Week 6
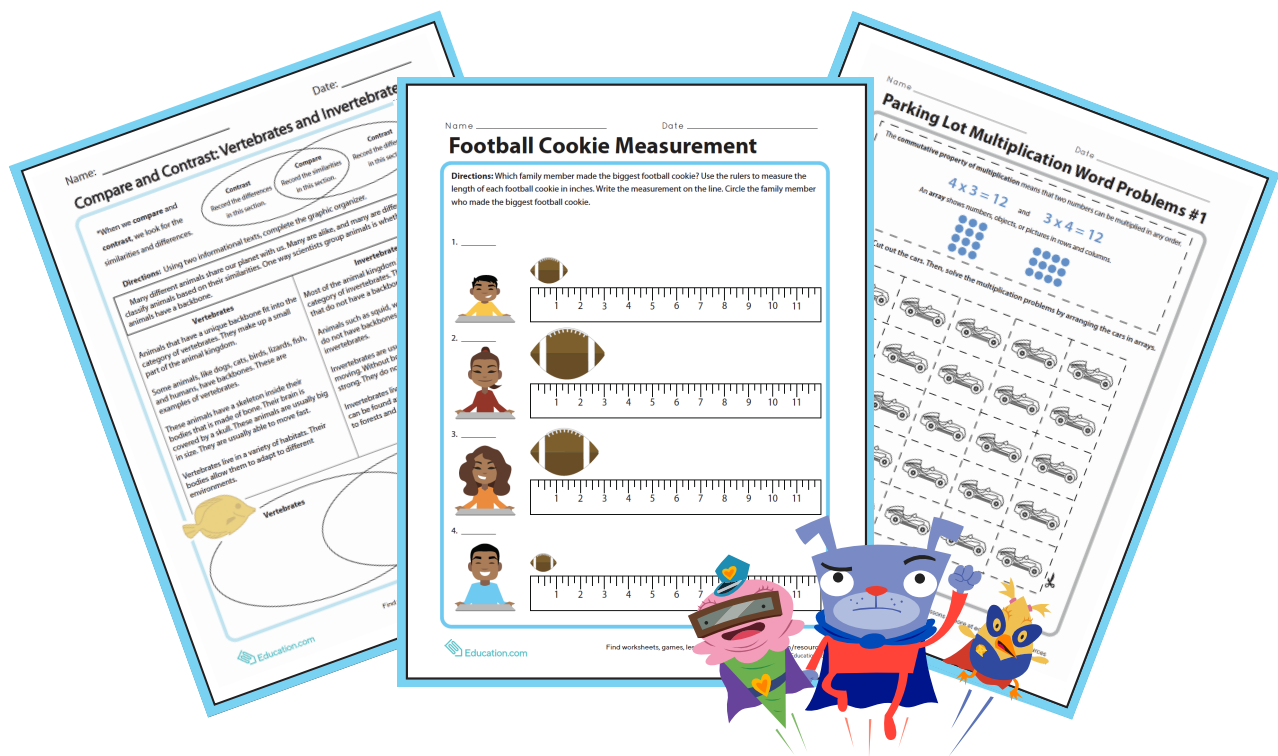
Independent Study Packet

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5 MORE Days of Independent Activities in Reading, Writing, Math, and Other Fun Stuff

ANSWER KEYS INCLUDED

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils

- 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

- Internet access for online research

- You may need extra supplies for the "Other Fun Stuff" activities

- Scissors

Directions & Tips

- There is a schedule for each day.

- You may complete the activities in any order.

- Read the directions carefully before completing each activity.

- Make sure to plan your time so that you don't let things pile up at the end.

- Check off each of the activities when you finish them on the menu.

- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Read for 20 minutes and complete the daily reading activity.				
	Featured Character Postcard	Stop & Jot Sticky Note Sequencing	Graphic Organizer Template: Frayer Model	Inferring with Quotes	Sticky Note Stop and Jot
	Who Am I? Women in Sports	Compare and Contrast: Vertebrates & Invertebrates	Make Your Own Inferences	Compare and Contrast Fictional Stories: First Day at the New School	Real or Fantasy: The Lion & the Mouse
Writing	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook. Journal Writing Task Cards				
Grammar Practice	It's Grammar Time: Adjectives	Using Comparative & Superlative Adjectives	It's Grammar Time: Past Tense Verbs	Those Oddballs: Irregular Verb Tense	Working with Analogies
Math	Football Cookie Measurement	Parking Lot Multiplication Word Problems #1	Solve for the Unknown	Word Problems: Addition and Subtraction	Multiplication & Division Word Problems Practice
Other Fun Stu~	Origami Angelfish Cherry Blossom Painting My Bookmark Animal Word Search: Endangered Species Fruit Riddle				

Parent/Guardian Signature: _____

Name: _____   Date: _____

Journal Writing Task Cards #1

How did you show kindness today?

How did you show courage this week?

How did you use perseverance to accomplish something di°cult?

What are you most thankful for in your life?

What skill or ability do you have that makes you feel proud?

What makes a good friend?

Draw a comic strip featuring yourself as the main character. Include speech bubbles and/or captions.

Draw a picture of your favorite place in the whole world. Then write ÿve or more words that remind you of that place.

Cover your whole page in doodles. Include your name in cursive or bubble letters.

Write a list of 10 things you would do if you could ˌy .

Write a list of 10 wishes you would make if you found a genie in a lamp.

Write a list of 10 things you would buy if you won a million dollars.

Day 1

Independent Reading Activity	Use this fun postcard template to describe a favorite character in a fiction story.
Reading	Learn about influential female athletes by reading descriptions, matching images, and conducting further research.
Writing	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
Grammar Practice	Work on identifying and using the correct adjectives in context.
Math	Use measurement skills to figure out which family member made the longest football-shaped cookie.

Name: _____ Date: _____

Featured Character Postcard

Directions: Fill in the following information about your favorite character.

1¢

Here is my favorite piece of dialogue featuring this character:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Book Title: _____

Author: _____

Featured Character: _____

Character's relationship to the story con˜ic t:

_____

_____

_____

_____

This is my favorite character because:

_____

_____

_____

_____

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Who Am I? Women in Sports

Directions: Read each description below. Then, use books and digital research tools to help you match the athlete to the description. Cut and paste the athlete's image and name to the correct description. Then, conduct further research using the instructions below.

Research Directions:

- Research one of the athletes online and/or by ÿnding books at the library.
- Next, create a blog, piece of writing, poster, or artwork to teach others about what you learned.

I was born in 1985, and I am a professional soccer player. I am the captain for the United States women's national soccer team and for my team in the National Women's Soccer League. Being a captain means that I am a leader for my teammates. I have played in World Cup tournaments and the Olympics. I am a voice for equal rights for all people, and an advocate for equal pay for women.	Who am I?
I was born in 1940, and grew up in Tennessee. When I was four years old, I had polio, which caused me to lose the use of my left leg. I was able to walk again when I was 11 years old. In high school, I was a star basketball player and never lost a race for the track team. I competed in the Olympics, and became the ÿrst American woman to win three gold medals in track and ÿeld at a single Olympics.	Who am I?
I was born in 1905, in New York. I was a champion swimmer by the time I was a teenager. I competed in the 1924 Olympics in Paris, where my team won three medals. In 1925, I began training to swim across the English Channel, which is 21 miles between England and the European mainland. In 1926, I achieved my goal of becoming the ÿrst female to swim the English Channel.	Who am I?
I was born in 1981, and I am an American professional tennis player. Between 2002 and 2017, the Women's Tennis Association ranked me as the number 1 tennis player in singles. I have also played many doubles tennis matches with my sister, who is also a professional tennis player. I have won four Olympic gold medals. In 2015, I was named Sportsperson of the Year by *Sports Illustrated* magazine.	Who am I?

✂

Serena Williams	Gertrude Ederle	Wilma Rudolph	Megan Rapinoe

Name: _____   Date: _____

It's Grammar Time: Adjectives

| Adjectives describe and tell us more about a noun. |
|---|

-what color
-what size
-what shape
-how many
-how something feels

-how something smells
-how something tastes
-how something looks
-how something behaves
-how something sounds

Part 1
Directions: Circle the adjectives in the sentences below.

1. We bought a colorful vase at the new store in town.

2. The round mirror felt heavy as I carried it to the car.

3. My grandpa's wooden desk was a beautiful piece of furniture.

4. The old clock made loud sounds every hour.

5. I kept three striped blankets on my bed in the winter.
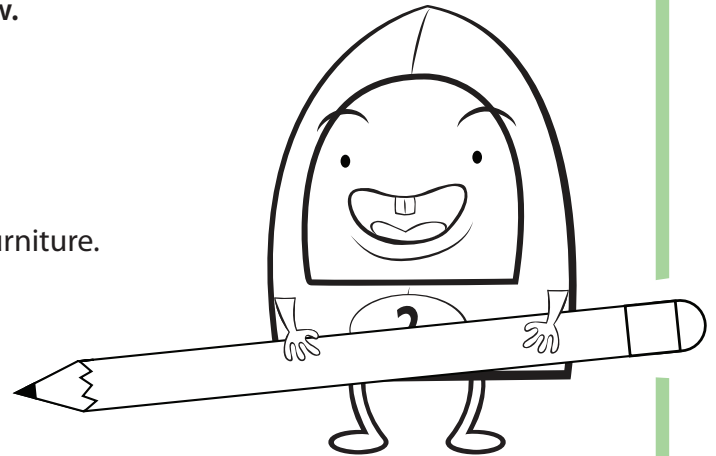
Part 2
Directions: Choose the best adjectives to complete the sentence. Write it on the line.

Word Bank	calm	several	green	warm	nice	delicious

1. The _____ apple fell from the _____ tree.

2. _____ flowers bloomed in the garden.

3. Sunshine gave us a _____ day to go outside to play.

4. We drove in the car with the windows down so we could enjoy a _____ breeze.

5. At the beach, the _____ waves crashed quietly on the shore.

Your Turn!
**Directions: Write two sentences below. Use at least one adjective in each sentence. Circle the adjectives.**
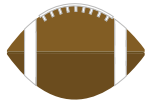
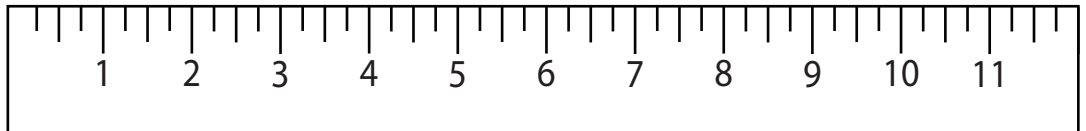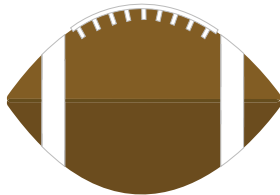1. _____

_____

2. _____

_____

Football Cookie Measurement

Directions: Which family member made the biggest football cookie? Use the rulers to measure the length of each football cookie in inches. Write the measurement on the line. Circle the family member who made the biggest football cookie.
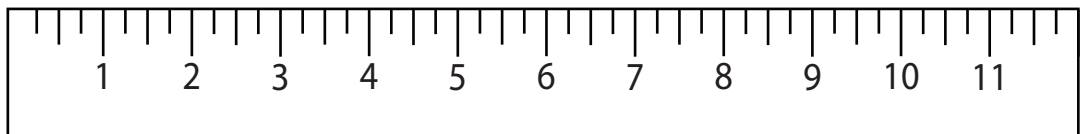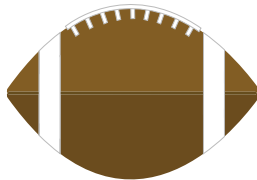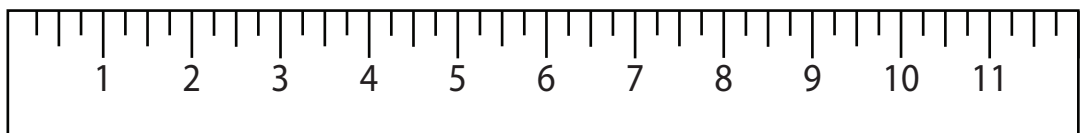
1. _____
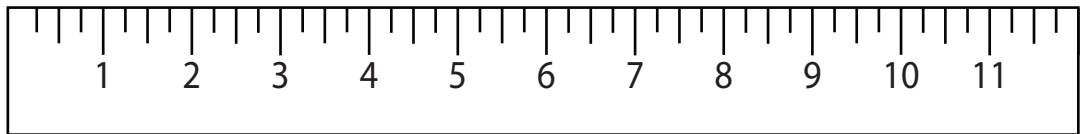
2. _____

3. _____

4. _____

Day 2

Independent Reading Activity	Use this comprehension strategy to record thoughts on sticky notes while reading a story, and practice sequencing and summarizing, too.
Reading	This nonfiction reading comprehension worksheet focuses on comparing and contrasting information from two short texts.
Writing	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
Grammar Practice	Form comparative and superlative adjectives by following the rules.
Math	Get comfortable with the commutative property of multiplication using a real-world visual of cars and parking lots.

Stop & Jot Sticky Note Sequencing

Name: _____   Date: _____

Choose three stop & jot sticky notes that represent the beginning, middle, and end of the story or chapter. Next, answer the questions about each note.

What happened in this part?

_____

- - - - - - - - - - - - - - -

_____

- - - - - - - - - - - - - - -

_____

Why did you choose this note?

_____

_____

- - - - - - - - - - - - - - -

_____

What happened in this part?

_____

- - - - - - - - - - - - - - -

_____

- - - - - - - - - - - - - - -

_____

Why did you choose this note?

_____

_____

- - - - - - - - - - - - - - -

_____

What happened in this part?

_____

- - - - - - - - - - - - - - -

_____

- - - - - - - - - - - - - - -

_____

Why did you choose this note?

_____

_____

- - - - - - - - - - - - - - -

_____

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Compare and Contrast: Vertebrates and Invertebrates

*When we **compare** and **contrast**, we look for the similarities and differences.

Contrast	Compare	Contrast
Record the differences in this section.	Record the similarities in this section.	Record the differences in this section.

Directions: Using two informational texts, complete the graphic organizer.

> Many different animals share our planet with us. Many are alike, and many are different. Scientists classify animals based on their similarities. One way scientists group animals is whether or not those animals have a backbone.

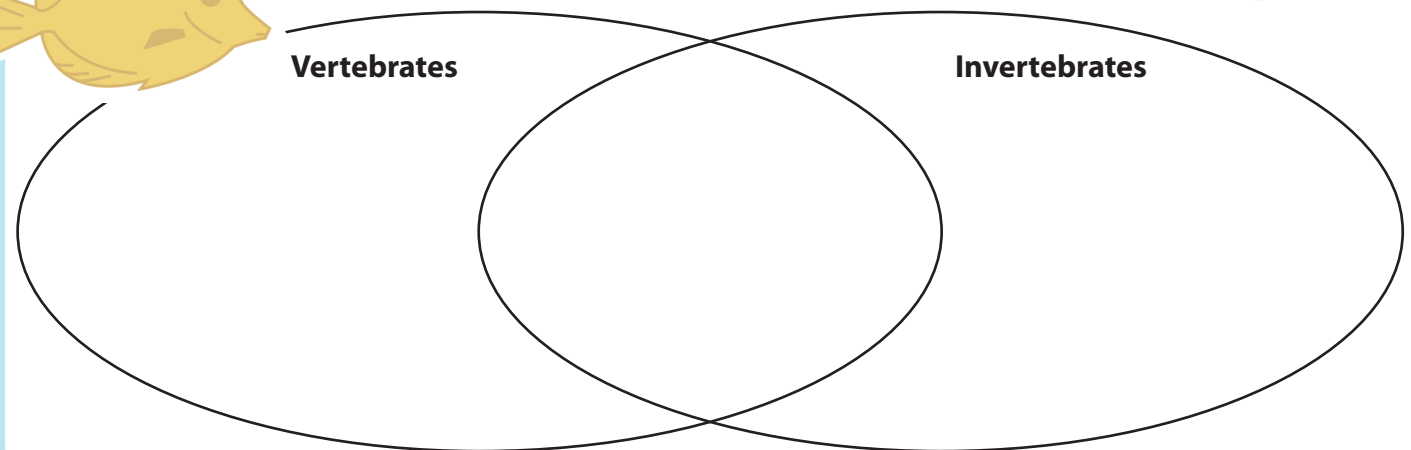| **Vertebrates**	**Invertebrates**
Animals that have a unique backbone fit into the category of vertebrates. They make up a small part of the animal kingdom.	Most of the animal kingdom fits into the category of invertebrates. These are the animals that do not have a backbone.
Some animals, like dogs, cats, birds, lizards, fish, and humans, have backbones. These are examples of vertebrates.	Animals such as squid, worms, bugs, and clams do not have backbones. These are examples of invertebrates.
These animals have a skeleton inside their bodies that is made of bone. Their brain is covered by a skull. These animals are usually big in size. They are usually able to move fast.	Invertebrates are usually smaller and slow-moving. Without bones, their bodies are not as strong. They do not move as easily.
Vertebrates live in a variety of habitats. Their bodies allow them to adapt to different environments.	Invertebrates live in a variety of habitats. They can be found anywhere from caves and deserts, to forests and oceans.

Vertebrates   **Invertebrates**

Name _____ Date _____

Using Comparative and Superlative Adjectives

A **comparative adjective** is used to compare two nouns.
The suﬃx - er is often found at the end of a comparative adjective.

Example: My book is <u>longer</u> than hers.
          That dog runs <u>faster</u> than Spot.

A **superlative adjective** is used to compare three or more nouns. It describes the noun that is the most extreme. The suﬃx - est is often found at the end of a superlative adjective.

Example: My book is the <u>longest</u> in the whole library.
          Of all the dogs at the park, that dog is the <u>fastest</u>.

Here are some rules for changing an adjective to its comparative and superlative forms:

If a word...	Rule	Adjective	Comparative	Superlative
Ends in y	Change the y to i, and add -er or -est	Happy	Happier	Happiest
Has a CVC (consonant + vowel + consonant) pattern	Double the last letter, and add -er or -est	Hot	Hotter	Hottest
Ends with an e	Drop the e, and add -er or -est	Large	Larger	Largest
Has more than two syllables	Use the word **more/most** or l**ess/least** in front of the adjective	Interesting	More interesting Less interesting	Most interesting Least interesting
Is irregular	Memorize it!	Good Bad	Better Worse	Best Worst

Part 1
Directions: Circle the comparative adjective in each sentence.

1. His bike is smaller than my bike.

2. My puppy is cuter than that one.

3. My book is shorter than yours.
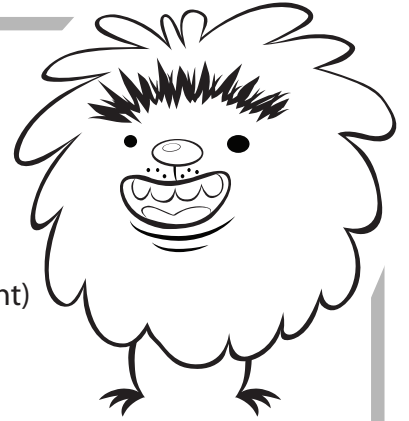
4. Our shoes are dirtier than yours.

Part 2
Directions: Circle the superlative adjective in each sentence.

1. He has the smallest bike of all.

2. I think my puppy is the cutest puppy of all.

3. My book is the shortest book I have ever read.

4. Our shoes are the dirtiest of all.

Using Comparative and Superlative Adjectives

Part 3
Directions: Complete each sentence with the comparative or superlative form of the adjective in parentheses. Circle the things in each sentence that are being compared. Remember to use the spelling rules from the chart!

Example: My ~ashligh t is _____brighter_____ than yours (bright)

1. This room is _____ than that one. (clean)

2. My bedroom is the _____ of all the rooms in the house. (clean)

3. That tree is the _____ of all. (green)

4. My eyes are _____ than my brother's eyes. (green)

5. He climbed the _____ branch of all on the tree. (high)

6. The branch is _____ than the house. (high)

7. Your blanket is _____ than mine. (soft)

8. My blanket is the _____ of all. (soft)

9. The whale is the _____ animal of all. (large)

10. Did you know whales are _____ than dinosaurs? (large)

Part 4
Directions: Complete the following sentence frames based on what you have learned about comparative and superlative adjectives.

1. A **comparative** adjective ends with _____. This adjective is used to compare _____ things.
   An example of a comparative adjective is _____.

2. A **superlative** adjective ends with _____. This adjective is used to compare _____ or more
   things. An example of a superlative adjective is _____.

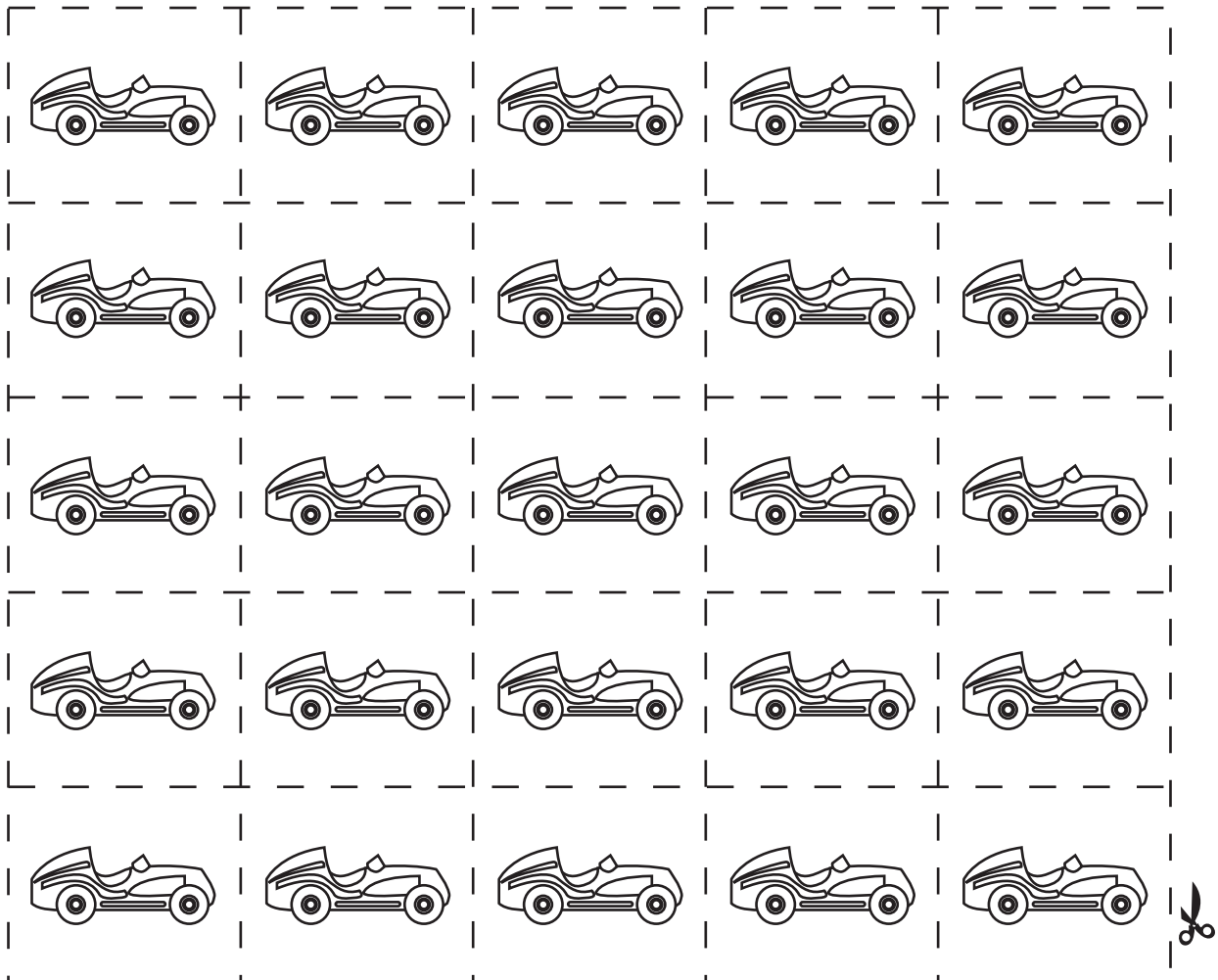# Parking Lot Multiplication Word Problems #1

The **commutative property of multiplication** means that two numbers can be multiplied in any order.

$$4 \times 3 = 12 \quad \text{and} \quad 3 \times 4 = 12$$

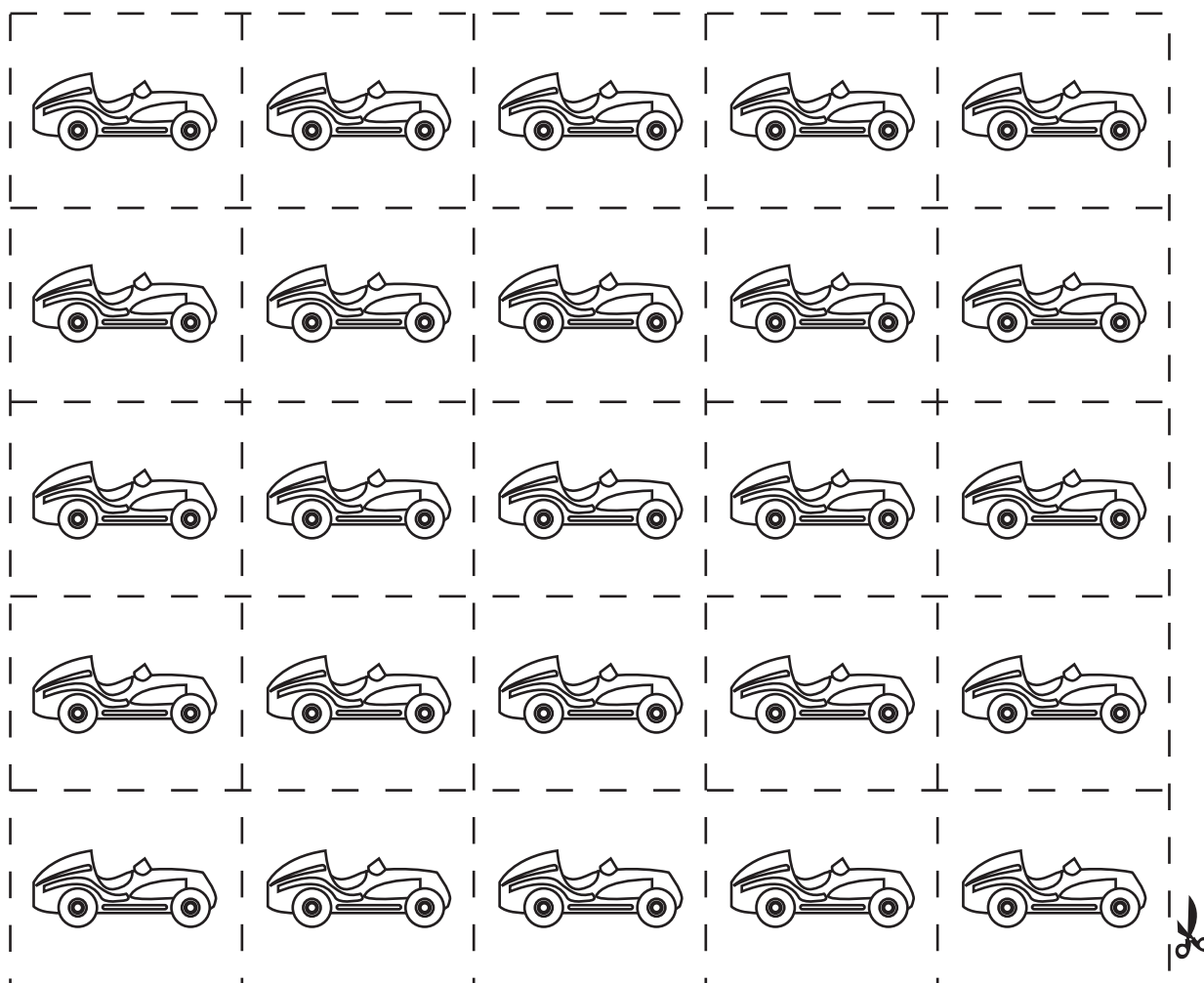An **array** shows numbers, objects, or pictures in rows and columns.
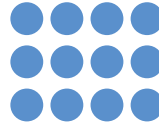
Directions: Cut out the cars. Then, solve the multiplication problems by arranging the cars in arrays.

Parking Lot Multiplication Word Problems #1

Parking Lot Multiplication Word Problems #1

Part A: The upper level of a parking lot has space for a 6 x 4 array of cars. Create the array in the space below. How many cars can ÿt on the upper level?

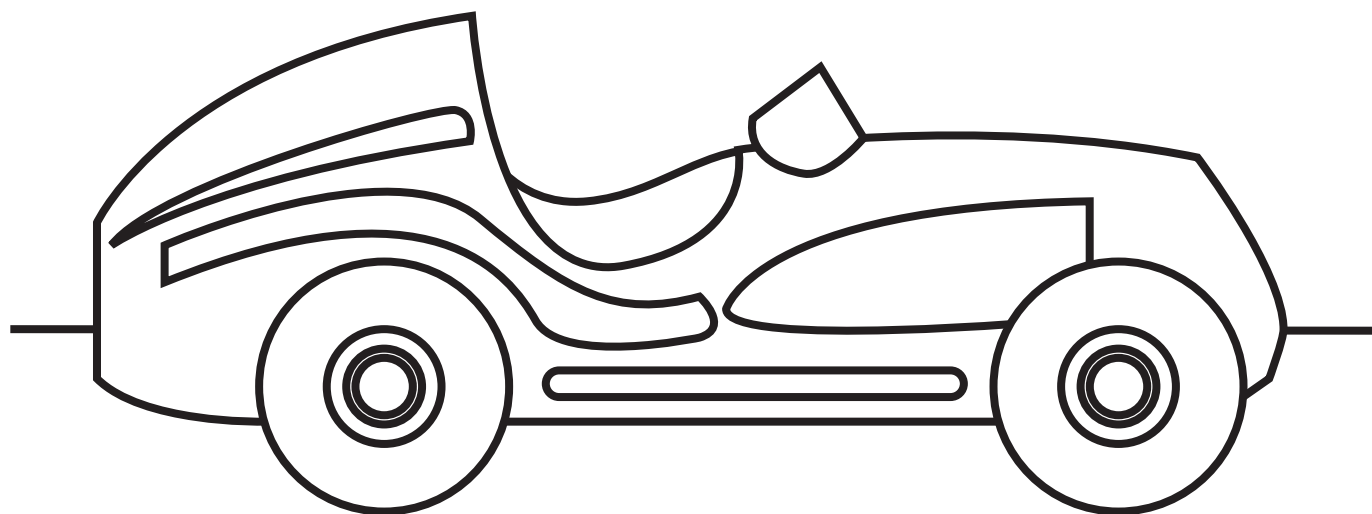# Parking Lot Multiplication Word Problems #1

Part B: The lower level of a parking lot has space for a 4 x 6 array of cars. Create the array in the space below. How many cars can ÿt on the lower level?

Parking Lot Multiplication Word Problems #1

Part C: Now that you have answered both Part A and B, what do you notice about the car arrangements? How does your work show the commutative property of multiplication? Explain.

_____

_____

_____

_____

_____

_____

_____

_____

Day 3

|	
Independent Reading Activity	Read a fiction or nonfiction story. Then choose a word you like and complete this Frayer Model graphic organizer about that word.
Reading	Look beyond the words on the page to figure out the author's message.
Writing	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
Grammar Practice	Form the past tense of many common verbs by following the rules.
Math	Use the connection between multiplication and division to solve for the unknown factors in division problems.

Name: _____ Date: _____

Frayer Model

Directions: Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.
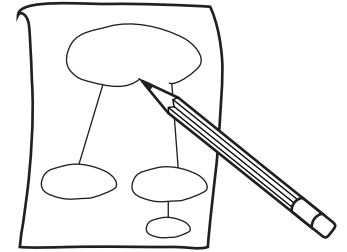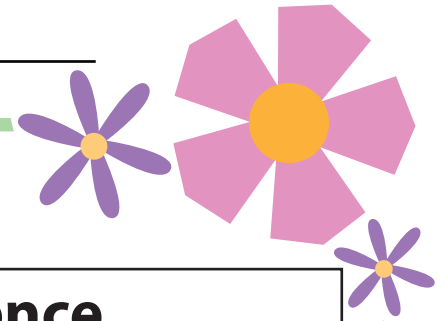
Definition:

Sentence:

Vocabulary Term:

Examples:

Non-Examples:

Image Representation:
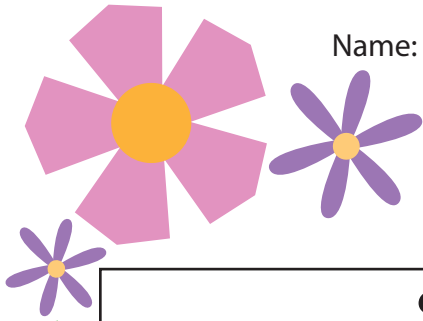
Make Your Own Inferences

Use each sentence below to make a reasonable inference.

Sentence	Your Inference
Example: Min smiled when she received her graded math test.	Min got a good grade on the test.
1. John glanced out the window, then grabbed his umbrella.	
2. Paul felt the sand between his toes.	
3. Ms. Lambert has a bike helmet on her desk.	
4. Idera sneezed as she picked ˜o wers.	
5. Evan fell asleep during Read Aloud.	

It's Grammar Time: Past Tense Verbs

A **past tense verb** expresses an action that already happened or state of being that already existed.

--Most regular verbs are made past tense by adding -ed to the end.

--There are some other rules to follow depending on what letter the verb ends in:

Verbs ending in:	Rule	Example
e	add -d	behave ➛ behaved
consonant and y	drop the y, add -ied	try ➛ tried
vowel and y	add -ed	stay ➛ stayed
one-syllable verb ending in a consonant	double the last consonant, add -ed	hop ➛ hopped

Directions: Form the past tense of each verb. Write your answer on the lines.

1. ask _____

2. play _____

3. live _____

4. race _____

5. wish _____

6. bake _____

7. jump _____

8. carry _____

9. rip _____

10. like _____

11. drip _____

12. clap _____

13. return _____

14. dry _____

Directions: Write a sentence on the lines below with at least one past tense verb. Circle the past tense verbs in the sentence.

15. _____

_____

If you have extra time...
Doodle! It turns out that doodling and coloring can increase our creativity and focus.

learn

What is the past tense form of the word learn? _____

Solve for the Unknown

Use the division and multiplication connection to help solve division problems.

Example: **36 ÷ 4 = _____**

1. Change the problem into a multiplication problem with a missing factor or product.

   4 x ___ = 36

2. Choose a familiar multiplication strategy to find the unknown factor.
   - repeated addition
   - arrays
   - skip counting
   - equal groups

3. The answer to your multiplication problem is also your answer for division problem.

   4 x _9_ = 36   36 ÷ 4 = _9_

Directions: Use strategies listed above to solve for the unknown factors in the problems. Be sure to show your work.

1.   35 ÷ 7 = _____

2.   48 ÷ _____ = 4

3.   _____ ÷ 2 = 9

4.   63 ÷ 7 = _____

5.   56 ÷ _____ = 8

6.   _____ ÷ 10 = 4

7.   16 ÷ _____ = 4

8.   40 ÷ 5 = _____

9.   36 ÷ _____ = 9

10.   _____ ÷ 6 = 8

Day 4

|	
Independent Reading Activity	Pair story details and background knowledge to figure out information that isn't provided by the author.
Reading	Compare and contrast two fictional stories with the same characters.
Writing	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
Grammar Practice	Complete this grid to find the missing verb tenses, and then choose one to use in a sentence.
Math	Analyze word problems involving addition and subtraction.
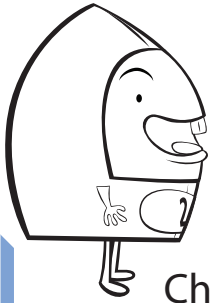
Name: _____   Date: _____

Inferring with Quotes
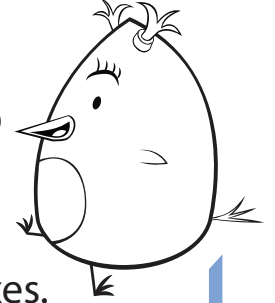
_____
Book Title

Choose three short quotes about a character from the text and write them in the boxes.
Then make an inference about the character below—what can you reasonably guess about the person
based on things they said or did?

Quote 1	Quote 2	Quote 3
Page _____	Page _____	Page _____

I can infer...

Name: _____   Date: _____

Compare and Contrast Fictional Stories:

Directions: Read the texts below. Pay attention to the similarities and differences between the two stories.

Story 1

Denise got off the bus with the other kids from her neighborhood. Although she had met some really nice kids while she was at the bus stop that morning, she couldn't help feeling nervous as she began her first day at the new school. The other kids looked like they already knew everyone, and it seemed that they weren't interested in having Denise as a friend.

She found her classroom and went inside. Denise looked around and did not see a single familiar face. Normally, she had so many friends in her class and school days were her favorite. She was worried that she would not make any friends at this new school. She desperately missed her friends in her old town.

After class started, Denise felt better as she focused on her teacher's lessons. She worked hard to follow along and take notes. If she kept her mind on her schoolwork, she would learn and get good grades. That was something she could feel good about! She almost forgot about the fact that she was the new girl. But as soon as her teacher, Mrs. Anderson, directed the students to prepare for lunch and recess, Denise felt that pit in her stomach return. She would have to face the fact that she didn't know anyone.

Mrs. Anderson dropped the students off at the lunchroom. Denise followed her classmates to their assigned table, but she didn't know where to sit. She asked one of the other girls in the class if she knew where there was an empty seat, and the girl, Nina, politely helped her. Denise took her seat and began opening her lunch. At least she had a place to sit and a thoughtful classmate.

Denise and Nina chatted all through lunch. Denise almost did not finish eating her food because she was busy learning all about her new friend Nina. They decided they would hang out during recess, too. Denise was relieved that she had asked for help. Sometimes good things come even when you don't expect them!

Story 2
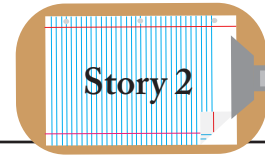
When Nina walked into class, she noticed there was a new student. The girl looked a little nervous, but she was busy getting started on her morning work. Nina decided that she would talk to her later.

As Mrs. Anderson taught the math lesson, Nina lost focus. Instead of paying attention to the new strategy Mrs. Anderson demonstrated on the board, Nina was thinking about her first day at this new school just a few months ago. She remembered it clearly. She thought about the nerves, the fear, and the tears. Starting a new school was hard, and Nina wanted to make sure to help this new girl, Denise, feel comfortable in her new class. She couldn't wait until lunch so she could talk to her and maybe make a new friend.
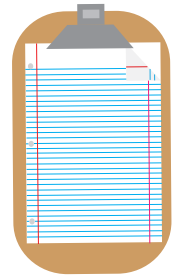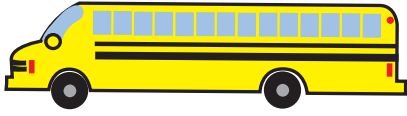
When Mrs. Anderson instructed the class to line up for lunch and recess, Nina realized she had no idea what her homework assignment was. She hoped she could talk to Denise at lunch and get caught up on what she missed. She noticed that Denise had been very focused on the lesson, while Nina was not paying attention to the teacher at all.

"Excuse me," Denise said to Nina. "Do you know where there is an open seat? I'm not sure where I should sit."

Nina happily directed Denise to the open seat next to her. Together, they sat perched on their seats and opened their lunchboxes. At first, their conversation was short, but after a few minutes the girls held a steady conversation. Nina repeatedly checked the clock to make sure they had enough time to eat. It was so much fun to meet a new friend, but it was also lunchtime and they needed to eat their food. Nina made sure to ask Denise to help her get caught up with the math that she had missed that morning.

Nina and Denise spent recess that day together. They chatted the entire time and even joined a game with the other students. Nina was so glad that she had befriended the new student. She knew how it felt to be new, and she always wanted to be kind to others who might be having a hard time.

Name: _____   Date: _____

Compare and Contrast
Fictional Stories:

Directions: Complete the chart with information from both fiction texts.

	Differences Story 1	Similarities	Differences Story 2
Characters What character traits do they have in common? What traits are different?			
Setting How is the setting from Story 1 different from Story 2? How are the settings the same?			
Problem How is the character's problem in Story 1 similar to the character's problem in Story 2?			
Major Events What parts of the plot in the stories are similar or different?			
Resolution What did the characters do at the end of the story to solve the problems? How are the solutions the same or different?			
Theme What lesson does the character learn in Story 1? How is this the same or different from the lesson learned in Story 2?			

Those Oddballs: Irregular Verb Tense

Irregular verbs can be tricky. They don't follow the same rules for making future or past tense forms of the verb. In each row, use the tense provided to fill in the table with the correct forms of the verb. Then, select one form of the verb and use it correctly in a sentence, underlining the verb (and helping verb if you used one).

Past Tense Yesterday I...	Present Tense Now I...	Future Tense Tomorrow I...	Use one form in a sentence
caught			
		will think	
	drink		
became			
	fall		
bled			
	lay (to set an object down)		
shone (to radiate light)			
		will teach	
	lie (to recline like in a bed)		
spoke			
		will say	

Point to Ponder: What patterns do you notice? _____

_____

Word Problems: Addition and Subtraction

Directions: Read each word problem and solve to ÿnd the answer.

1. Jude was given $100 for taking care of the neighbor's plants for 4 weeks. He spent $37 at the school book fair and $9 on an ice cream date with his little sister. How much money did he have left?	2. Devonne bought 3 carrots, 4 cucumbers, 6 apples, and 1 bag of crackers. How many more vegetables does she need if she wants to have a vegetable for dinner each night for 2 weeks?	3. Angel earned $90 for pulling weeds in the garden. She spent $25 on her brother's birthday gift, and $35 on a new sweatshirt to wear at soccer practice. How much money did she have left?
4. Anderson has 480 songs on his phone. 12 songs are holiday songs, and 42 songs are classical songs. The rest are pop songs. How many pop songs does Anderson have on his phone?	5. Watson had $700 to donate. He donated $200 to his school's library, and he gave $350 to his town's food bank. How much money did he have left to donate to another place?	6. Antonia's book is 326 pages long. She read 20 pages on Monday, 50 pages on Tuesday, and 67 pages on Wednesday. How many pages does Antonia have left in her book?

Day 5

Independent Reading Activity	Use this comprehension strategy to record thoughts on sticky notes while reading a story. You can choose to use sticky notes or just write in the boxes.
Reading	Read a fable and categorize sentences as either examples of realism or fantasy.
Writing	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
Grammar Practice	Make connections between words and their meanings using analogies.
Math	Look for keywords in each word problem to determine which math operation to use.

Sticky Note Stop and Jot for:

_____   _____
(Chapter)   _(Book Title)_

Name: _____   Date: _____

Write your Stop & Jots on sticky notes, then place them in the squares below.

Connection

What connections to yourself, other texts, or the world can you make?

Prediction

What do you think will happen next?

Question

What do you wonder?

Strong Reaction

What made you feel something? Why?

Real or Fantasy: *The Lion and the Mouse*

Fiction stories include elements of both realism and fantasy.

Realism is when things can really happen in life.
Ex: The frog hopped near the princess.

Fantasy is when things are fake and can't happen in life.
Ex: The frog sang to the princess.

Directions: Read the fable below. As you read, think about the elements of the story that are realistic and those that are fantasy.

The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

Directions: Look for examples of realism and fantasy in the fable and record these details in the chart below. An example has been done for you.

Realism Things that can happen in life	*Fantasy* Things that are fake and can't happen in life
When the lion was unable to free himself, he roared loudly and angrily.	**The Lion laughed at the Mouse.**

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Working with Analogies

An **analogy** is a way of describing the similarities between two things by comparing them.

Example:

   A glove is to a hand as a sock is to a foot.

Directions: Complete the analogies below by choosing the correct word from the Word Bank. Write your answer on the line.

Word Bank				
hearts	**finger**	**water**	**puppy**	**winter**
bird	**breakfast**	**bowl**	**fruit**	**banana**

1. Cat is to kitten as dog is to _____.

2. Fish are to _____ as mammals are to land.

3. _____ is to feathers as dog is to fur.

4. Sunshine is to summer as snow is to _____.

5. Cereal is to _____ as sandwich is to lunch.

6. _____ is to hand as toe is to foot.

7. Red is to apple as yellow is to _____.

8. Soup is to a _____ as steak is to a plate.

9. _____are to Valentine's Day as pumpkins are to Halloween.

10. Apple is to _____as carrot is to vegetable.
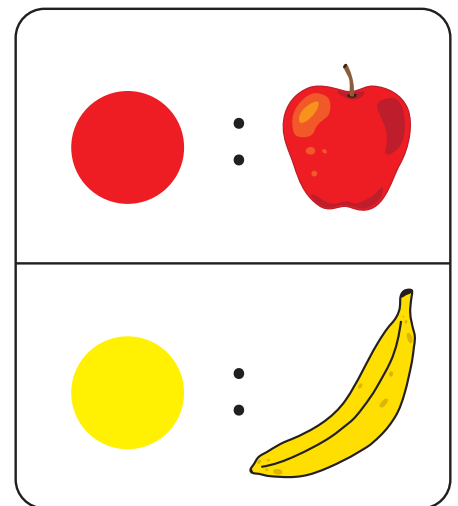
Challenge!
Directions: Create two analogy sentences on the lines below.

1. _____

_____

2. _____

_____

Multiplication & Division Word Problems Practice

Step 1: Read the whole problem.   Step 2: Circle clue words and numbers.

Step 3: Make a model step.   4: Solve the problem.

1. Mr. Yamamoto is making a breakfast for the 6 members of his family. He is making bacon and omelets. If each omelet needs 3 eggs, how many eggs does he need?	2. Avea checked out 18 books from the library. Half of them are nonfiction. How many nonfiction books did she check out?	3. Imani is taking apart a beaded necklace to make 4 identical bracelets. The necklace has 48 beads. How many beads will Imani use for each bracelet?
4. Adrian started a dog walking business. On Saturday he walked 8 dogs and earned $72. How much did he charge per dog?	5. Mariel volunteers at the animal shelter 3 times a month. After 6 months, how many times has she volunteered at the animal shelter?	6. Hilo has 63 baseball cards to put into a photo album. If 9 cards fit on a page, how many pages will he use?
7. Maja is designing robots. Each has 10 feet of wire inside them. If she makes 5 robots, how many feet of wire will she need?	8. Nondi's class is going on a field trip. Each chaperone will take 4 kids in their car. If there are 36 students going, how many chaperones will they need?	9. Kadeem drank 8 glasses of water a day for one week. How many glasses of water did he drink?

Other Fun Stuff

Origami Angelfish

Cherry Blossom Painting

My Bookmark

Animal Word Search: Endangered Species

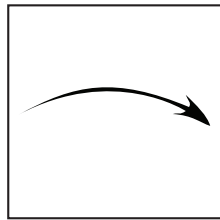Fruit Riddle

Learn to fold *Origami!*

Origami is the art of traditional Japanese paper-folding. It began in China over 1,800 years ago and came to Japan during the 6th century. You can make your own origami! Cut out the paper square on the next page and follow these directions.
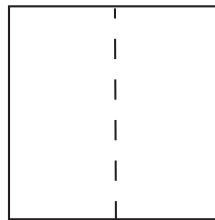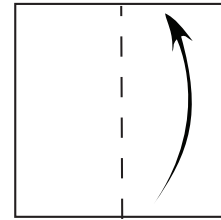
Angelfish
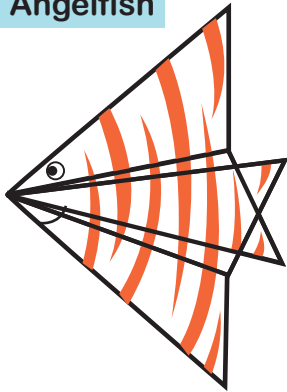
Your finished angelfish will look like this!

1)

Fold your paper in half, then unfold.

Your paper should be creased, like this.

2)

Fold your paper in half so the bottom meets the top.
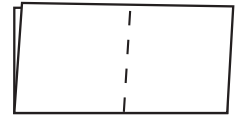
Your paper should look like this.

3)
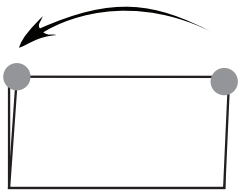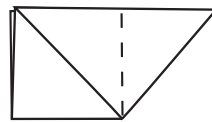
Now, fold the right side over to meet the left.
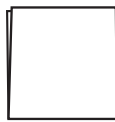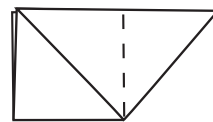
Your paper should now form a square, like this.
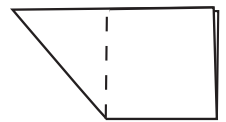
4)
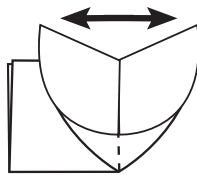
Open up the top two flaps and fold flat.

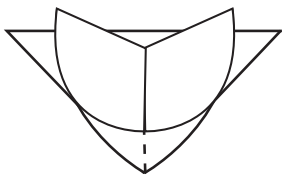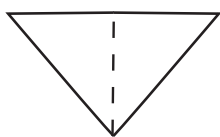Your paper will look like this.
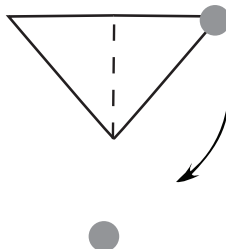
5)

Flip your paper over.

It should look like this.

6)

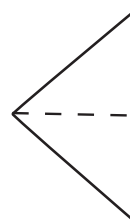Open the two top flaps again, as in step 3, and fold flat.

7)

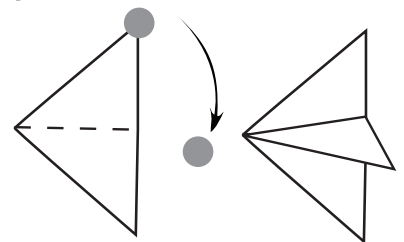Your paper will now look like this.

Turn your paper so the base of the triangle faces right.

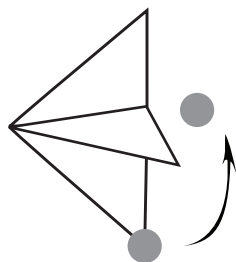Your paper should look like this.

8)

Fold the top flap down so the point is just below the middle.
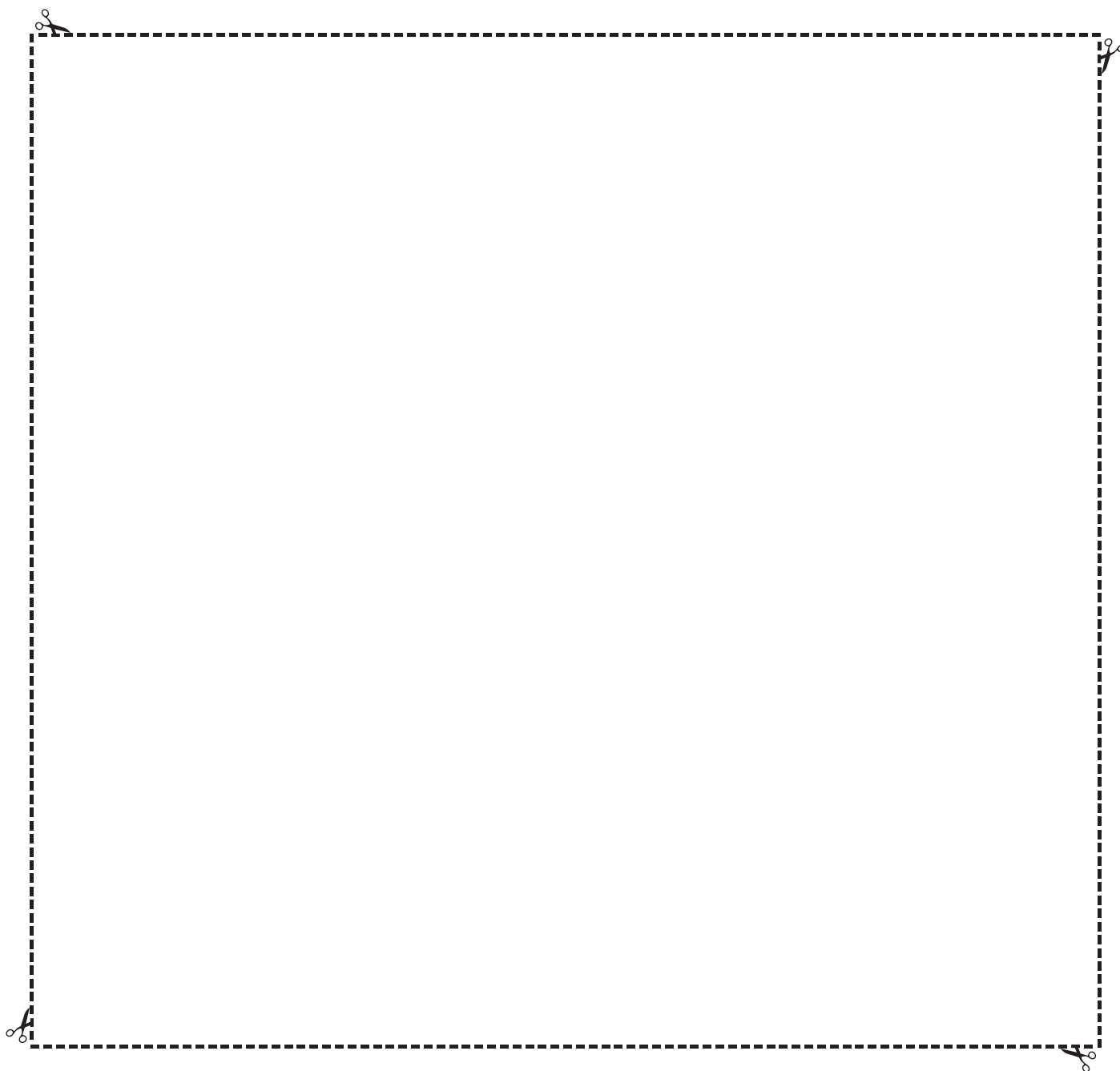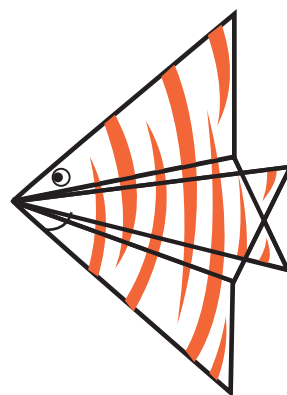
Your paper will now look like this.

9)

Now do the same on the bottom.

Your paper will now look like this.

Add an eye, a smile, and some stripes, and your angelfish is complete!

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Cherry Blossom Painting

Have your child create a project that combines the beauty of Japanese cherry blossoms with the eco-friendly fun of a recycled craft. Using a toilet paper roll, children can make their own unique flower prints to liven up the walls of their room.

What You Need:

- Paper
- Tape
- Toilet paper roll
- Scissors
- Glue
- Black paint
- Red or pink paint
- Wax paper
- Paintbrush

What You Do:

1. Help your child cut the toilet paper roll into loops, each approximately ½ " tall.
2. Have them use these loops to create oblong cat's eye shapes.
3. Lay out a sheet of waxed paper to protect the work surface.
4. Have your child glue the cat's eye shapes together to form the petals of a cherry blossom flower.
5. Help them tape together sheets of paper to make their Japanese scroll.
6. Let them paint a black branch across this scroll. It shouldn't be too complicated because they want to leave plenty of space for the flowers.
7. While the black paint dries, have them squeeze a pool of red or pink tempera paint onto the wax paper.
8. Spread it out with the brush so that it is slightly bigger than the flower they have made.
9. Your child should place the flower in the pink or red paint as if it were a stamp pad, inking the flower with paint.
10. Have them apply the painted side of the flower to the paper.
11. Help them continue to add flowers to their scroll until the entire branch is filled.
12. Create a gallery of tree branch art. What would the branch look like during the different seasons of the year?
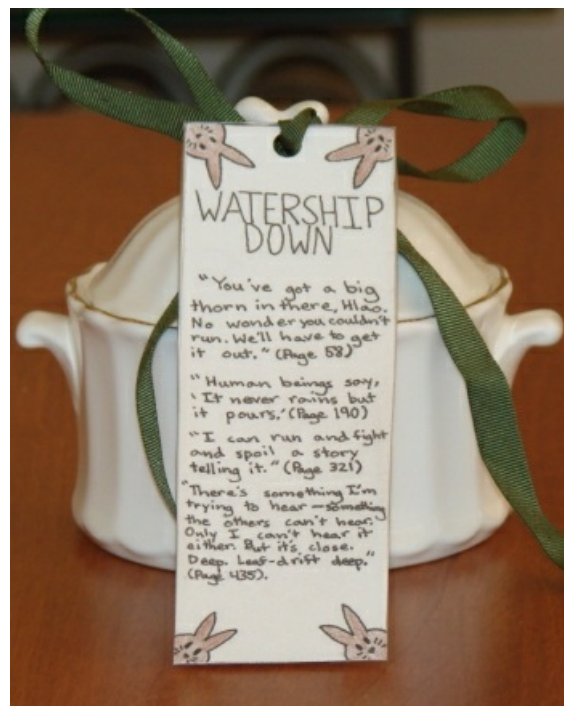
My Bookmark

Does your child get lost in the sea of sweeping adventures and comical moments that fill the pages of their most cherished books? Help them navigate their own passion for reading with a bookmark that celebrates *their* favorite moments, allowing them to relive them again and again.

What You Need:

- Card stock
- Ruler
- Pencil
- Colored pencils
- Scissors
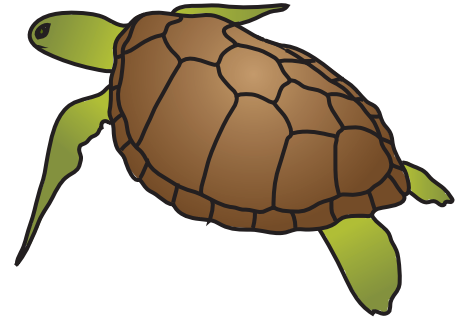- Contact paper
- Book
- Pen
- Hole puncher
- Ribbon

What You Do:

1. Have your child use a ruler to draw a rectangle on the card stock. The dimensions don't need to be exact, but a shape about two inches wide and seven inches tall is a good reference point.
2. Let them use scissors to cut out the rectangle.
3. Have them use colored pencils to decorate the bookmark with designs around the margins, or edges, of the card stock rectangle. Encourage their designs to relate in some way to the book they're reading.
4. At the top of their bookmark, have them write the book's title.
5. Let them use this half-finished bookmark as they read their book. Each time they find a quote or a scene that they like in the book, they should write down the quote on the bookmark, along with the page number they found it on.
6. After they have completely gone through the book and picked out their favorite quotes and scenes, help them laminate the bookmark with contact paper. They first need to trace their bookmark twice on the contact paper.
7. Then have them cut out the contact paper rectangles.
8. Place the contact paper sheets on the front and back of the bookmark.
9. Let your child use scissors to trim the edges.
10. To add one final bit of flare to your child's homemade bookmark, have them punch out a hole at the top of the bookmark.
11. Help them tie a ribbon through the hole. Your child now has a charming personalized bookmark to remember their latest reading adventure!

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ENDANGERED

All these animals are endangered, which means they are in danger of going extinct.

```
G C G E P S H L E A E R
R O T I G E R O L L I A
E N P O L A R B E A R L
Y D A B A T W R P S H E
W O N D N U O H H G I O
O R D U F R F U A H N P
L M A N A T E E N L O A
F E O T S L A E T T E R
O N A C H E E T A H A D
```

The names of all these animals are hidden in this word search. They can go horizontally, vertically, or diagonally. Can you find all of them?

CHEETAH	LEOPARD
MANATEE	RHINO
SEA TURTLE	ELEPHANT
WHALE	POLAR BEAR
TIGER	CONDOR
PANDA	GREY WOLF

Boxes of Fruit

Name: _____

You have three boxes of fruit.
- One is full of apples
- One is full of oranges
- One is full of both

Each box is labeled:
- One says "apples"
- One says "oranges"
- One says "apples and oranges"

However, _none of the boxes are labeled correctly!_

How can you label the boxes correctly if you are only allowed to take and look at just **one** piece of fruit from just **one** of the boxes?

Work out the problem in the space below.

Answer: _____

Week 6

Independent Study Packet

ANSWER KEYS

Use these answer keys to check your work!

Name _____   Date _____

Who Am I? Women in Sports Answers

Directions: Read each description below. Then, use books and digital research tools to help you match the athlete to the description. Cut and paste the athlete's image and name to the correct description. Then, conduct further research using the instructions below.
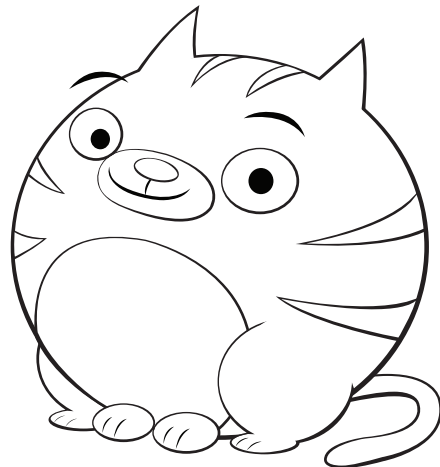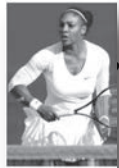
Research Directions:
- Research one of the athletes online and/or by ÿnding books at the library.
- Next, create a blog, piece of writing, poster, or artwork to teach others about what you learned.

I was born in 1985, and I am a professional soccer player. I am the captain for the United States women's national soccer team and for my team in the National Women's Soccer League. Being a captain means that I am a leader for my teammates. I have played in World Cup tournaments and the Olympics. I am a voice for equal rights for all people, and an advocate for equal pay for women.	Megan Rapinoe
I was born in 1940, and grew up in Tennessee. When I was four years old, I had polio, which caused me to lose the use of my left leg. I was able to walk again when I was 11 years old. In high school, I was a star basketball player and never lost a race for the track team. I competed in the Olympics, and became the ÿrst American woman to win three gold medals in track and ÿeld at a single Olympics.	Wilma Rudolph
I was born in 1905, in New York. I was a champion swimmer by the time I was a teenager. I competed in the 1924 Olympics in Paris, where my team won three medals. In 1925, I began training to swim across the English Channel, which is 21 miles between England and the European mainland. In 1926, I achieved my goal of becoming the ÿrst female to swim the English Channel.	Gertrude Ederle
I was born in 1981, and I am an American professional tennis player. Between 2002 and 2017, the Women's Tennis Association ranked me as the number 1 tennis player in singles. I have also played many doubles tennis matches with my sister, who is also a professional tennis player. I have won four Olympic gold medals. In 2015, I was named Sportsperson of the Year by Sports Illustrated magazine.	Serena Williams

✂ -

Serena Williams	Gertrude Ederle	Wilma Rudolph	Megan Rapinoe

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Name: _____   Date: _____

It's Grammar Time: Adjectives Answers

Adjectives describe and
tell us more about a noun.

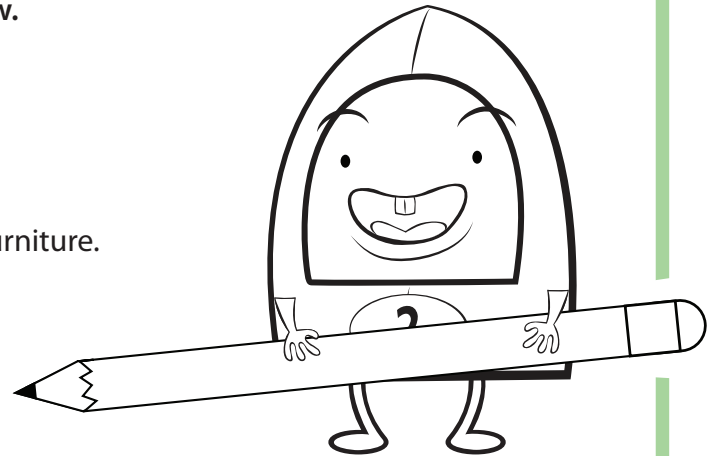-what color   -how something smells
-what size   -how something tastes
-what shape   -how something looks
-how many   -how something behaves
-how something feels -how something sounds

Part 1
Directions: Circle the adjectives in the sentences below.

1. We bought a (colorful) vase at the (new) store in town.

2. The (round) mirror felt (heavy) as I carried it to the car.

3. My grandpa's (wooden) desk was a (beautiful) piece of furniture.

4. The (old) clock made (loud) sounds every hour.

5. I kept (three) (striped) blankets on my bed in the winter.

Part 2
Directions: Choose the best adjectives to complete the sentence. Write it on the line.

Word Bank	calm	several	green	warm	nice	delicious

1. The ___delicious___ apple fell from the ___green___ tree.

2. ___Several___ flowers bloomed in the garden.

3. Sunshine gave us a ___warm___ day to go outside to play.

4. We drove in the car with the windows down so we could enjoy a ___nice___ breeze.

5. At the beach, the ___calm___ waves crashed quietly on the shore.

Your Turn!
Directions: Write two sentences below. Use at least one adjective in each sentence. Circle the adjectives.

1. _____ Student answers will vary. _____

_____

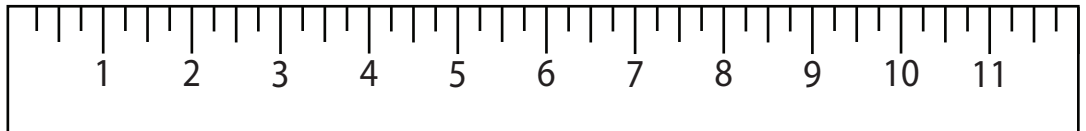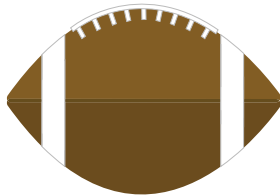2. _____ Student answers will vary. _____

_____

Football Cookie Measurement Answers

Directions: Which family member made the biggest football cookie? Use the rulers to measure the length of each football cookie in inches. Write the measurement on the line. Circle the family member who made the biggest football cookie.
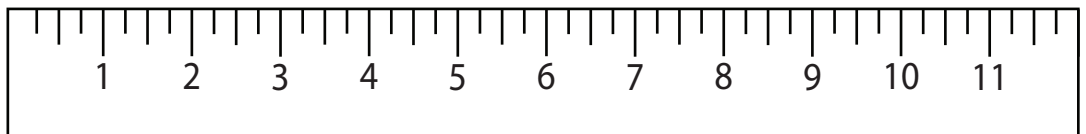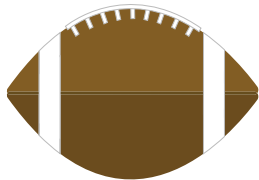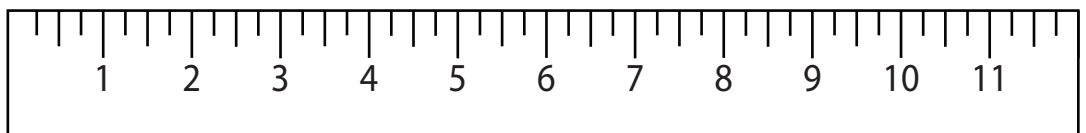
1. 1 1/2 inches
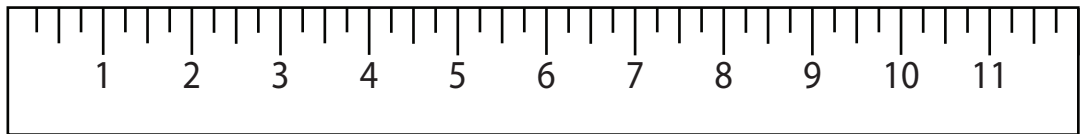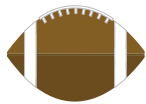
2. 3 inches

3. 2 3/4 inches

4. 1 inch

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Compare and Contrast: Vertebrates and Invertebrates

*When we **compare** and **contrast**, we look for the similarities and differences.

Contrast
Record the differences in this section.

Compare
Record the similarities in this section.

Contrast
Record the differences in this section.
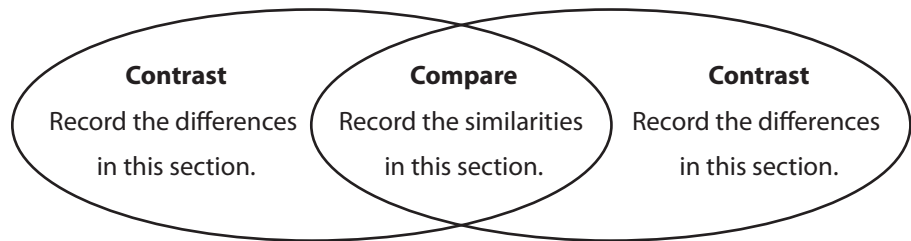
Directions: Using two informational texts, complete the graphic organizer.

Many different animals share our planet with us. Many are alike, and many are different. Scientists classify animals based on their similarities. One way scientists group animals is whether or not those animals have a backbone.

Vertebrates

Animals that have a unique backbone fit into the category of vertebrates. They make up a small part of the animal kingdom.

Some animals, like dogs, cats, birds, lizards, fish, and humans have backbones. These are examples of vertebrates.

These animals have a skeleton inside their bodies that is made of bone. Their brain is covered by a skull. These animals are usually big in size. They are usually able to move fast.

Vertebrates live in a variety of habitats. Their bodies allow them to adapt to different environments.

Invertebrates

Most of the animal kingdom fits into the category of invertebrates. These are the animals that do not have a backbone.

Animals, such as squid, worms, bugs, and clams do not have backbones. These are examples of invertebrates.

Invertebrates are usually smaller and slow-moving. Without bones, their bodies are not as strong. They do not move as easily.

Invertebrates live in a variety of habitats. They can be found anywhere from caves and deserts, to forests and oceans.

Vertebrates
- Have a backbone
- Smaller part of the animal kingdom
- Have a skeleton inside their bodies
- Bigger in size
- Move fast

- Part of the animal kingdom
- Live in a variety of habitats

Invertebrates
- Do not have a backbone
- Larger part of the animal kingdom
- Do not have a skeleton inside their bodies
- Smaller in size
- Slow moving

Using Comparative and Superlative Adjectives

A **comparative adjective** is used to compare two nouns.
The suˉx - er is often found at the end of a comparative adjective.

Example: My book is <u>longer</u> than hers.
                   That dog runs <u>faster</u> than Spot.

A **superlative adjective** is used to compare three or more nouns. It describes the noun that
is the most extreme. The suˉx - est is often found at the end of a superlative adjective.

Example: My book is the <u>longest</u> in the whole library.
                   Of all the dogs at the park, that dog is the <u>fastest</u>.

Here are some rules for changing an adjective to its comparative and superlative forms:

If a word...	Rule	Adjective	Comparative	Superlative
Ends in y	Change the y to i, and add -er or -est	Happy	Happier	Happiest
Has a CVC (consonant + vowel + consonant) pattern	Double the last letter, and add -er or -est	Hot	Hotter	Hottest
Ends with an e	Drop the e, and add -er or -est	Large	Larger	Largest
Has more than two syllables	Use the word **more/most** or l**ess/least** in front of the adjective	Interesting	More interesting Less interesting	Most interesting Least interesting
Is irregular	Memorize it!	Good Bad	Better Worse	Best Worst

Part 1
Directions: Circle the comparative adjective in each sentence.

1. His bike is (smaller) than my bike.

2. My puppy is (cuter) than that one.

3. My book is (shorter) than yours.

4. Our shoes are (dirtier) than yours.
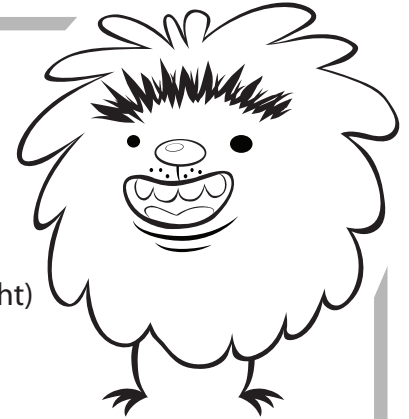
Part 2
Directions: Circle the superlative adjective in each sentence.

1. He has the (smallest) bike of all.

2. I think my puppy is the (cutest) puppy of all.

3. My book is the (shortest) book I have ever read.

4. Our shoes are the (dirtiest) of all.

Using Comparative and Superlative Adjectives

Part 3

Directions: Complete each sentence with the comparative or superlative form of the adjective in parentheses. Circle the things in each sentence that are being compared. Remember to use the spelling rules from the chart!

Example: My ˜ashligh t is _____ brighter _____ than yours (bright)

1. This room is _____ cleaner _____ than that one. (clean)

2. My bedroom is the _____ cleanest _____ of all the rooms in the house. (clean)

3. That tree is the _____ greenest _____ of all (green)

4. My eyes are _____ greener _____ than my brother's eyes (green)

5. He climbed the _____ highest _____ branch of all on the tree. (high)

6. The branch is _____ higher _____ than the house. (high)

7. Your blanket is _____ softer _____ than mine (soft)

8. My blanket is the _____ softest _____ of all. (soft)

9. The whale is the _____ largest _____ animal of all (large)

10. Did you know whales are _____ larger _____ than dinosaurs? (large)

Part 4

Directions: Complete the following sentence frames based on what you have learned about comparative and superlative adjectives.

1. A **comparative** adjective ends with ___er___. This adjective is used to compare __two__ things. An example of a comparative adjective is (student answers will vary).

2. A **superlative** adjective ends with ___est___. This adjective is used to compare __three__ or more things. An example of a superlative adjective is (student answers will vary).

Name _____ Date _____

Parking Lot Multiplication Word Problems #1

Part A: The upper level of a parking lot has space for a 6 x 4 array of cars. Create the array in the space below. How many cars can fit on the upper level?
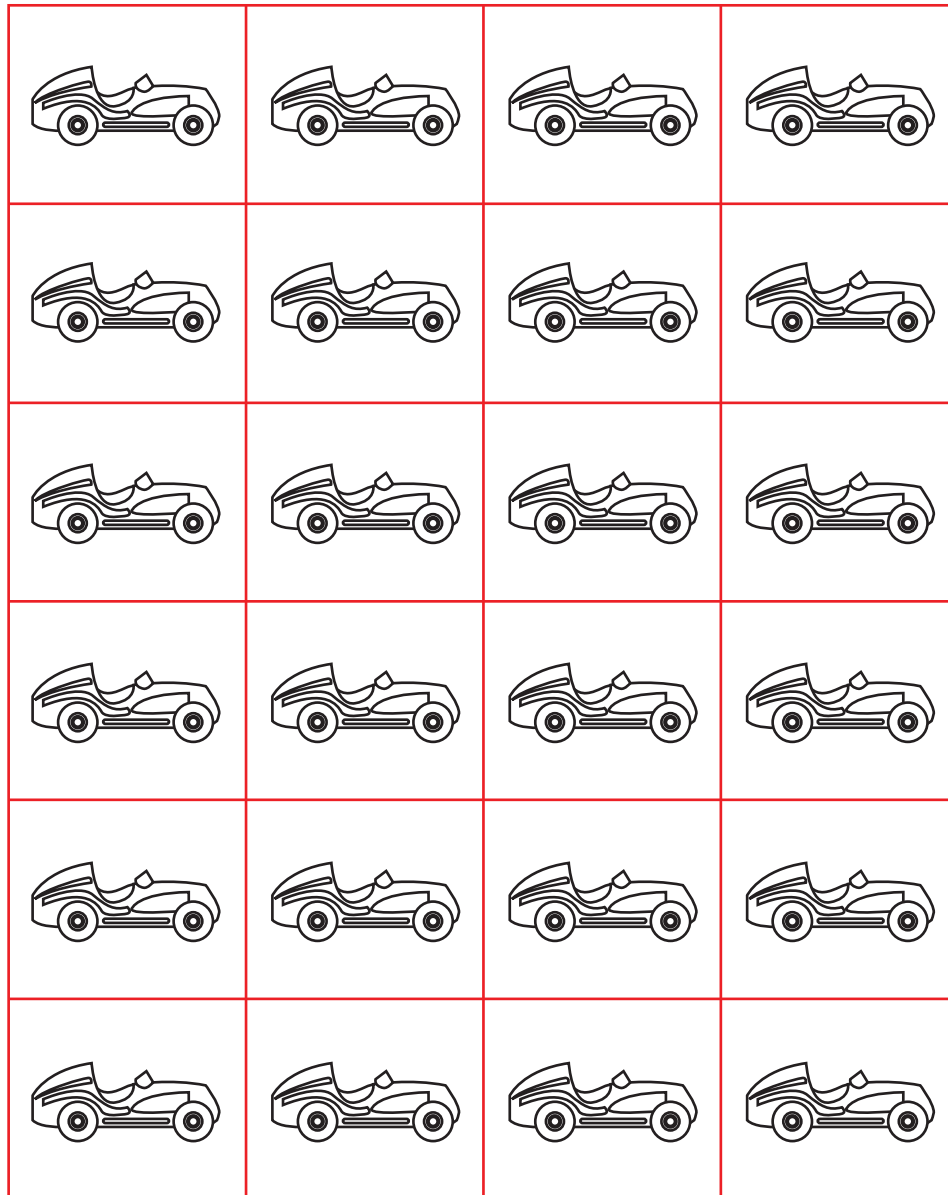
24 cars can fit on the upper level of the parking lot.

Parking Lot Multiplication Word Problems #1

Part B: The lower level of a parking lot has space for a 4 x 6 array of cars. Create the array in the space below. How many cars can fit on the lower level?
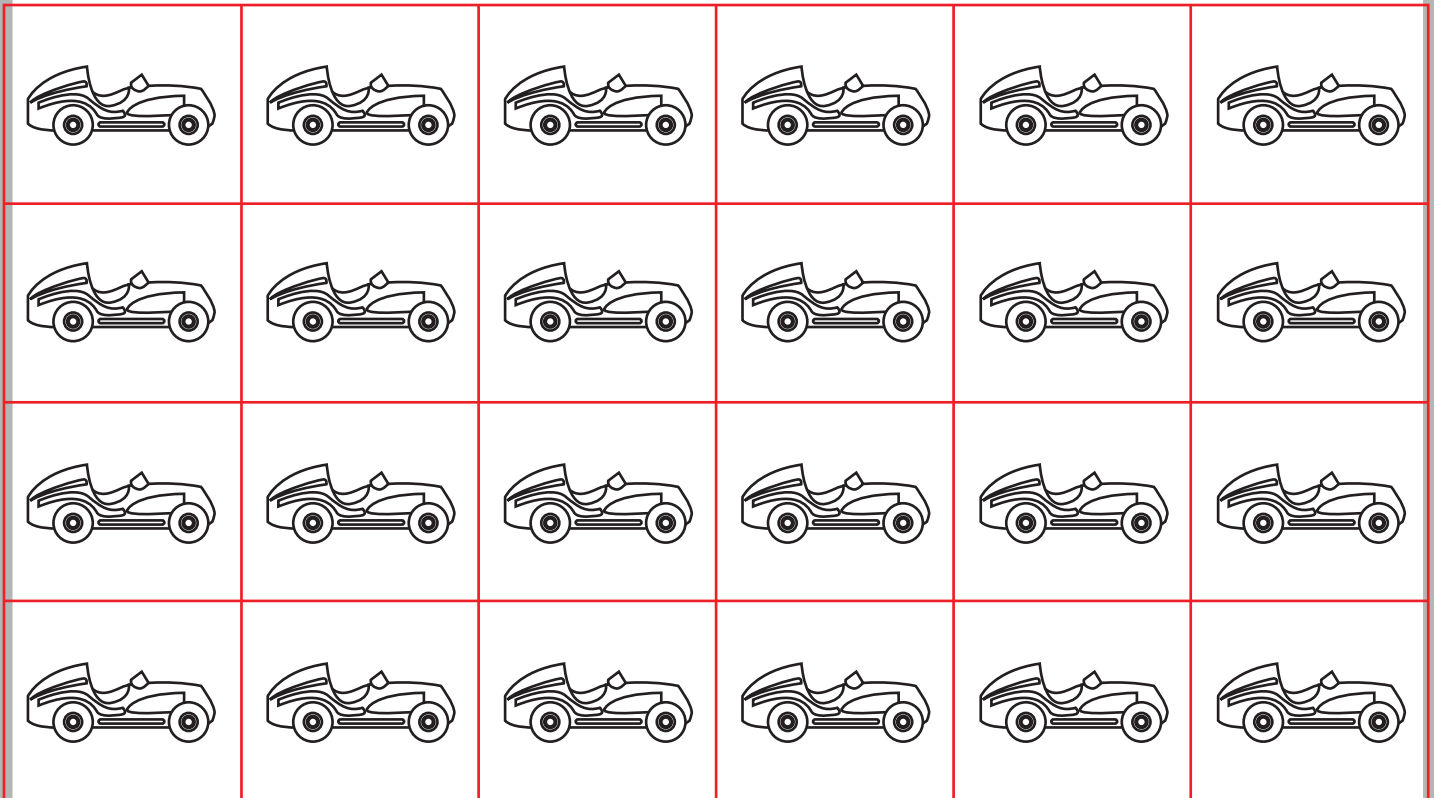
24 cars can fit on the lower level of the parking lot.

Parking Lot Multiplication Word Problems #1

Part C: Now that you have answered both Part A and B, what do you notice about the car arrangements? How does your work show the commutative property of multiplication? Explain.

Answers will vary, but may include:

I noticed that the car arrangements had a different number of columns and rows, but the total number of cars was the same. For example, in the first array, there were 6 rows and 4 columns (6 x 4), and in the second array, there were 4 rows and 6 columns (4 x 6). Even though the arrays looked different, the total was the same. The commutative property of multiplication was shown because the order of the numbers in the multiplication problem did not matter. The total number of cars was 24 in each array.
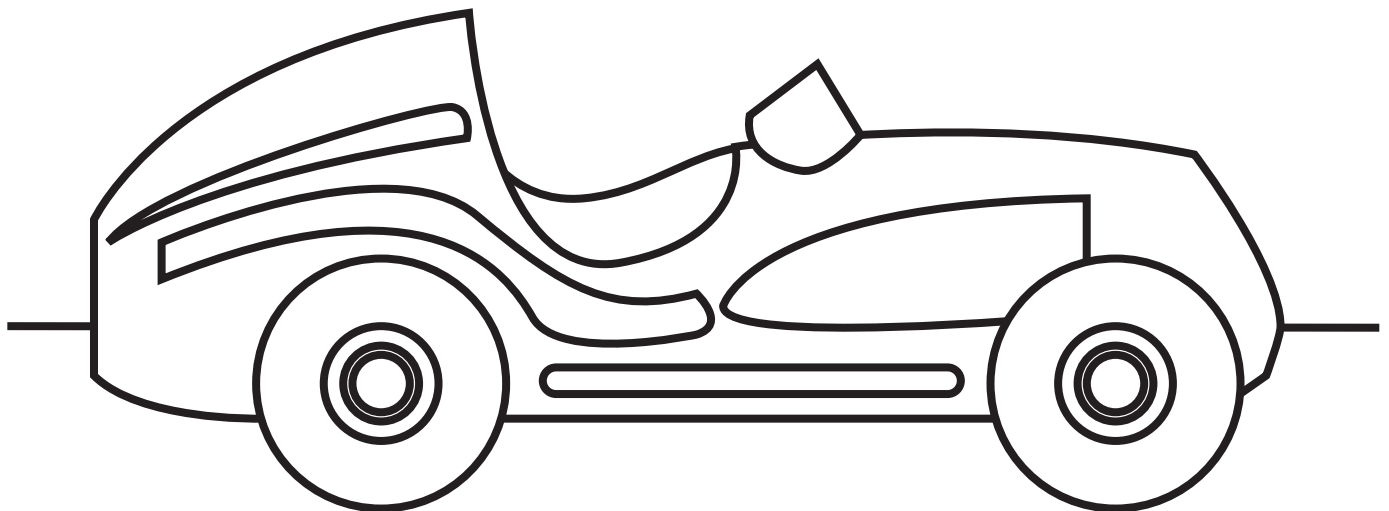
Name: _____   Date: _____

Frayer Model   Example

Directions: Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.

Definition:
- It's the central idea of the text.
- What the text is mostly about.
- The gist of the text.

Sentence:
- Every paragraph and non-fiction text has a main idea.
- Every main idea should have supporting details.

Vocabulary Term:

Main Idea

Examples:
- Main Idea: sports teams
- Football, basketball, softball

Image Representation:

linking idea   linking idea
main concept
linking idea   linking idea

Non-Examples:
- A fact
- A stand-alone detail
- A group of details related to one topic

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Name: _____   Date: _____

Make Your Own Inferences

Use each sentence below to make a reasonable inference.

Sentence	Your Inference
Example: Min smiled when she received her graded math test.	Min got a good grade on the test.
1. John glanced out the window, then grabbed his umbrella.	It is raining.
2. Paul felt the sand between his toes.	Paul is at the beach.
3. Ms. Lambert has a bike helmet on her desk.	Ms. Lambert rides her bike to school.
4. Idera sneezed as she picked flowers.	Idera is allergic to flowers.
5. Evan fell asleep during Read Aloud.	Evan was tired.

Answers

It's Grammar Time: Past Tense Verbs

It's Grammar Time and you must follow the rules!

A **past tense verb** expresses an action that already happened or state of being that already existed.

--Most regular verbs are made past tense by adding -ed to the end.

--There are some other rules to follow depending on what letter the verb ends in:

Verbs ending in:	Rule	Example
e	add -d	behave ➔ behaved
consonant and y	drop the y, add -ied	try ➔ tried
vowel and y	add -ed	stay ➔ stayed
one-syllable verb ending in a consonant	double the last consonant, add -ed	hop ➔ hopped

Directions: Form the past tense of each verb. Write your answer on the lines.

1. ask   asked

2. play   played

3. live   lived

4. race   raced

5. wish   wished

6. bake   baked

7. jump   jumped

8. carry   carried

9. rip   ripped

10. like   liked

11. drip   dripped

12. clap   clapped

13. return   returned

14. dry   dried

Directions: Write a sentence on the lines below with at least one past tense verb. Circle the past tense verbs in the sentence.

15. Student answers will vary

If you have extra time...
Doodle! It turns out that doodling and coloring can increase our creativity and focus.

learn

What is the past tense form of the word learn?   learned

Answers Solve for the Unknown

Use the division and multiplication connection to help solve division problems.

Example: **36 ÷ 4 = _____**

1. Change the problem into a multiplication problem with a missing factor or product.

   4 x ___ = 36

2. Choose a familiar multiplication strategy to find the unknown factor.
   - repeated addition
   - arrays
   - skip counting
   - equal groups

3. The answer to your multiplication problem is also your answer for division problem.

   4 x <u>9</u> = 36   **36 ÷ 4 = <u>9</u>**

Directions: Use strategies listed above to solve for the unknown factors in the problems. Be sure to show your work.

1. 35 ÷ 7 = <u>**5**</u>

2. 48 ÷ <u>**12**</u> = 4

3. <u>**18**</u> ÷ 2 = 9

4. 63 ÷ 7 = <u>**9**</u>

5. 56 ÷ <u>**7**</u> = 8

6. <u>**40**</u> ÷ 10 = 4

7. 16 ÷ <u>**4**</u> = 4

8. 40 ÷ 5 = <u>**8**</u>

9. 36 ÷ <u>**4**</u> = 9

10. <u>**48**</u> ÷ 6 = 8

Name: _____   Date: _____

Answers **Compare and Contrast Fictional Stories:**

Directions: Complete the chart with information from both fiction texts.

	Differences Story 1	**Similarities**	**Differences Story 2**
Characters What character traits do they have in common? What traits are different?	Denise was nervous about her first day of school.	The girls were both friendly. They both wanted to have friends. Both girls felt nervous on their first days at a new school.	Nina was excited to make the new girl her friend. She was the kind of girl who wanted others to feel happy and comfortable.
Setting How is the setting from Story 1 different from Story 2? How are the settings the same?		The setting was at the school in both stories.	
Problem How is the character's problem in Story 1 similar to the character's problem in Story 2?	Denise's problem was that it was her first day at the new school.		Nina's problem was that she tries to figure out how to make the new girl her friend and she missed the math lesson.
Major Events What parts of the plot in the stories are similar or different?	Denise focused on the math lesson instead of worrying about being the new girl.	Denise and Nina both enjoyed meeting each other and talking at lunch.	Nina focused on making Denise her friend instead of worrying about the math lesson.
Resolution What did the characters do at the end of the story to solve the problems? How are the solutions the same or different?	Denise asked a girl in her class to help her find a seat at lunch.	Both girls asked for help.	Nina asked the new girl for help to get caught up with the math that she missed.
Theme What lesson does the character learn in Story 1? How is this the same or different from the lesson learned in Story 2?	Denise learned that sometimes good things come when you least expect it.	Both girls learned a lesson by becoming friends with each other.	Nina learned that it is important to be kind to others who might be going through a hard time.

Name: _____ Date: _____

Answers Those Oddballs: Irregular Verb Tense

Irregular verbs can be tricky. They don't follow the same rules for making future or past tense forms of the verb. In each row, use the tense provided to fill in the table with the correct forms of the verb. Then, select one form of the verb and use it correctly in a sentence, underlining the verb (and helping verb if you used one).

Past Tense Yesterday I...	Present Tense Now I...	Future Tense Tomorrow I...	Use one form in a sentence
caught	catch	will catch	Answers will vary
thought	think	will think	
drank	drink	will drink	
became	become	will become	
fell	fall	will fall	
bled	bleed	will bleed	
laid	lay (to set an object down)	will lay	
shone (to radiate light)	shine	will shine	
taught	teach	will teach	
lay	lie (to recline like in a bed)	will lie	
spoke	speak	will speak	
said	say	will say	

Point to Ponder: What patterns do you notice? Possible response: Future tense is the same as present but you add the helping verb "will" before the verb. The past tense is what doesn't follow a pattern.

Word Problems: Addition and Subtraction

Directions: Read each word problem and solve to ÿnd the answer.

1. Jude was given $100 for taking care of the neighbor's plants for 4 weeks. He spent $37 at the school book fair and $9 on an ice cream date with his little sister. How much money did he have left? **$54**	2. Devonne bought 3 carrots, 4 cucumbers, 6 apples, and 1 bag of crackers. How many more vegetables does she need if she wants to have a vegetable for dinner each night for 2 weeks? **7 more vegetables**	3. Angel earned $90 for pulling weeds in the garden. She spent $25 on her brother's birthday gift, and $35 on a new sweatshirt to wear at soccer practice. How much money did she have left? **$30**
4. Anderson has 480 songs on his phone. 12 songs are holiday songs, and 42 songs are classical songs. The rest are pop songs. How many pop songs does Anderson have on his phone? **426 songs**	5. Watson had $700 to donate. He donated $200 to his school's library, and he gave $350 to his town's food bank. How much money did he have left to donate to another place? **$150**	6. Antonia's book is 326 pages long. She read 20 pages on Monday, 50 pages on Tuesday, and 67 pages on Wednesday. How many pages does Antonia have left in her book? **189 pages**

Answers

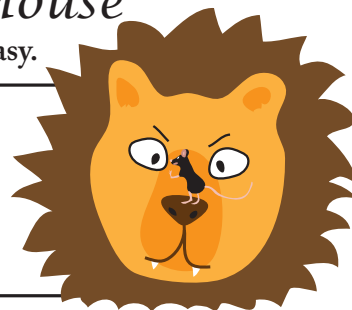# Real or Fantasy: *The Lion and the Mouse*
Fiction stories include elements of both realism and fantasy.

Realism is when things can really happen in life.
Ex: The frog hopped near the princess.

Fantasy is when things are fake and can't happen in life.
Ex: The frog sang to the princess.

Directions: Read the fable below. As you read, think about the elements of the story that are realistic and those that are fantasy.

The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

Directions: Look for examples of realism and fantasy in the fable and record these details in the chart below. An example has been done for you. Answers will vary:

Realism Things that can happen in life	*Fantasy* Things that are fake and can't happen in life
When the lion was unable to free himself, he roared loudly and angrily.	**The Lion laughed at the Mouse.**
The Lion slept on the forest floor with his head resting on his paws.	**The Mouse chewed through a rope to save the Lion.**
The Mouse accidentally ran across the Lion's nose.	**The Mouse spoke to the Lion.**
The Lion got caught in a hunter's net when he was out stalking his prey.	**The Mouse begged the Lion to let him go, and the Lion freed him.**

Name: _____   Date: _____

Answers **Working with Analogies**

An **analogy** is a way of describing the similarities between two things by comparing them.

Example:

A glove is to a hand as a sock is to a foot.

Directions: Complete the analogies below by choosing the correct word from the Word Bank. Write your answer on the line.

Word Bank				
hearts	**finger**	**water**	**puppy**	**winter**
bird	**breakfast**	**bowl**	**fruit**	**banana**

1. Cat is to kitten as dog is to _____ **puppy** _____.

2. Fish are to _____ **water** _____ as mammals are to land.

3. _____ **Bird** _____ is to feathers as dog is to fur.

4. Sunshine is to summer as snow is to _____ **winter** _____.

5. Cereal is to _____ **breakfast** _____ as sandwich is to lunch.

6. _____ **Finger** _____ is to hand as toe is to foot.

7. Red is to apple as yellow is to _____ **banana** _____.

8. Soup is to a _____ **bowl** _____ as steak is to a plate.

9. _____ **Hearts** _____ are to Valentine's Day as pumpkins are to Halloween.

10. Apple is to _____ **fruit** _____ as carrot is to vegetable.
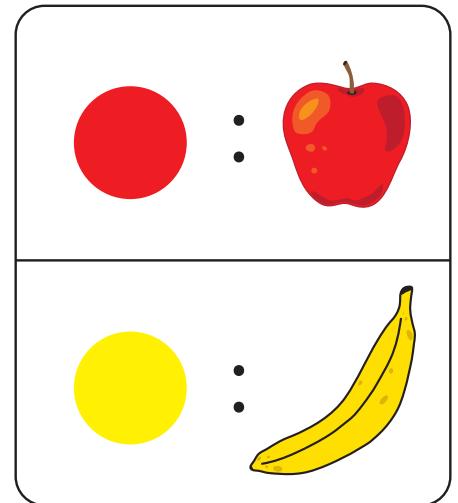
Challenge! Student answers will vary
Directions: Create two analogy sentences on the lines below.

1. _____

_____

2. _____

_____

Name _____   Date _____

Multiplication & Division Word Problems Practice

Step 1: Read the whole problem.   Step 2: Circle clue words and numbers.

Step 3: Make a model step.   4: Solve the problem.

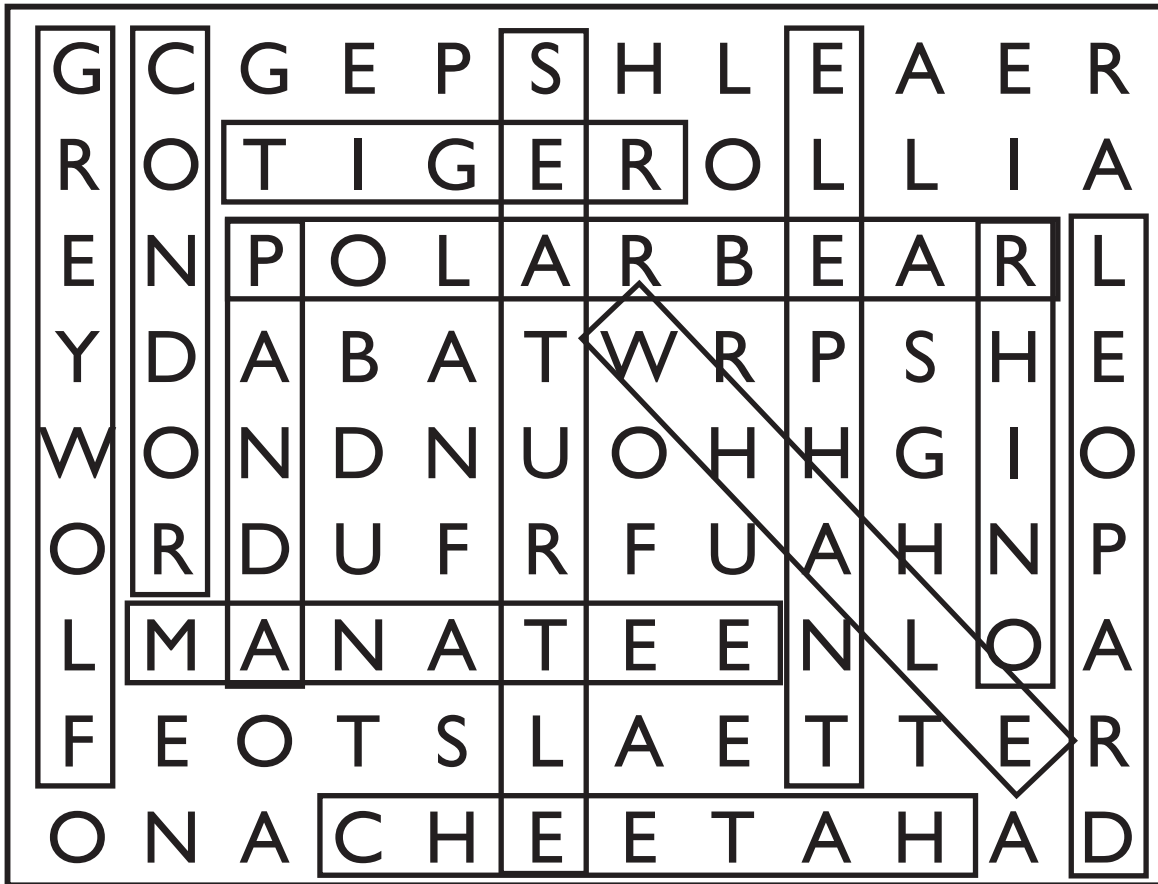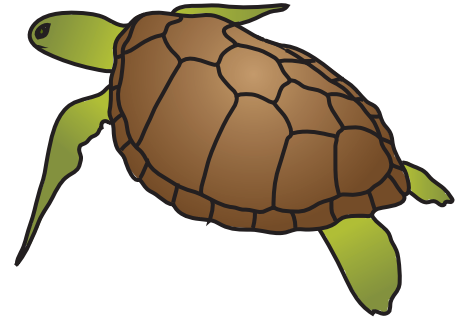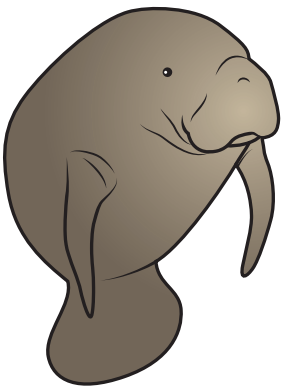|		
1. Mr. Yamamoto is making a breakfast for the 6 members of his family. He is making bacon and omelets. If each omelet needs 3 eggs, how many eggs does he need? 6 x 3 = 18 He needs 18 eggs.	2. Avea checked out 18 books from the library. Half of them are nonfiction. How many nonfiction books did she check out? 18 ÷ 2 = 9 She checked out 9 nonfiction books.	3. Imani is taking apart a beaded necklace to make 4 identical bracelets. The necklace has 48 beads. How many beads will Imani use for each bracelet? 48 ÷ 4 = 12 Imani will use 12 beads for each bracelet.
4. Adrian started a dog walking business. On Saturday he walked 8 dogs and earned $72. How much did he charge per dog? 72 ÷ 8 = 9 He charged $9 per dog.	5. Mariel volunteers at the animal shelter 3 times a month. After 6 months, how many times has she volunteered at the animal shelter? 3 x 6 = 18 She has volunteered at the animal shelter 18 times.	6. Hilo has 63 baseball cards to put into a photo album. If 9 cards fit on a page, how many pages will he use? 63 ÷ 9 = 7 Hilo will use 7 pages.
7. Maja is designing robots. Each has 10 feet of wire inside them. If she makes 5 robots, how many feet of wire will she need? 10 x 5 = 50 She will need 50 feet of wire.	8. Nondi's class is going on a field trip. Each chaperone will take 4 kids in their car. If there are 36 students going, how many chaperones will they need? 36 ÷ 4 = 9 They will need 9 chaperones.	9. Kadeem drank 8 glasses of water a day for one week. How many glasses of water did he drink? 8 x 7 = 56 He drank 56 glasses of water in one week.

ENDANGERED

All these animals are endangered, which means they are in danger of going extinct.

```
G C G E P S H L E A E R
R O T I G E R O L L I A
E N P O L A R B E A R L
E D A B A T W R P S H E
Y O N D N U O H H G I O
W R D U F R F U A H N P
O L M A N A T E E N L O A
L F E O T S L A E T T E R
F O N A C H E E T A H A D
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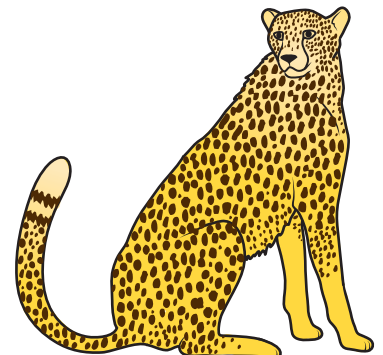
The names of all these animals are hidden in this word search. They can go horizontally, vertically, or diagonally. Can you find all of them?

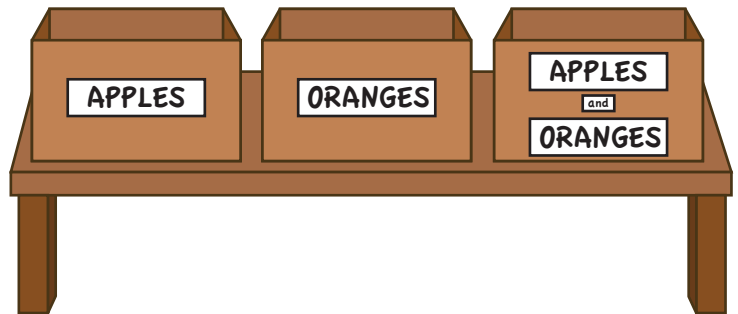|	
CHEETAH	LEOPARD
MANATEE	RHINO
SEA TURTLE	ELEPHANT
WHALE	POLAR BEAR
TIGER	CONDOR
PANDA	GREY WOLF

Boxes of Fruit

Name: _____

You have three boxes of fruit.
- One is full of apples
- One is full of oranges
- One is full of both

Each box is labeled:
- One says "apples"
- One says "oranges"
- One says "apples and oranges"

However, *none of the boxes are labeled correctly!*

How can you label the boxes correctly if you are only allowed to take and look at just **one** piece of fruit from just **one** of the boxes?

Work out the problem in the space below.

Take a piece of fruit from the box labeled "Apples & Oranges". We know that that box must have either all oranges or all apples. Depending on what fruit you pick, you'll know for sure what fruit is in that box. From there, you'll use process of elimination to figure out what fruits are in the other boxes.

Answer: _____