

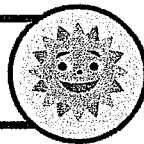
Fourth Girls

Ready for 5th gr.

Name _____

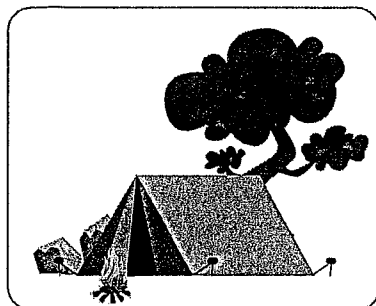


Camping Homophones



Name: _____

Date: _____

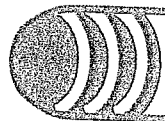


Laura wrote a personal narrative about her family's summer camping trip, but she mixed up the homophones.

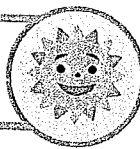
Directions: Read through her story and write the correct form of each homophone on the lines provided. Remember: A homophone is a word that sounds the same as another word, but it is spelled differently and has a different meaning, like here and hear.

Example: I thought I new KNEW everything about nature, but I was surprised when I stepped in a patch of poison oak!

In June, I went camping with my family. We had two _____ drive for two hours
threw _____ the mountains to get to our sight _____ at the campground.
When we finally arrived, we set up are _____ tents and then started exploring. My
brother found six pinecones, but I only found won _____. When it was time for dinner,
we cooked hot dogs over the fire and roasted marshmallows to _____. Then, we told
ghost stories while we sat buy _____ the fire. My dad told a story about a giant man-eat-
ing bare _____. I was so scared! I thought I herd _____ growling in the
woulds _____, but my mom said it was just my stomach. That night, I couldn't sleep at
all, even though my caught _____ was comfortable. In the morning, the
whether _____ was cold and windy, so we decided to pack up and drive home.
Luckily, we got home before it started to reign _____!



Practice with Commas



Name: _____

Date: _____

There are three main ways to use commas.

- **To separate words in a list or series:**
popsicles, ice cream, and shaved ice
- **To separate a word or phrase at the beginning from the rest of the sentence:**
Yes, I love swimming.
- **To set a person apart from the rest of a sentence:**
Tim, did you have a nice summer?

Add commas where needed to the sentences below. Hint: If you're stuck, read the sentence aloud and insert a comma wherever you pause.

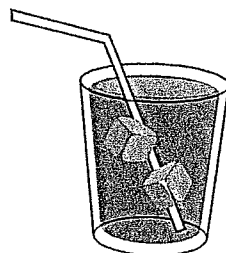
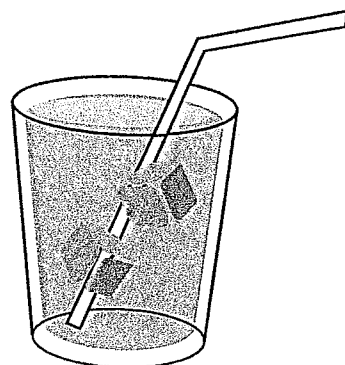
1. Hannah would you like some lemonade?

2. I don't like swimming at the beach but I do like the pool.

3. I brought watermelon chips and salad to the picnic.

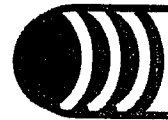
4. Hey it's hot out there!

5. I need to bring sunscreen goggles and a swimsuit to the pool party.

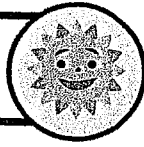


Read the paragraph below. Add commas where they are necessary.

In the summer I love going to the beach. First I apply sunscreen. I pack a bag with snacks floaties towels and sand toys. I put on my favorite swimsuit hat and sunglasses. Then I ride my bike to the beach. I don't like to go when it's crowded so I try to get there early. At the end of the day I am always covered in sand!



Look Who's Talking



Name: _____

Date: _____

Directions: Add punctuation to the sentences below.

Remember: Quotation marks only go around the talking part (the words that are coming out of a person's mouth). You need to use a comma to separate the talking part from the non-talking part.

Example: The waiter asked What would you like for dinner?
The waiter asked, "What would you like for dinner?"

1. Jacob said I'd like a triple fudge sundae, please.

2. No ice cream for dinner! scolded Grandma Lou.

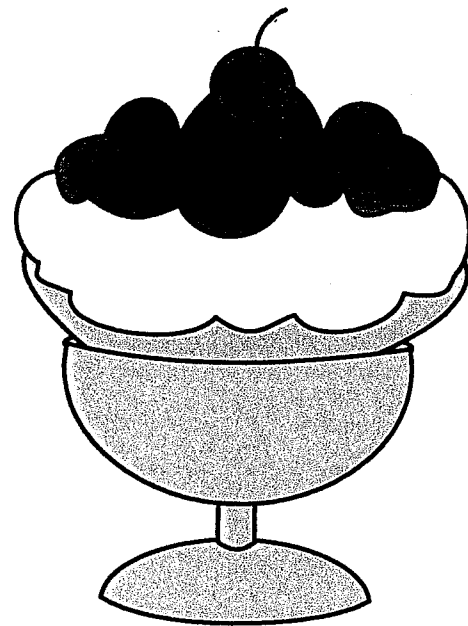
3. The chicken is very good suggested the waiter.

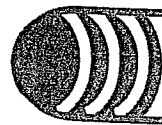
4. I'll have a slice of chocolate cake replied Jacob.

5. Oh alright sighed grandma.

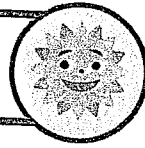
6. The waiter said I'll bring it right away.

7. Jacob exclaimed This is the best birthday ever!





Review: Synonyms and Antonyms



Name: _____

Date: _____

A) Draw a line to match each word to its **synonym** (a word with the same or similar meaning) and **antonym** (a word with the opposite meaning).

Synonym

assemble
anxious
hilarious
scorching
sluggish
significant

funny
slow
build
nervous
important
hot

Antonym

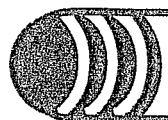
trivial
boring
rapid
demolish
frigid
fearless

B) Write three **synonyms** for each of the words below.

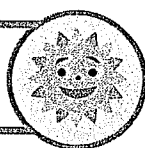
good	fantastic		
happy			
fantastic			

C) Fill in the blanks with **antonyms** to complete the story.

On Wednesday, Henry arrived at school and discovered it was opposite day! Everything in his classroom was totally *normal* **wacky**. All the lights were *on* _____, so the room was *bright* _____. His teacher handed out pencils, but they were all *sharp* _____. At recess, his friends _____ were playing tag. Everyone was *running* _____ around and *yelling* _____. "You're it!" Henry started to feel *brave* _____ when he saw that the *smallest* _____ kid in school was running straight towards him! Later, at lunch, Henry's macaroni surprise was served *hot* _____ and his milk was *cold* _____. Henry was *disappointed* _____ when the school day finally *began* _____.



Review: Metaphors and Similes



Name: _____

Date: _____

A metaphor is a figure of speech that describes something using a word or phrase that is not literal.

Example:

The ocean is an endless pane of smooth glass.

A simile is a type of metaphor that compares two unlike things using the word like or as.

Example:

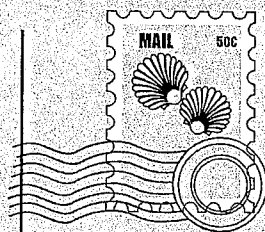
The ocean is as smooth as glass.

The ocean is like an endless pane of smooth glass.

Directions: Read the postcard below. Underline the metaphors in blue and the similes in red.

Dear Katherine,

I'm having a great vacation! The sand is as yellow as butter and warm as toast. I spend most days relaxing with a book in hand. I am a lazy cat, stretched out in the sun. But, in the afternoon, when the sun shines down like a fiery torch, I like to cool off in the water. As I swim, the ocean is a mirror of the sky. The clouds are like soft pillows, floating above like birds in the wind and the fish are brightly painted canvases, darting through the water like hurried shoppers in a big city. I have collected some beautiful seashells for you; they glisten like the deep, dark shine of a doe's eyes. I hate to leave -- this island is a dream! But I will be glad to see you again.



Katherine Vo
123 Main St.
Oakland, CA

Your friend,
Paulo

Directions: Write your own similes and metaphors to describe each of the things listed below

Metaphors

1. summer _____

2. sailboat _____

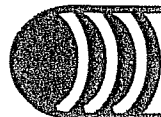
3. lemonade _____

Similes

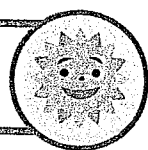
1. pizza _____

2. palm tree _____

3. frisbee _____



Prefix Practice



Name: _____

Date: _____

A **prefix** is attached at the beginning of a word and changes that word's original definition.

ANTI GRAVITY

prefix root word

prefix	meaning	prefix	meaning
in	not	semi	half
dis	the opposite of	fore	before
re	again	mid	middle
anti	against	mis	wrong
de	the opposite of	in	opposite
inter	between	pre	before

Example: Please defrost the chicken and reheat the leftover potatoes for dinner.

defrost: thaw; the opposite of frozen

reheat: heat or warm again

Read the sentences below. Find the words that contain prefixes. Circle each prefix and write its definition on the line below each sentence. Use the above chart and a dictionary as reference.

1. According to the weather forecast, there will be midday showers today.

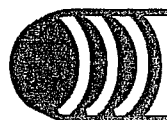
2. Terran was disappointed when his team lost in the semifinals.

3. The doctor prescribed a course of antibiotics to combat Joe's ear infection.

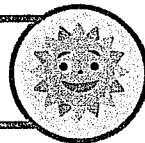
4. Kayla made a mistake on her math homework and her answer was incorrect.

5. It was hard to decipher Zoe's handwriting, so her teacher asked her to rewrite her essay.

6. My mom is unhappy when I interrupt her phone calls to ask for snacks.



Suffix Search



Name: _____

Date: _____

A suffix is a letter or group of letters placed at the end of a base word to change the meaning of that word.

COLOR	FUL
root word	suffix

suffix	meaning	suffix	meaning
ist	one skilled in	ish	of the nature of
able	able to be	ous	full of
tion	art of	er	one who does
ful	full of	hood	state of being
al	pertaining to	ward	in the direction of
like	similar to	ness	quality of
ible	able to be	ment	act or process of

Example: The geologist was overcome with happiness when he discovered a rare stone.

geologist: one skilled in geology happiness: quality of being happy

Read the sentences below. Find the words that contain suffixes. Circle each suffix and write its definition on the line below each sentence. Use the above chart and a dictionary as reference.

1. It would be selfish to keep this bountiful garden hidden.

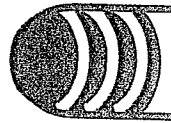
2. The curious kitten was unable to resist the red laser beam.

3. "Onward!" shouted Luke during a strenuous hike.

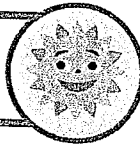
4. After some national debate, California gained its statehood in 1850.

5. Mia is the lead singer and guitarist for her band, The Dreadful Dames.

6. In a burst of excitement, Pete yelled, "This movie is incredible!"



Vocabulary Crossword Puzzle



Name: _____

Date: _____

Prepare for 5th grade by learning some new vocabulary! Use a dictionary as a reference to solve this crossword puzzle.

Across

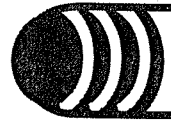
- 2 to hint at something without saying it
- 4 pity and concern for the misfortune of others
- 6 a planned movement or strategy
- 7 one's surroundings
- 8 related to courts and the law
- 10 from the very distant past
- 11 to use less of something in order to save it
- 13 a leader who has total control
- 14 of great importance, must be completed in a timely manner
- 15 to decode or make sense of
- 16 undecided, "on the fence"

Down

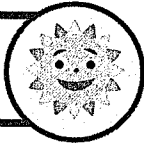
- 1 to make a period of time longer
- 3 something completed successfully
- 5 to bargain with another person
- 9 to make a claim
- 10 came into possession of
- 12 heroic
- 13 to trick someone or lie to someone on purpose

Word Box

achievement
 acquired
 ancient prolong
 assert
 compassion
 conserve
 dictator urgent
 environment
 deceive
 imply valiant
 judicial
 maneuver
 neutral
 negotiate



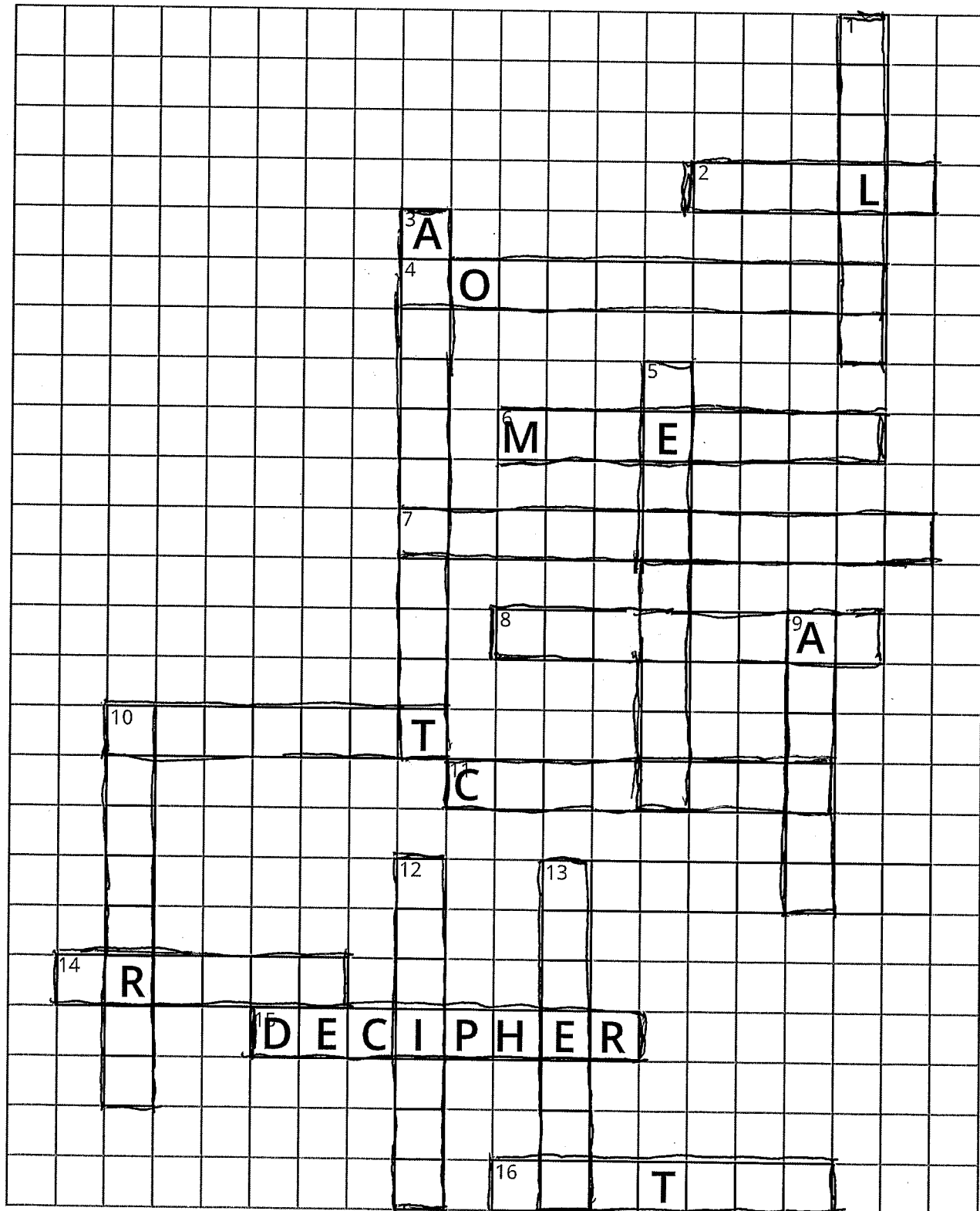
Vocabulary Crossword Puzzle

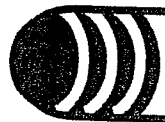


Name: _____

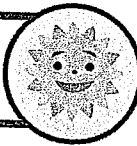
Date: _____

Prepare for 5th grade by learning some new vocabulary! Use a dictionary as a reference to solve this crossword puzzle.





How the Monkey Became a Trickster



Name: _____

Date: _____

A Brazilian Fairy Tale by ELSIE SPICER EELLS



Once upon a time there was a beautiful garden in which grew all sorts of fruits. Many beasts lived in the garden and they were permitted to eat of the fruits whenever they wished. But they were asked to observe one rule. They must make a low, polite bow to the fruit tree, call it by its name, and say, "Please give me a taste of your fruit." They had to be very careful to remember the tree's correct name and not to forget to say "please." It was also very important that they should remember not to be greedy. They must always leave plenty of fruit for the other beasts who might pass that way, and plenty to adorn the tree itself and to furnish seed so that other trees might grow. If they wished to eat figs they had to say, "O, fig tree, O, fig tree, please give me a taste of your fruit;" or, if they wished to eat oranges they had to say, "O, orange tree, O, orange tree, please give me a taste of your fruit."

In one corner of the garden grew the most splendid tree of all. It was tall and beautiful and the rosy-cheeked fruit upon its wide spreading branches looked wonderfully tempting. No beast had ever tasted of that fruit, for no beast could ever remember its name.

In a tiny house near the edge of the garden dwelt a little old woman who knew the names of all the fruit trees which grew in the garden. The beasts often went to her and asked the name of the wonderful fruit tree, but the tree was so far distant from the tiny house of the little old woman that no beast could ever remember the long, hard name by the time he reached the fruit tree.

At last the monkey thought of a trick. He went to the tiny house of the little old woman, carrying his guitar under his arm. When she told him the long hard name of the wonderful fruit tree he made up a little tune to it, all his own, and sang it over and over again all the way from the tiny house of the little old woman to the corner of the garden where the wonderful fruit tree grew.

At last he reached the corner of the garden where the wonderful fruit tree grew. He had never seen it look so beautiful. The rosy-cheeked fruit glowed in the bright sunlight. The monkey could hardly wait to make his bow, say the long hard name over twice and ask for the fruit with a "please." What a beautiful color and what a delicious odor that fruit had! The monkey had never in all his life been so near to anything which smelled so good. He took a big bite. What a face he made! That beautiful sweet smelling fruit was bitter and sour, and it had a nasty taste. He threw it away from him as far as he could.

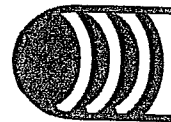
The monkey never forgot the tree's long hard name and the little tune he had sung. Nor did he forget how the fruit tasted. He never took a bite of it again; but, after that, his favorite trick was to treat the other beasts to the wonderful fruit just to see them make faces when they tasted it.

Daw a line from the word to its meaning.

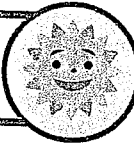
- | | |
|--------------|------------------|
| 1. permitted | follow or comply |
| 2. observe | smell |
| 3. tempting | allowed |
| 4. odor | inviting |

Write the best word in the blank to complete the sentence: *permitted, observe, tempting, odor*

- The skunk's _____ was unbearable.
- Parking is _____ on Sundays.
- The candy in the shop window is _____.
- My teacher insisted that I _____ the school rules.



First Day of School: Cause and Effect



Name: _____

Date: _____

As you read the story below, think about cause and effect. Underline examples of cause and circle examples of effect. Then fill out the T-chart with the examples of cause and effect you identified in the story.

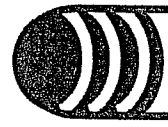
REMEMBER: **Cause** is the thing that makes something else happen. **Effect** is the thing that happens.

I woke up with a start. Something was beeping loudly in my ear. I stretched my arm out, and groggily pushed the snooze button on my alarm clock. "Why does school start so early?" I mumbled into my pillow before slowly drifting back to sleep. Twenty minutes later, my mom rushed into my room. "What are you doing in bed?" she screeched. "You're going to be late for your first day of school!" My eyes snapped open. It was the first day of school! I jumped out of bed and bolted to my closet where I grabbed some clothes and hastily put them on. I snatched my backpack from the chair by the front door before running towards the bus stop. But as I approached the bus stop, I saw it pulling away from the curb. I groaned as I watched it disappear down the street. Now I would have to walk to school.

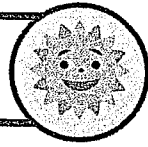
I decided to take a shortcut through Mr. Henry's field, even though there was a big fence and a sign that said "NO TRESPASSING" in big red letters. I looked around to see if Mr. Henry was out before jumping over the fence. But, as I jumped, my backpack got caught in the wire barbs that lined the top of the fence. I tugged with all my might, trying to get it free, but it was no use, it was stuck. I would have to leave it and come back for it after school. I jogged across the field, hoping Mr. Henry wouldn't see me and ducked through the gate on the other side.

Phew! I saw school just ahead now! I continued jogging, and reached the front steps just as the first bell rang. I breathed a sigh of relief and swung open the front door. As I walked inside, I heard a burst of laughter. I saw a group of kids pointing at me and another group just staring with their mouths agape. "What is it now?" I wondered, looking down at my shoes. That's when I noticed it -- I wasn't wearing shoes! My mismatched socks were covered in straw from my shortcut through the field. Embarrassed, I quickly ran towards my classroom, but my socks were slippery on the tile floor and I fell, SPLAT! right onto my back.

"This is the worst day ever!" I muttered, lying on the floor. Just as I thought I should give up and go home, my best friend Mayra spotted me. She ran over and helped me up. "Looks like it was a rough morning," she chuckled. I nodded glumly. "I have some extra shoes in my locker," she offered. Within minutes, I was wearing shoes and my day was looking much brighter.



First Day of School: Cause and Effect

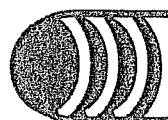


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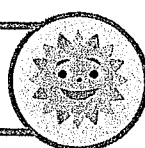
Date: _____

Example: Something was beeping loudly in my ear ---> I woke up with a start
(cause) (effect)

Cause	Effect



Think about Theme



Name: _____

Date: _____

In literature, the **theme** is the main idea or moral of a story. Typically, the theme of a story conveys a message or lesson about life. The theme is generally not stated outright, but rather represented by the story's characters and their actions, as well as symbols and motifs.

Directions: Read the story and answer the questions that follow.



The Golden Nugget

Once upon a time many, many years ago, there lived in China two friends named Ki-wu and Pao-shu. These two young men were always together. No cross words passed between them; no unkind thoughts marred their friendship.

It was a bright beautiful day in early spring when Ki-wu and Pao-shu set out for a stroll together, for they were tired of the city and its noises. "Let us go into the heart of the pine forest," said Ki-wu lightly. "There we can forget the cares that worry us; there we can breathe the sweetness of the flowers and lie on the moss-covered ground."

"Good!" said Pao-shu, "I, too, am tired. The forest is the place for rest." For many an hour they rambled on, talking and laughing merrily; when suddenly on passing round a clump of flower-covered bushes, they saw shining in the pathway directly in front of them a lump of gold. "Look!" said both, speaking at the same time, and pointing toward the treasure.

Ki-wu, stooping, picked up the nugget. It was nearly as large as a lemon, and was very pretty. "It is yours, my dear friend," said he, at the same time handing it to Pao-shu; "yours because you saw it first."

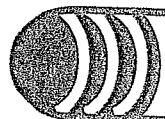
"No, no," answered Pao-shu, "you are wrong, my brother, for you were first to speak." Thus they joked for some minutes, each refusing to take the treasure for himself; each insisting that it belonged to the other. At last, the chunk of gold was dropped in the very spot where they had first spied it, and the two comrades went away, each happy because he loved his friend better than anything else in the world. Thus they turned their backs on any chance of quarrelling.

"It was not for gold that we left the city," exclaimed Ki-wu warmly.

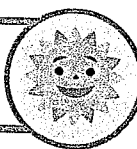
"No," replied his friend, "One day in this forest is worth a thousand nuggets."

When they reached the spring they were sorry to find the place already occupied. A countryman was stretched at full length on the ground. "Wake up, fellow!" cried Pao-shu, "there is money for you near by. Up yonder path a golden apple is waiting for some man to go and pick it up." Then they described to the stranger the exact spot where the treasure was, and were delighted to see him set out in eager search.

For an hour they enjoyed each other's company, talking of all the hopes and ambitions of their future, and listening to the music of the birds that hopped about on the branches overhead. At last they were startled by the angry voice of the man who had gone after the nugget. "What trick is this you have played on me, masters? Why do you make a poor man like me run his legs off for nothing on a hot day?"



Think about Theme



Name: _____

Date: _____

"What do you mean, fellow?" asked Ki-wu, astonished. "Did you not find the gold we told you about?"

"No," he answered, in a tone of half-hidden rage, "but in its place a monster snake, which I cut in two with my blade."

"We thought we were doing you a favor. Come, Pao-shu, let us go back and have a look at this wonderful snake that has been hiding in a chunk of gold." Laughing merrily, the two companions left the countryman and turned back in search of the nugget.

"If I am not mistaken," said Ki-wu, "the gold lies beyond that fallen tree."

"Quite true; we shall soon see the dead snake."

Quickly they crossed the remaining stretch of pathway, with their eyes fixed intently on the ground. Arriving at the spot where they had left the shining treasure, what was their surprise to see, not the lump of gold, not the dead snake described by the idler, but, instead, two beautiful golden nuggets, each larger than the one they had seen at first.

Each friend picked up one of these treasures and handed it joyfully to his companion.

"At last the fairies have rewarded you for your unselfishness!" said Ki-wu.

"Yes," answered Pao-shu, "by granting me a chance to give you your deserts."

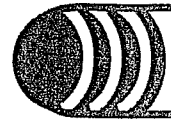
Answer the questions below.

1. What moral or lesson is illustrated in the story of the golden nugget? _____

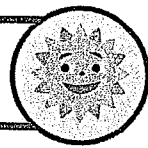
2. List two examples from the story that show the moral. _____

3. Use one word to describe the moral of the story: _____ This is the **theme**.

4. Describe a time that you experienced this theme in your own life. _____



Three Sentence Summary



Name: _____

Date: _____

Directions: Read the story. Then, complete the questions below. Remember, a **summary** is a brief statement that tells the main ideas of a text.

It was a warm summer evening, and Georgia was riding her bike with her best friend Jenny. It was beginning to get dark, and Georgia knew her dad would worry if she stayed out much longer. "We should head back," she suggested to Jenny, "we can ride again tomorrow."

"Oh, come on!" said Jenny, "Let's ride a little farther. We're almost to the old pond. I want to see the fireflies!" She giggled and rode off without waiting for Georgia's reply.

"Wait!" shouted Georgia, "You can't go alone!" She jumped back on her bike and quickly sped after Jenny, who was already a speck in the distance.

Georgia pedaled faster, trying to keep up with Jenny. It was so dark now that Georgia could barely see the trail. She thought of her dad at home, who would surely be out looking for her. She frowned, thinking how upset he would be that she wasn't home, but she continued riding. She knew Jenny was a strong bicyclist, but she never paid attention to her surroundings and had a knack for getting lost. Georgia was slower, but always knew the way home.

Suddenly, Georgia gasped. She saw Jenny lying on the trail up ahead. "Jenny, are you okay?" she asked, jumping off her bike and kneeling next to her friend.

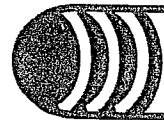
"You were right," Jenny sobbed, clutching her knee. "It was too dark on the trail and I didn't see that pothole until it was too late. I cut my knee when I fell, but I think I can still ride home."

Georgia helped Jenny get back on her bike and said, "Let's stick together this time. I know a shortcut."

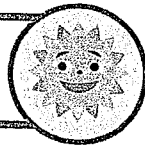
Georgia arrived home and found her dad outside with a flashlight. "Where have you been?" He asked, pointing the light towards her. "I was worried sick!"

She squinted into the bright light and explained that Jenny had gotten hurt. "It won't happen again," she promised, giving her dad a reassuring hug.

"Good," her dad hugged her back, "now let's go eat dinner!"



Three Sentence Summary



Name: _____

Date: _____

Somebody: Who is the main character?

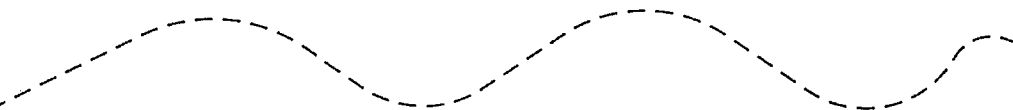
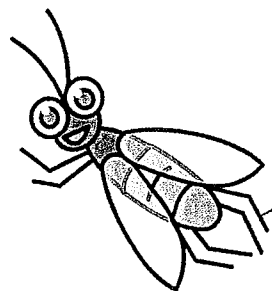
Wanted: What did the main character want?

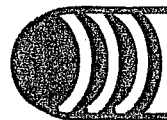
But: What was the problem?

So: How did the character try to solve the problem?

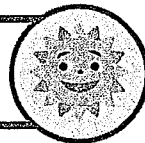
Then: What was the resolution?

Now, write a three sentence summary using your answers and the **key words** above.





Making Inferences



Name: _____

Date: _____

When you use clues and reasoning to figure out what is going on in a story, especially something that is not explicitly stated, you are making an inference.

Example:

Scene: The bats flew from the barn and across the dim field of corn.

Inference: Bats usually come out at night, so it is probably night time.

Directions: Read the scenes below and use the clues to answer the questions that follow.

The sun shone brightly, warming the cool earth. Tiny worms poked their heads from the dirt, and one tiny yellow crocus opened its petals. All around, dew sparkled, so that the grass resembled a vast field of diamonds. The budding trees rustled gently in the light breeze, and birds sang cheerfully high in their branches. A lone bee hummed lazily around the patch of lavender where Winston had carelessly left his shoes the day before.

1. What time of day is it? (a) morning (b) afternoon (c) night
2. What season is it? (a) winter (b) spring (c) summer (d) fall
3. What is a crocus? (a) a bicycle (b) a ball (c) a flower (d) a tree
4. Who is Winston? (a) a dog (b) a bee (c) a child

Jeff wiped tears from his eyes as he pulled himself up to his feet. He brushed off his bruised knees and checked his helmet for signs of damage. Seeing none, he pulled his bicycle from the patch of thorns, and frowned at the deep scratches that marred its once shiny paint. Taking a deep breath, he got back on the bicycle and cautiously rode in a circle to get his bearings. Finally, he straightened up and rode off, with his feet firmly on his pedals and his face set in determination.

1. What happened to Jeff? _____
2. What does the word marred mean? (a) removed (b) scarred (c) brightened

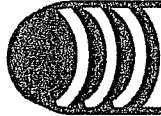
• Using context clues in the two stories above, determine the meaning of the homophones:

petal _____ **pedal** _____

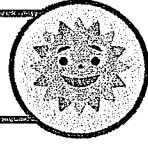
• How do these two similar lines help set a different feeling for the two scenes described above?

patch of lavender _____

patch of thorns _____



How to Write Dialogue



Name: _____

Date: _____

Dialogue is when two or more characters in a story speak to each other. Choose one of the situations below and write dialogue between two speakers. Go back and forth so each speaker has at least six turns.

Situations

- Two animals at the zoo are talking about the human visitors who are looking at them.
- Someone is trying to convince their mom to let them have a sleepover with a friend.
- Two friends are discussing a movie they watched together at the theater.

There are two ways to indicate who is speaking.

(A) Say their names

OR

(B) Start a new paragraph each time a different person starts speaking.

Examples

(A) "Hey, Noah!" shouted Bianca, "Come sit with us!"
Noah jogged over and asked, "What are you eating?"

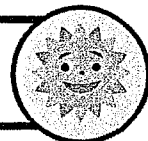
(B) "Hawaiian pizza with olives, my favorite."
"Gross! I only like pepperoni."

Punctuation Reminder!
Remember to put everything people say in quotation marks. Question marks and periods go inside the quotation marks too.

Now it's your turn!



Place Value Scramble



Name: _____

Date: _____

Using the numbers in the number bank, create different six-digit numbers based on each of the place value clues below.

Number Bank

6 3 5 9 4 1

1. What is the smallest six-digit number you can make?

____ _ , ____ _

2. What is the largest six-digit number you can make?

____ _ , ____ _

3. What is the smallest six-digit number you can make that has 4 in the tens place?

____ _ , ____ _

4. What is the largest six-digit number you can make that has 1 in the thousands place?

____ _ , ____ _

5. What is the smallest six-digit number you can make that is divisible by five?

____ _ , ____ _

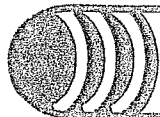
6. What is the largest six-digit number you can make that ends in an even number?

____ _ , ____ _

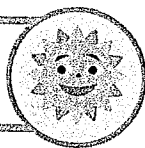
7. Use the number you wrote in problem 6 to answer the following questions.

a. Circle the digit in the ten thousands place.

b. Write the number in expanded form.



Beachy Word Problems



Name: _____

Date: _____

Solve the word problems. Be sure to show your work.

1. Peter and Prunella were collecting seashells on the beach. They found 193 sand dollars, 284 mussel shells, and 367 oyster shells. When they got home, they discovered that 54 sand dollars, 106 mussel shells, and 139 oyster shells were broken. How many of the shells were unbroken?



2. Prunella gathered 5 baskets of shells. Each basket contained 50 shells. She gave 48 shells to Peter, 19 shells to her mother, and 72 shells to her cousin, Petunia. How many shells did Prunella have left?



3. Last week, Peter found 241 sand dollars, 106 sea snail shells, and 82 mini conch shells. This week, he found 165 sand dollars, 319 sea snail shells, and 24 mini conch shells. During which week did Peter find more shells? How many more?

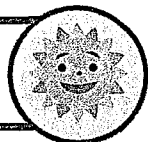


4. On Saturday morning, Peter and Prunella arrived at the annual beach clean up event at 9:00. They spent 53 minutes picking up trash and 27 minutes raking sand. If the event ends at 10:30, how many minutes do they have left to make signs that read "keep our beach clean"?





Calculating Area at the Zoo

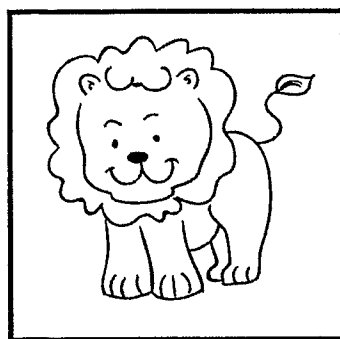


Name: _____

Date: _____

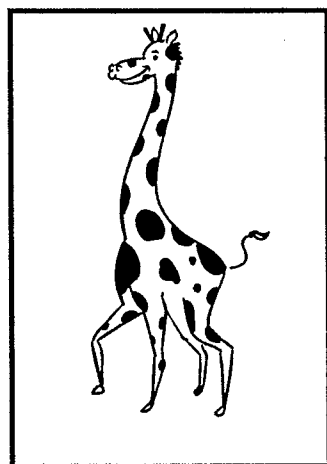
Find the area of each animal enclosure at the zoo. **Remember:** Area= Length x Width

53 ft.



38 ft.

24 ft.

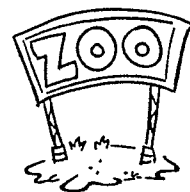
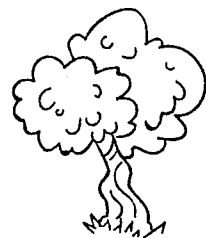


19 ft.



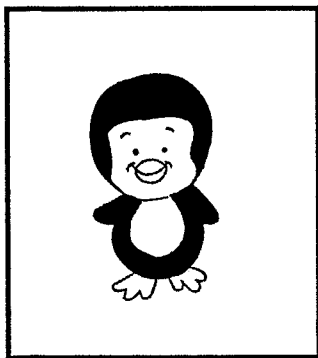
19 ft.

97 ft.



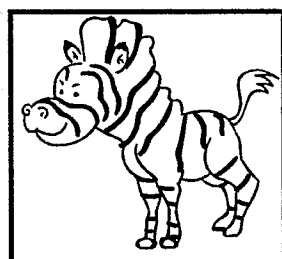
72 ft.

16 ft.

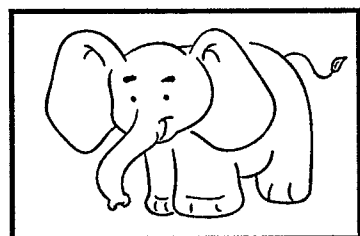


59 ft.

31 ft.

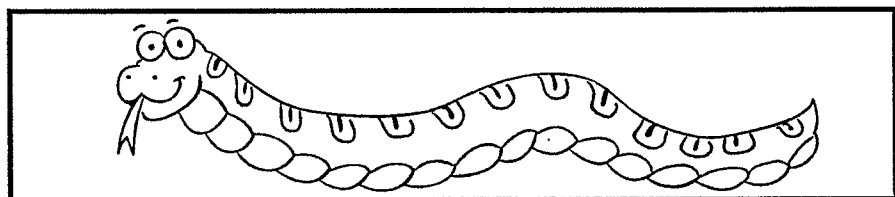


31 ft.



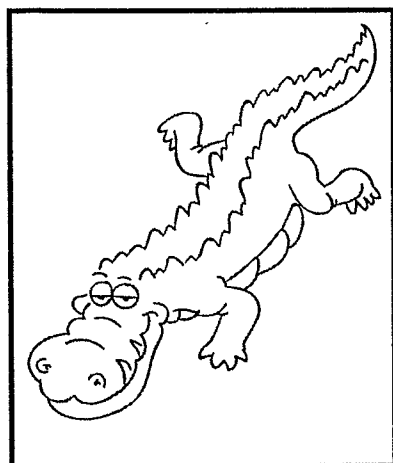
47 ft.

84 ft.



12 ft.

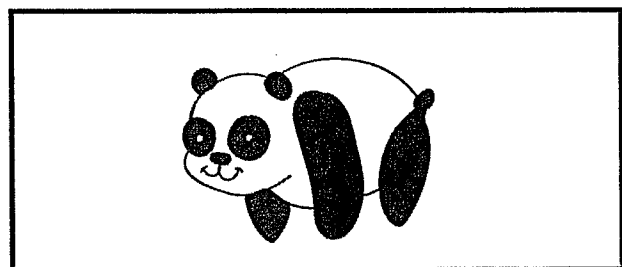
25 ft.



65 ft.

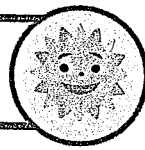


29 ft.



26 ft.

Multiply Two and Three-Digit Factors



Name: _____

Date: _____

324

Multiply, regroup if needed.

324

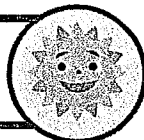
$$\begin{array}{r}
 \text{Truck} \text{ Truck} \text{ Truck} \text{ Truck} \text{ Truck} \text{ Truck} \\
 \text{Truck} \text{ Truck} \text{ Truck} \text{ Truck} \text{ Truck} \text{ Truck} \\
 \times \text{ Truck} \text{ Truck} \text{ Truck} \text{ Truck} \text{ Truck} \\
 \hline
 5508
 \end{array}$$

Example: $\times \begin{array}{r} 17 \\ 324 \\ \hline 2268 \\ + 3240 \\ \hline 5508 \end{array}$

<p>A</p> $ \begin{array}{r} 118 \\ \times 24 \\ \hline \end{array} $	$ \begin{array}{r} 97 \\ \times 45 \\ \hline \end{array} $	$ \begin{array}{r} 32 \\ \times 61 \\ \hline \end{array} $	$ \begin{array}{r} 13 \\ \times 50 \\ \hline \end{array} $
<p>B</p> $ \begin{array}{r} 519 \\ \times 23 \\ \hline \end{array} $	$ \begin{array}{r} 678 \\ \times 12 \\ \hline \end{array} $	$ \begin{array}{r} 403 \\ \times 39 \\ \hline \end{array} $	$ \begin{array}{r} 981 \\ \times 42 \\ \hline \end{array} $
<p>C</p> $ \begin{array}{r} 704 \\ \times 32 \\ \hline \end{array} $	$ \begin{array}{r} 592 \\ \times 244 \\ \hline \end{array} $	$ \begin{array}{r} 863 \\ \times 305 \\ \hline \end{array} $	$ \begin{array}{r} 199 \\ \times 671 \\ \hline \end{array} $



Division Riddle



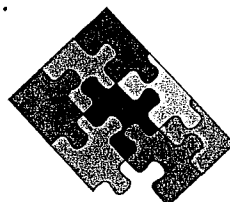
Name: _____

Date: _____

Solve each division problem. Then use the remainders for each problem to solve the riddle.

Hint: You will not use all the letters to solve the riddle.

What goes up and doesn't go back down?



Example:

$$\begin{array}{r} 170 \text{ r}2 \\ 3 \overline{) 512} \\ \underline{- 3} \\ 21 \\ \underline{- 21} \\ 02 \end{array}$$

<p>G</p> $7 \overline{) 410}$	<p>B</p> $8 \overline{) 839}$	<p>R</p> $3 \overline{) 1551}$
<p>O</p> $5 \overline{) 671}$	<p>Y</p> $6 \overline{) 3299}$	<p>U</p> $9 \overline{) 258}$
<p>N</p> $9 \overline{) 341}$	<p>E</p> $8 \overline{) 594}$	<p>A</p> $4 \overline{) 1239}$

What goes up and doesn't go back down?

5

1

6

0

3

4

2

Which Numbers are Prime?

Name: _____

Date: _____

Circle the prime numbers and add them together. Remember: A prime number is a number that is divisible only by one and itself.

17 21 13 7 1
 5 9 11 14 18 2 17 3

TOTAL ____
Is the total a prime number? _____

Solve the equations and circle the answers that are prime.

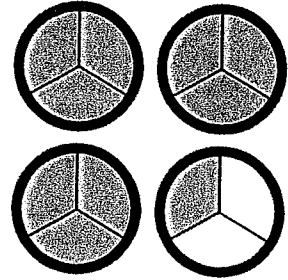
1 $14 + 5$	2 6×7	3 $30 \div 2$
4 $37 - 28$	5 $54 \div 9$	6 $8 + 19$
7 12×4	8 $11 + 56$	9 $25 - 8$
10 $49 \div 7$	11 19×3	12 $102 - 5$
10 $15 + 23$	11 $60 - 17$	12 $128 \div 4$

Feed The Kramsters! Review

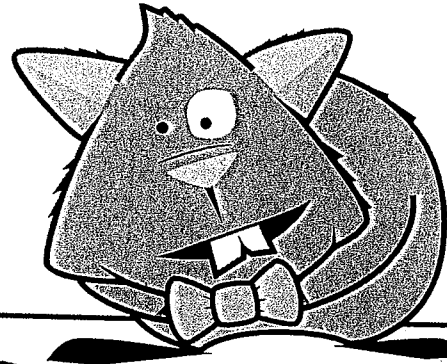
Kramsters are very picky eaters. Feed each kramster the correct number of pellets by converting the following improper fractions to mixed numbers. Color in the pellets to match each mixed number.

EXAMPLE:

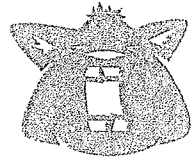
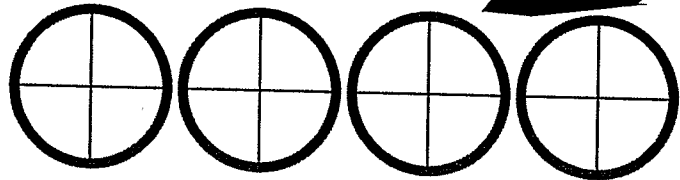
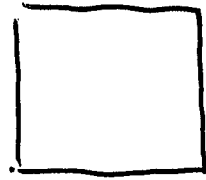
$$\frac{10}{3}$$



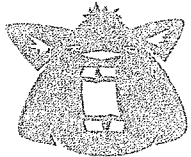
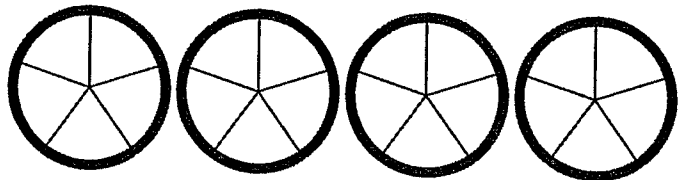
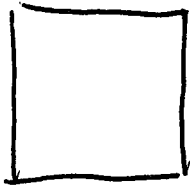
$$\rightarrow 3\frac{1}{3}$$



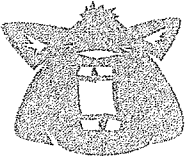
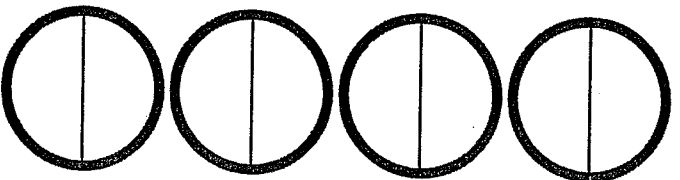
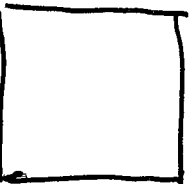
$$\frac{15}{4} =$$



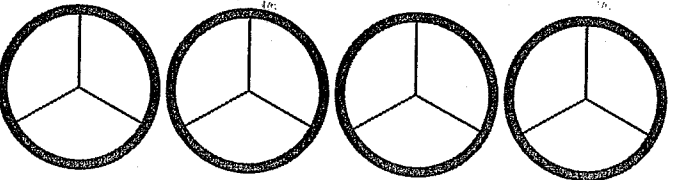
$$\frac{12}{5} =$$



$$\frac{7}{2} =$$

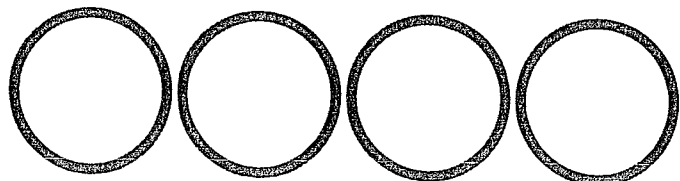
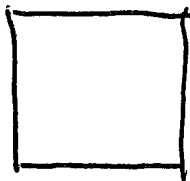


$$\frac{6}{3} =$$



For the last one, shade in the pellets using your own outlines.

$$\frac{9}{4} =$$



Sugar Coated Fractions

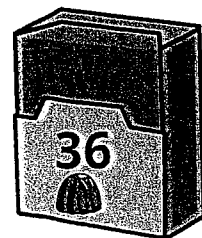
Name: _____

Date: _____

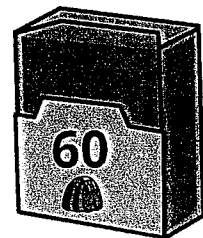


Fractions are everywhere, even in candy! Write a fraction that shows the ratio of colored candy for each problem, then simplify the fraction. Be sure to show your work.

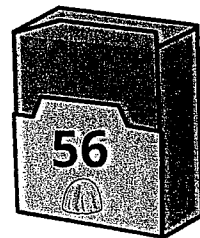
Gumdrops



12 red gumdrops



15 blue gumdrops

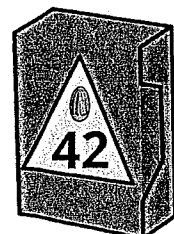


24 yellow gumdrops

Example:
$$\frac{\text{red gumdrops}}{\text{total number gumdrops}} = \frac{12}{36} \div \frac{12}{12} = \frac{1}{3}$$

Divide by a common factor to simplify

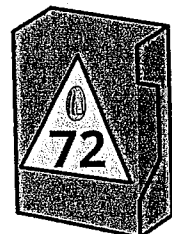
Sour Chews



7 green sour chews



8 purple sour chews

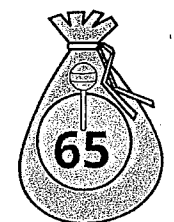


18 pink sour chews

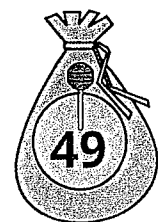


16 orange sour chews

Lollipops



13 yellow lollipops



21 red lollipops



10 green lollipops



26 purple lollipops

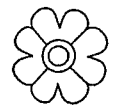
Activity: With your own favorite colorful candy, find the fractions of each color in the bag.

Sunny Day Decimals: Round and Compare

Name: _____

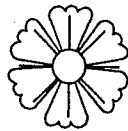
Date: _____

Use the greater than, less than, and equal to symbols ($>$, $<$, $=$) to compare each set of decimals.



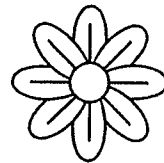
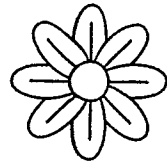
1. 0.419 $>$ 0.402

2. 62.03 63.03



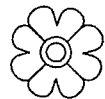
3. 0.725 7.025

4. 55.90 55.9



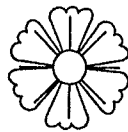
5. 483.06 483.08

6. 37.25 37.2



7. 21.91 21.19

8. 6.40 6.400



Round each decimal to the given place.

1. round 34.934 to the nearest hundredth

34.93

2. round 607.5 to the nearest whole number

3. round 3.106 to the nearest hundredth

4. round 26.829 to the nearest tenth

5. round 5.734 to the nearest whole number

6. round 468.113 to the nearest tenth

