full Moon

The Earth is between the moon and sun, and it is not blocking any light. The moon looks like it is glowing. Leave the moon blank.



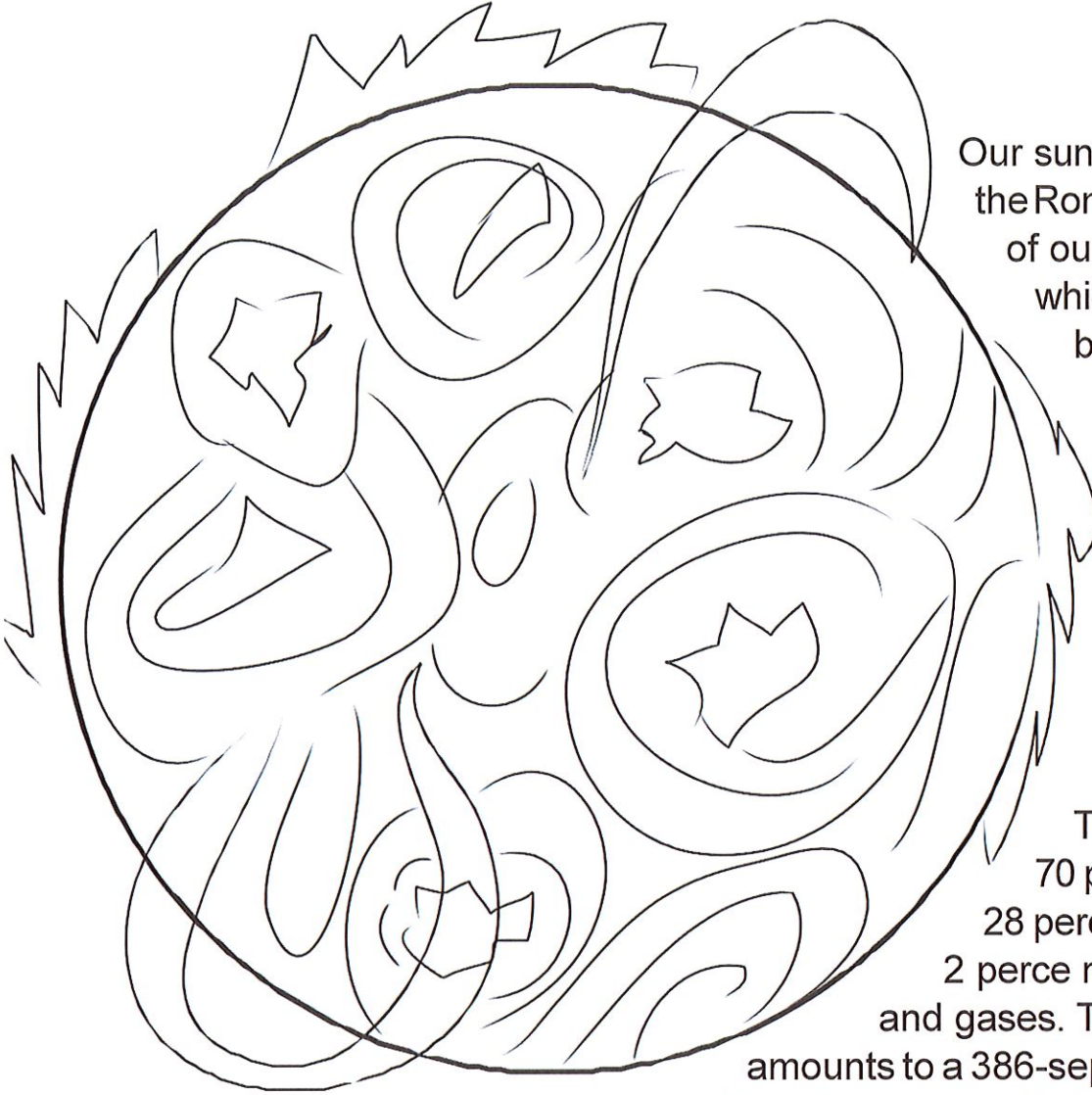
6. Waning Gibbous

The moon begins shrinking and we can see all but a small sliver. Draw a crescent on the right and shade it in.



The Solar System

The Sun



Our sun, named "Sol" by the Romans, is the center of our solar system, which was discovered by Nicolaus Copernicus in 1510–1512.

It is one of many billions of stars in the Milky Way. However, it is the only star that has been found to sustain and develop life on a planet, Earth.

The sun is made of 70 percent hydrogen, 28 percent helium and 2 percent other metals and gases. The power of the sun amounts to a 386-septillion (that's a billion billions!) megawatt light bulb. It takes light from the sun 8 minutes, 19 seconds to reach the Earth.

Planet Pop Quiz!

What is the closest star to solar system other than our sun? _____

Hint: CTAURENIXIMPARO

