April 1, 2020

As we continue to abide by Delaware’s social distancing guidelines, schools remain physically closed for both students and teachers. To help provide continuity in student learning, here is a learning packet focusing on skills taught throughout the current school year. The learning packet has daily review items covering reading/Language Arts, Mathematics, science, social studies, and the arts. Students should work through the packet throughout the week at a pace that works for you and your child. In addition to the learning packet, it is recommended that your child does the following independent activities:

- Read for 20 minutes per day
- Practice Math Fluency (addition facts, multiplication facts, etc.) for 10 minutes per day
- Work on iReady (Grades 1-5) for reading and math for 30 minutes per day. Your child should be able to log into “Clever” at clever.com/in/crk12 in order to access your child’s iReady account.
- Participate in physical activity for 30 minutes per day

Next week, the Caesar Rodney School District will begin “remote learning.” This will entail your child’s teacher leading daily short reading and math lessons online virtually. These lessons will be accessed through Clever (for Kindergarten and 1st Grade) and Schoology (for Grades 2 – 5). This week, your child’s teacher will be contacting each family to reconnect with you and explain the format and schedule for remote learning. If your child is not able to participate in the district’s remote learning initiative then his/her teacher will continue to provide paper-pencil learning packets for him/her. These packets will be available through Schoology and at your child’s school. Teachers will also be available most afternoons, by telephone and email, to assist with the assignments and tasks found in the learning packets. Thank you for your support and patience during these unprecedented times. As a community, we will get through this together. Go Riders!

Stay Safe,

[Signature]

Tara Faircloth
Director of Curriculum and Instruction
Caesar Rodney School District

WHERE EDUCATIONAL EXCELLENCE IS A TRADITION
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Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Folder
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- A deck of cards (for some of the games and challenges)
- Internet access to conduct research for some activities
- You will need different materials for the optional Design Challenge

Directions & Tips

- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure to plan your time so that you don’t let things pile up at the end. Ask an adult to sign your activity menu before you bring it back to school.
## Activity Menu

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Read for 20 minutes and answer three text dependent questions on the sheet on another piece of paper or in a journal. <strong>Challenge:</strong> Try not to repeat a question! <strong>Independent Reading Questions</strong></td>
<td></td>
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</tr>
<tr>
<td>Malala: Education Advocate</td>
<td></td>
<td>Malala: Nobel Laureate</td>
<td>Accidental Inventions</td>
<td>Read some blog posts and use the Author's Purpose and Point of View Graphic Organizer</td>
<td>Quotes as Evidence</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malala: Interview</td>
<td>Make a Timeline of an Influential Person</td>
<td>Mix it Up! Making Varied Sentences</td>
<td>Blog Template: Listicles</td>
<td>Write Your Own Blog Post</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Probability Practice</td>
<td>More probability</td>
<td>Fraction Review</td>
<td>Place Value Puzzle #2</td>
<td>Find the Average: Mean, Median, and Mode</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Focus on the Revolutionary War this week.</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td></td>
<td>Shake it up with information on plate tectonics! And, a fun design challenge: Make a Hot Air Balloon!</td>
<td></td>
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</tr>
</tbody>
</table>

**Parent/Guardian Signature: ____________________________
Text Dependent Questions for Independent Reading

Fiction Texts

• Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
• What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
• After reading a chapter, tell about the most important idea from the story. Fine one or two sentences in the text that show this important idea.
• How does the author use dialogue to tell the reader what is happening? Give an example from the text.
• If you don’t know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
• What is the tone of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
• What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
• What details in the text describe one of the characters for you?
• Is there a point in the story where things make a big change? What is it?

Nonfiction Texts

• How do the pictures in your text help you understand what you are reading? Give an example.
• How do the captions in your text help you understand what you are reading? Give an example.
• Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
• Is there a glossary in the back of the book? What word can you find that you didn’t know before? Why is that word important to understanding the book?
In 2014, Malala Yousafzai became co-recipient of the Nobel Peace Prize for her advocacy for children’s education around the world. Read about Malala's life and answer a few reflection questions.

Imagine a hypothetical interview with Malala. Use your research skills to form and answer thoughtful interview questions.

Notice the difference between vague language and vivid imagery.

Practice calculating probability.
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.


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)
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.
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.
What Sounds Better? Verbs and Adjectives

The medium of writers is language. Just as an artist uses paint, writers use words to create a vivid image in the reader’s mind. Adjectives and verbs are among the most powerful words writers can use to create images.

1. Read both paragraphs below. Which one do you think is more effective at painting a picture, A or B? ________ Why?

A
The man walked to the intersection, holding his books and folders. He stopped at the traffic light, the wind blowing his hair back from his face, and looked to the left and right waiting for the cars to come to a stop.

B
The hunched-over man shuffled to the busy intersection, cradling his books and crumpled papers. He paused at the traffic light, the wind brushing his gray hair back from his face, and peered to the left and right waiting for the buzzing cars to come to a stop.

Now go back and read them both again. This time, circle the verbs and underline the adjectives as you read.

2. What do you notice about the use of verbs and adjectives in the paragraphs?

__________________________________________________________________________

__________________________________________________________________________

3. What do you think is the most powerful phrase in this description?

__________________________________________________________________________

__________________________________________________________________________

Now you try. Pick a phrase or sentence in either of the paragraphs above and rewrite it using more descriptive verbs and adjectives.

BEFORE

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

AFTER

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Probability: Jelly Beans in a bag

Imagine that these 12 jelly beans are in the paper bag to the right.

Now let’s find the probability of picking these jelly beans from the bag!

Please write your answer as a fraction. Reduce if necessary.

Example:
What is the probability of picking a yellow jelly bean from the paper bag?

\[
\frac{3}{12} = \frac{1}{4}
\]

1. What is the probability of picking a white jelly bean?

2. What is the probability of picking a pink jelly bean?

3. What is the probability of picking a green jelly bean?

4. What color is most likely to be picked?

5. What color will you probably pick least often?

6. What is the probability of picking a jelly bean that is not yellow?

7. What is the probability of picking a jelly bean that is not green?

8. What is the probability of picking a pink or yellow jelly bean?

Bonus:

If you added 3 more green and 1 more white jelly bean to the paper bag, what is the probability of picking a green bean?
Probability

Dice Roll

Reminder: Probability is the chance that something will happen.

What is the probability of...

1.) Rolling a six-sided die and getting a 2?

2.) Rolling a six-sided die and getting a number less than 4?

3.) Rolling a six-sided die and getting a number over 2?

4.) Rolling a six-sided die and getting a 1 or a 5?

5.) Rolling two six-sided dice and getting a 5?

6.) Rolling two six-sided dice and getting a 3 and a 6?
<table>
<thead>
<tr>
<th>Reading</th>
<th>Read an excerpt of Malala's acceptance speech. Then, imagine you are a Nobel Laureate and you need to compose your very own acceptance speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Make your own timeline about any famous person.</td>
</tr>
<tr>
<td>Grammar Practice</td>
<td>Complete a Frayer Model with a word that describes Malala.</td>
</tr>
<tr>
<td>Math</td>
<td>More practice with probability!</td>
</tr>
</tbody>
</table>
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.

"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."

— Malala Yousafzai
Inspiration: Malala

The Nobel Prize is a set of six international awards in the categories of Chemistry, Literature, Peace, Physics, Physiology or Medicine, and Economics.

Imagine that you were to be awarded a Nobel Prize. Which category of Nobel prize would you want to receive, and for what cause or accomplishment?

After reading Malala Yousafzai’s speech on the previous page, imagine you have been awarded the Nobel Prize for advocacy in your chosen field. Draw a picture of yourself accepting the award, then draft an acceptance speech. What would you want to convey? Who would you want to thank? Who would you want to inspire?

""

The Nobel Prize

""

Your signature
Make a Timeline of an Influential Person

A helpful way to learn facts and important information about people is to create a timeline. As your child reads a biographical text, they can use the storyboard worksheet to draw and record important information or dates about the person. Then, they can place the dates and events in a timeline to show their understanding of important facts in chronological order. Challenge learners to support their choice of details to get them to think critically about them. This activity is perfect for studying influential people during Women’s History Month, Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, and beyond.

What You Need:

- One or two copies of the Storyboard worksheet
- Biography of someone you would like to research

What You Do:

1. Give a short description of the person your child chooses to study.
2. Have your child read a biography about the person. For younger researchers, read a picture book biography or autobiography.
3. Discuss the details of the person’s life and why they are famous or remembered.
4. Reread the book or text with your learner and have them write down notes on the Storyboard worksheet. Support your learner by allowing them to draw pictures first and then go back to add sentences.
5. Have them cut out the details and place them in a timeline. If your child did not include dates in their events, encourage them to do so now to help them place the events.
6. Review the event placements with your child. Ask them some of the following questions to get them thinking about the importance of each of the details they chose:
   - Which detail is the most important?
   - Which detail is the least important?
   - Why would you choose to add this detail over another?
   - Would this person’s life have been different if you eliminated one of their important life events?
   - How did one event impact another event?
7. Throughout all the discussions, allow your child to disregard or add different events if they choose to.
8. Ask your child to summarize the person’s life using their timeline as a reference.
9. Once they have all their finalized events in place, learners can glue the events on construction paper.

Creating timelines, whether biographical or personal, is a helpful way to organize important information. Enjoy great conversations with your researcher to help them develop critical thinking skills with this activity.

Author: Jennifer Sobalvarro
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**Storyboard**

Draw pictures and write about what you draw in this graphic organizer.

<p>| | | |</p>
<table>
<thead>
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</table>

Find worksheets, games, lessons & more at education.com/resources
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Directions: Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the Frayer Model.

Vocabulary Term:

Image Representation:

Definition:

Example:

Non-Examples:

Sentence:

Name: __________________________  Date: __________________________
Probability: The chance that something will happen.

If you and a friend are playing rock, paper, scissors...

1. What is the probability that your friend will throw a rock?

2. What is the probability that your friend will not throw paper?

Get together with a partner and play rock, paper, scissors. Play a total of 20 times and record your data.

1. How many times was rock thrown by your partner? _______
   A. What was the probability? _______ / _______

2. How many times was paper thrown by your partner? _______
   A. What was the probability? _______ / _______

3. How many times was scissors thrown by your partner? _______
   A. What was the probability? _______ / _______

4. What do these results tell you? __________________________________________
Days of the Week Probability

Answer the probability questions regarding the days of the week.

1. What is the probability of picking Friday at random?

2. What is the probability of picking a day that begins with the letter "S"?

3. What is the probability of picking a day that begins with the letter "T"?

4. What is the probability of picking a day that begins with the letter "M"?

5. What is the probability of picking a weekend day?

6. What is the probability of picking a day with 6 letters total?

MONDAY  TUESDAY  WEDNESDAY  THURSDAY  FRIDAY  SATURDAY  SUNDAY
<table>
<thead>
<tr>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Learn about three well-known products that were accidentally invented, then choose your own accidental invention to research.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Practice writing with varied sentence patterns in this story writing challenge. By mixing in simple, compound, and complex sentences, you will learn to spice up your writing.</td>
</tr>
<tr>
<td><strong>Grammar Practice</strong></td>
</tr>
<tr>
<td>Writers can create vivid imagery by being selective about the verbs and adjectives they use. Practice revising vague descriptions with more impactful verb and adjective choices.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Review for addition, subtraction, and inequality concepts with fractions.</td>
</tr>
</tbody>
</table>
Accidental Inventions

**Play-Doh**

Before World War II, many people used coal to heat their homes. But they were left with soot and grime on their walls. Joseph McVicker and his uncle, Noah McVicker, started selling a doughy material that people could use to rub the soot from their walls. However, after the war, people stopped using coal and began heating their homes with natural gas. The McVickers worried they would lose their business. But they found out that teachers were using their cleaning product as modeling clay. They decided to start marketing their product to children. They added an artificial scent to the dough to hide the cleaning smell. Then, in 1956, they started selling it at a department store in Washington, D.C. It only came in one color—white—but kids loved it. The McVickers soon became millionaires!

**Potato Chips**

In 1853, a customer at the Lake House restaurant in Saratoga Springs, New York, complained about the fried potatoes he had ordered. He said they were too thick and bland. The chef, George Crum, was insulted by the customer’s complaint. So, he decided to play a trick on the diner. He sliced his next batch of potatoes paper thin and fried them until they were crunchy. Then he over-salted them, thinking that the customer would hate it. But, his plan backfired and the picky guest loved them! They became known all over the region as “Saratoga Chips” and now they are one of the most popular snack foods around!

**Popsicles**

Frank Epperson, an 11-year-old boy from San Francisco, accidentally invented the popsicle in 1905. Back then, kids often made their own fruity drinks by mixing flavored powder and water. But one afternoon, Frank forgot about the drink he had mixed up and he left it outside overnight. It was a cold night, and when he found his cup the next morning, the drink was frozen solid around the stick he had used to mix it. Being curious, he popped it out of the cup and licked it. At first, he didn’t think it was a big deal. But 17 years later he made a batch and served them to friends. Everyone loved them! He decided to sell them at a local amusement park. When he discovered how popular they were, he applied for a patent and began making even more flavors. He called them “E ppiscles,” a combination of his name and the word icicle, and he sold them for five cents each. Eventually he changed the name to popsicles and the name stuck!
Accidental Inventions
Research It!

There have been many other accidental inventions throughout history! Here are a few:
- chocolate chip cookie
- the Slinky
- the microwave
- ice cream cones
- Post-it notes

Choose an accidental invention to research. Then, use this chart to record the information you find.

<table>
<thead>
<tr>
<th>Invention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who invented it?</td>
</tr>
<tr>
<td>When was it invented?</td>
</tr>
<tr>
<td>Where was it invented?</td>
</tr>
<tr>
<td>What was the person trying to make?</td>
</tr>
<tr>
<td>How did they discover its new use?</td>
</tr>
<tr>
<td>Why was it so successful?</td>
</tr>
</tbody>
</table>
Mix It Up! Making Varied Sentences

Make a Simple Sentence:
- It has one complete thought.
- It may have multiple subjects and predicates, and some describing words.
The hungry baby cried (verb) for the cold rice cereal.

Make a Compound Sentence:
- Has two complete thoughts (combined by a conjunction).
- Has two verbs and may also have some describing words.
The baby cried (verb) for the cold rice cereal and then she laughed (verb).

Make a Complex Sentence:
- It has one complete thought and added phrases to add description, sometimes separated by a comma.
- A complex sentence always has a subordinator (e.g., as, because, since, after, although, when) or relative pronouns (e.g., who, that, which).

Using the reminders above, create a short story that includes at least three of each kind of sentence. When done, swap stories with a partner and use a highlighter or colored pencils to identify each kind of sentence in your partner’s story.
Imagery Using Verbs and Adjectives

Vivid imagery emerges when writers are selective about the verbs and adjectives they choose. Read each description. Pay attention to the word choices and to the way that those choices help paint a picture. Then, revise the description using more vivid verbs and adjectives.

Example:

**Original:**
The child let go of his red balloon and it went into the sky.

**Rewrite:**
The small boy released his grip on the thin string of the shiny red balloon and it floated into the robin egg blue sky, shrinking by the second.

**Original:**
The girl brushed her teeth.

**Rewrite:**

---

**Original:**
The car hit the pole.

**Rewrite:**

---
Fraction Review

For each problem below, add or subtract. Show your work on another piece of paper and write your answers on the lines provided.

1) \(\frac{1}{2} - \frac{1}{4} = \) 
6) \(\frac{7}{10} - \frac{1}{2} = \) 
11) \(1\frac{10}{21} + 4\frac{5}{7} = \)

2) \(\frac{4}{8} + \frac{1}{4} = \)
7) \(\frac{3}{6} + \frac{2}{12} = \)
12) \(2\frac{7}{27} + 8\frac{5}{9} = \)

3) \(\frac{1}{3} + \frac{3}{9} = \)
8) \(\frac{4}{14} + \frac{1}{7} = \)
13) \(7\frac{4}{5} - 3\frac{8}{20} = \)

4) \(\frac{3}{5} - \frac{1}{3} = \)
9) \(\frac{1}{3} + \frac{3}{9} = \)
14) \(9\frac{8}{20} - 4\frac{2}{5} = \)

5) \(\frac{2}{3} - \frac{1}{2} = \)
10) \(\frac{4}{12} - \frac{1}{3} = \)
15) \(3\frac{1}{7} + 5\frac{12}{21} = \)

For each problem below, add or subtract fractions and then compare results. Write greater than (>), less than (<), or equal to (=).

1) \(\frac{6\frac{1}{4} - 3\frac{1}{20}}{\square} = \frac{6\frac{1}{4} - 3\frac{1}{20}}{\square} \)
4) \(\frac{3\frac{1}{4} + 3\frac{4}{6}}{\square} = \frac{2\frac{1}{2} + 3\frac{1}{2}}{\square} \)

2) \(\frac{6\frac{5}{10} + 8\frac{1}{4}}{\square} = \frac{2\frac{4}{14} + 7\frac{1}{7}}{\square} \)
5) \(\frac{9\frac{5}{6} + 5\frac{2}{3}}{\square} = \frac{8\frac{7}{9} - 4\frac{1}{3}}{\square} \)

3) \(\frac{8\frac{3}{4} - 3\frac{5}{7}}{\square} = \frac{9\frac{6}{7} - 3\frac{2}{14}}{\square} \)
6) \(\frac{5\frac{1}{4} - 1\frac{1}{8}}{\square} = \frac{3\frac{1}{2} + 5\frac{3}{6}}{\square} \)

For each problem below, find the missing factor by computing the inverse operation.

1) \(4\frac{1}{2} - \square = 2\frac{7}{8} \)
3) \(\square + 8\frac{7}{8} = 13\frac{3}{8} \)

2) \(\square + 1\frac{1}{2} = 11 \)
4) \(7\frac{5}{8} - \square = 5\frac{3}{8} \)
<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>Read a few blog posts so that you can get ideas and examples on how to write your own. Pick one and complete a Graphic Organizer for it.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Plan out your blog post using the template.</td>
</tr>
<tr>
<td><strong>Grammar Practice</strong></td>
<td>A run-on sentence can be kind of annoying for most people, but for William Shakespeare, it's a tragedy! Take a crack at correcting run-on sentences.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Hold on tight as you use math to solve this place value puzzle -- are you up to the challenge?</td>
</tr>
</tbody>
</table>
# Graphic Organizer - Author’s Purpose & Point of View

Name: ____________________________

Use the graphic organizer to organize information from the nonfiction text.

<table>
<thead>
<tr>
<th>Author’s Point</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason / Evidence</th>
<th>Reason / Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# BLOG TEMPLATE: LISTICLES

**DIRECTIONS:**
1. Complete the blog template based on your topic and tips.  
   *(Note: You do not need to fill in all 10 tips if you have fewer in mind.)*
2. Type up your completed blog post, or the column on the right.
3. Publish your blog post after input from an adult.

---

**Topic Brainstorm:** What is the main argument of the blog?

| Title: How many points will you make in the blog?  
(Example: "5 Reasons to Read a Book Everyday") |
|------------------------------------------------|
| Hook: Why should readers care about your blog?  
Include a personal story, something funny that happened, a quote from someone influential, or data from research you did. |
| Tip: What point or suggestion will you make?  
Why should readers care about the tip? |
| Tip: What point or suggestion will you make?  
Why should readers care about the tip? |

---

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<table>
<thead>
<tr>
<th>Tip: What point or suggestion will you make?</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Tip: What point or suggestion will you make?</td>
<td>4.</td>
</tr>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Tip: What point or suggestion will you make?</td>
<td>5.</td>
</tr>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Tip: What point or suggestion will you make?</td>
<td>6.</td>
</tr>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Tip: What point or suggestion will you make?</td>
<td>7.</td>
</tr>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
</tbody>
</table>
## Blog Template: Listicles

<table>
<thead>
<tr>
<th>Tip: What point or suggestion will you make?</th>
<th>8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Tip: What point or suggestion will you make?</td>
<td>9.</td>
</tr>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Tip: What point or suggestion will you make?</td>
<td>10.</td>
</tr>
<tr>
<td>Why should readers care about the tip?</td>
<td></td>
</tr>
<tr>
<td>Closing: So what?</td>
<td></td>
</tr>
<tr>
<td>Summarize the topic or offer suggestions on additional resources to consult.</td>
<td></td>
</tr>
<tr>
<td>Author: Who are you and what are your interests?</td>
<td></td>
</tr>
<tr>
<td>Write 2-4 sentences about yourself.</td>
<td></td>
</tr>
</tbody>
</table>

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“Fine, if Ethan gets to go somewhere of his choosing, I get to pick next,” said The Professor. “It’s time I visited an old friend…Mr. William Shakespeare.”

“How goes it, Shakes?” said The Professor as he entered the Globe Theatre.

“Terrible!” he said with a flourish. “My lines are just too long. My actors are running out of breath! Here, can you take a look at some of my drafts? I’d love to know what you think.”

Shakespeare is considered to be one of the greatest writers that ever lived. Over the course of his career, he wrote several plays, many of which are still performed today, and classic poems as well.

A run-on sentence is a sentence that contains too much information and often has too many subjects and predicates. Help Shakespeare divide these run-on sentences into multiple sentences.

**EXAMPLE**

Oh, Romeo, Romeo, wherefore art thou Romeo? Deny your father and refuse your name, but if you don’t, make sure you swear your love to me, and I’ll no longer be a Capulet.

Oh, Romeo, Romeo! Wherefore art thou, Romeo? Deny your father and refuse your name. If you don’t, make sure you swear your love to me. If you can do that, I’ll no longer be a Capulet.
1. If we actors have offended, just think this, and all is mended: that you have but slumbered here while we actors did appear, and this weak and idle scene is nothing more than just a dream.

2. All the world’s a stage, and all the men and women merely players, because each person has their exits and their entrances, and in one lifetime, a person plays many different parts—approximately seven different ones.

3. We few, we happy few, we band of brothers—for any man that fights with me today shall become my brother, no matter who he is, and gentlemen in England will curse themselves for not being here in battle with us today, because we are about to fight one of the greatest battles in history.
4. What's in a name? That which we call a rose, by any other name, would smell as sweet, so Romeo, even if he were not named Romeo, would still be just as perfect.

5. Therefore, since brevity is the soul of wit, and since dragging things out never helps, I'll keep it brief: your son is mad.
Place Value Puzzle

Read each clue to help you figure out the eight-digit number.

1. Multiply the sum of 1 and 2 by 3 and write your answer in the tens place.
2. Divide the number of days in November by the number of week days and write your answer in the ones place.
3. Subtract a half dozen by a dozen and write your answer in the ten thousands place.
4. Add your three answers together and subtract 13. Write your answer in the tenths place.
5. Add the number of hours in a day to the number in the ones place and divide by 10. Write your answer in the hundred thousands place.
6. Add the number in the tens place and 11. Subtract the sum of the number in the ones and tens place from the result. Write your answer in the hundredths place.
7. Add the number of months in a year to the number of minutes in an hour. Divide that number by the number in the tenths place. Write your answer in the hundreds place.
8. Multiply the number in the ones place by itself and divide the answer by 18. Write your answer in the thousands place.
<table>
<thead>
<tr>
<th>Reading</th>
<th>Learn how to use quotations in your writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Write your blog post using the research and planning you did earlier.</td>
</tr>
<tr>
<td>Grammar Practice</td>
<td>See how much you know about parts of speech, subject-verb agreement, sentence structure, and more.</td>
</tr>
<tr>
<td>Math</td>
<td>In statistics, there are three kinds of averages: mean, median, and mode. Find the value of each average for a variety of data sets.</td>
</tr>
</tbody>
</table>
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.”

2. 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”
**5th Grade**

**Mixed Grammar Review**

### Parts of Speech

Choose the correct part of speech for the underlined word in each sentence below.

<table>
<thead>
<tr>
<th>Charles jumped over the puddle.</th>
<th>Mom went to the store for milk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. noun</td>
<td>a. preposition</td>
</tr>
<tr>
<td>b. verb</td>
<td>b. adverb</td>
</tr>
<tr>
<td>c. adjective</td>
<td>c. noun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I love mint ice cream.</th>
<th>Kim left her umbrella by the door.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. adverb</td>
<td>a. preposition</td>
</tr>
<tr>
<td>b. adjective</td>
<td>b. verb</td>
</tr>
<tr>
<td>c. preposition</td>
<td>c. pronoun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Glo ate his lunch quickly.</th>
<th>Is she coming over after school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. verb</td>
<td>a. pronoun</td>
</tr>
<tr>
<td>b. adjective</td>
<td>b. noun</td>
</tr>
<tr>
<td>c. adverb</td>
<td>c. preposition</td>
</tr>
</tbody>
</table>

### Write the correct article (a, an, the) to complete each sentence.

<table>
<thead>
<tr>
<th>Just grab ____________ first towel you see.</th>
<th>Mark has ____________ aunt named Mary.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Katy has ____________ interest in science.</th>
<th>Uma ate ____________ banana yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Verb Tense

Write the correct form of the verb to complete each sentence. Then circle the tense.

<table>
<thead>
<tr>
<th>Tomorrow, I __________________________ the rest of the book. (read)</th>
</tr>
</thead>
<tbody>
<tr>
<td>past present future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Xavier __________________________ to the park yesterday. (go)</th>
</tr>
</thead>
<tbody>
<tr>
<td>past present future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The dog __________________________ a squirrel and barks. (see)</th>
</tr>
</thead>
<tbody>
<tr>
<td>past present future</td>
</tr>
</tbody>
</table>
# 5th Grade

## Mixed Grammar Review

### Subject-Verb Agreement

*Underline the subject and circle the verb in each sentence.*

<table>
<thead>
<tr>
<th>Patricia knows how to divide fractions.</th>
<th>Liam and I love collecting shells.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bear ran towards us.</td>
<td>When it rains, he always uses his umbrella.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Zion and Jay plays soccer.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The bird sing a pretty song.</td>
<td></td>
</tr>
<tr>
<td>We talks with our friends every day.</td>
<td></td>
</tr>
</tbody>
</table>

### Sentence Structure

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

<table>
<thead>
<tr>
<th>We went to the park, but Leah wasn’t there.</th>
<th>simple complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan and Tony play football together every afternoon.</td>
<td>simple complex</td>
</tr>
<tr>
<td>When I feel sick, I don’t go to school.</td>
<td>simple complex</td>
</tr>
</tbody>
</table>

*Write a compound sentence and underline the conjunction you use.*
### 5th Grade
### Mixed Grammar Review

#### Punctuation
*Add the missing punctuation to each sentence.*

<table>
<thead>
<tr>
<th>Meg ate an apple a sandwich and cheese.</th>
<th>Jake said, Let's go play ball!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Dad still at work</td>
<td>My cousin Astrid is a great artist.</td>
</tr>
<tr>
<td>Lauryn doesn't want to go to the movies.</td>
<td>I'll do my homework after school</td>
</tr>
<tr>
<td>Where were you? asked Leo.</td>
<td>The cat's bell is so shiny.</td>
</tr>
</tbody>
</table>

#### Capitalization
*Underline the letters that should be capitalized in each sentence.*

<table>
<thead>
<tr>
<th>My favorite book is the very hungry caterpillar.</th>
<th>catch the ball!</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher called on karen.</td>
<td>She lives on green street in Reno, Nevada.</td>
</tr>
<tr>
<td>I'm going to visit uncle Joe, not my other uncle.</td>
<td>The President of the United States is here.</td>
</tr>
<tr>
<td>Have you ever seen the movie “Toy Story”?</td>
<td>let's eat at the cafe.</td>
</tr>
</tbody>
</table>

#### Common Homophones
*Choose the correct homophone to complete each sentence.*

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

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