

# *Summer Instructional Packets*



*Grade 5*

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

Mother called us to come to dinner.  
\_\_\_\_\_, we had to wash our hands.

1. Which transition word would BEST complete the sentence?
- A. Before
  - B. First
  - C. Later
  - D. After

Kelly was in fifth grade. She was running for the office of class president. Posters announced that Kelly was running for that office.

2. Which correctly combines the above sentences into one meaningful sentence?
- A. Kelly was running for fifth-grade office and that office was for class president that posters announced her running for office.
  - B. Posters announced that Kelly was in fifth grade and that she was running for that office on those posters.
  - C. Kelly was running for class president of the fifth grade and posters announced that she was running for that office.
  - D. Posters announced that Kelly was running for fifth-grade class president.

3. Which of the following is usually found in a table of contents?
- A. a general outline of information in a book
  - B. page numbers of every item in the book
  - C. definitions of important words used in the book
  - D. a list of the important figures and graphs in the book

4. Which word in the sentence below needs to have a capital letter?

Everyone in town seemed excited about attending the annual Thanksgiving day parade.

- A. town
- B. excited
- C. attending
- D. day

The yo-yo is not a new invention. Records show that it dates from 450 B.C.E. The yo-yo was known in ancient Greece and to many people in the Middle Ages. Napoleon's soldiers played with yo-yos between battles in the 1800s. The Filipino version of the yo-yo was the one that came to America in the 1920s. The name, "yo-yo," was patented in the United States soon after its introduction into America. It is still a common play toy for children in much of the world.

5. What is the main idea of this paragraph?
- A. Which country patented the yo-yo?
  - B. The yo-yo dates back to 450 B.C.E.
  - C. The yo-yo has existed for a long time.
  - D. how the yo-yo was developed

Before Mother put the baby to bed, she read her a favorite bedtime story.

6. Which is a verb in the sentence above?
- A. before
  - B. put
  - C. bed
  - D. bedtime

**in•crease** (in krēs') *v.* 1. to make or become greater or larger

7. What does "in•crease" show in the above dictionary entry?
- A. the definition
  - B. the pronunciation
  - C. the part of speech
  - D. the word divided into syllables
8. Which is a run-on sentence?
- A. The lighthouse was no longer in use, but it still attracted visitors.
  - B. My brothers think some of the games my friends play are silly.
  - C. Mother gets upset when we go out and slam the door.
  - D. The crossing guard's job is important he stops traffic for us.

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

9. Which sentence has the correct punctuation?

- A. His company is transferring Dad on September 1, 2004, from Chicago, Illinois to Atlanta, Georgia.
- B. His company is transferring dad on September 1 2004 from Chicago, Illinois to Atlanta, Georgia.
- C. His company is transferring Dad on September 1, 2004 from Chicago Illinois to Atlanta Georgia.
- D. His company is transferring dad on September 1 2004, from Chicago Illinois to Atlanta Georgia.

That step is broken!

10. The purpose of the sentence above is to

- A. give information.
- B. ask a question.
- C. make a request.
- D. show excitement.

The American elm is making a comeback in the United States. Early in our history, elm trees were found along the streets of many towns. However, the Dutch elm disease killed off most of these elms. Now elm trees that can resist the Dutch elm disease have been developed.

11. Which sentence includes a supporting detail for the above paragraph?

- A. Trees along the streets of a town look very nice.
- B. Many people like to plant trees along the streets in their town.
- C. Scientists have developed an elm tree that resists the Dutch elm disease fungus.
- D. Elm trees grow very tall and have many leaves.

12. Which source would you use to find which time zone the city of Santa Fe is in?

- A. an encyclopedia
- B. a dictionary
- C. an almanac
- D. a thesaurus



Usually by 7:30 Jacob is home from the game but the game went into extra innings.

13. Which punctuation is needed to correct the sentence above?
- A. a comma after *usually*
  - B. a comma after 7:30
  - C. a comma after *home*
  - D. a comma after *from the game*

We impatiently waited for our three cousins, who were inside their terrific new camper, to change into their bathing suits.

14. Which of the underlined words is NOT as descriptive as the others?
- A. impatiently
  - B. three
  - C. terrific
  - D. bathing
15. Which is a sentence?
- A. Sparks and ash from a campfire.
  - B. Blank sheets of paper on a desk.
  - C. Some coins fell from his hand.
  - D. A call from a friend for help.

If it wasn't for my big sister, I might never have made it through my fifth-grade math class. She helped me every day after school for at least an hour. Even though I struggled and got easily frustrated, she was always patient with me. She never gave up.

16. Which sentence would make the BEST closing sentence for the above paragraph?
- A. I never want her to help me again.
  - B. I play basketball really well.
  - C. Forget about it.
  - D. Whenever I have trouble with math, I know the person to go to!

Mother called us to come to dinner.  
\_\_\_\_\_, we had to wash our hands.

1. Which transition word would BEST complete the sentence?
  - A. Before
  - B. First**
  - C. Later
  - D. After

Kelly was in fifth grade. She was running for the office of class president. Posters announced that Kelly was running for that office.

2. Which correctly combines the above sentences into one meaningful sentence?
  - A. Kelly was running for fifth-grade office and that office was for class president that posters announced her running for office.
  - B. Posters announced that Kelly was in fifth grade and that she was running for that office on those posters.
  - C. Kelly was running for class president of the fifth grade and posters announced that she was running for that office.
  - D. Posters announced that Kelly was running for fifth-grade class president.**

3. Which of the following is usually found in a table of contents?

- A. a general outline of information in a book**
- B. page numbers of every item in the book
- C. definitions of important words used in the book
- D. a list of the important figures and graphs in the book

4. Which word in the sentence below needs to have a capital letter?

Everyone in town seemed excited about attending the annual Thanksgiving day parade.

- A. town
- B. excited
- C. attending
- D. day**

The yo-yo is not a new invention. Records show that it dates from 450 B.C.E. The yo-yo was known in ancient Greece and to many people in the Middle Ages. Napoleon's soldiers played with yo-yos between battles in the 1800s. The Filipino version of the yo-yo was the one that came to America in the 1920s. The name, "yo-yo," was patented in the United States soon after its introduction into America. It is still a common play toy for children in much of the world.

5. What is the main idea of this paragraph?
- A. Which country patented the yo-yo?
  - B. The yo-yo dates back to 450 B.C.E.
  - C. *The yo-yo has existed for a long time.***
  - D. how the yo-yo was developed

Before Mother put the baby to bed, she read her a favorite bedtime story.

6. Which is a verb in the sentence above?
- A. before
  - B. *put***
  - C. bed
  - D. bedtime

**in•crease** (in krēs') *v.* 1. to make or become greater or larger

7. What does "in•crease" show in the above dictionary entry?
- A. the definition
  - B. the pronunciation
  - C. the part of speech
  - D. *the word divided into syllables***
8. Which is a run-on sentence?
- A. The lighthouse was no longer in use, but it still attracted visitors.
  - B. My brothers think some of the games my friends play are silly.
  - C. Mother gets upset when we go out and slam the door.
  - D. *The crossing guard's job is important he stops traffic for us.***



9. Which sentence has the correct punctuation?

- A. *His company is transferring Dad on September 1, 2004, from Chicago, Illinois to Atlanta, Georgia.*
- B. His company is transferring dad on September 1 2004 from Chicago, Illinois to Atlanta, Georgia.
- C. His company is transferring Dad on September 1, 2004 from Chicago Illinois to Atlanta Georgia.
- D. His company is transferring dad on September 1 2004, from Chicago Illinois to Atlanta Georgia.

That step is broken!

10. The purpose of the sentence above is to

- A. give information.
- B. ask a question.
- C. make a request.
- D. *show excitement.*

The American elm is making a comeback in the United States. Early in our history, elm trees were found along the streets of many towns. However, the Dutch elm disease killed off most of these elms. Now elm trees that can resist the Dutch elm disease have been developed.

11. Which sentence includes a supporting detail for the above paragraph?

- A. Trees along the streets of a town look very nice.
- B. Many people like to plant trees along the streets in their town.
- C. *Scientists have developed an elm tree that resists the Dutch elm disease fungus.*
- D. Elm trees grow very tall and have many leaves.

12. Which source would you use to find which time zone the city of Santa Fe is in?

- A. an encyclopedia
- B. a dictionary
- C. *an almanac*
- D. a thesaurus



Usually by 7:30 Jacob is home from the game but the game went into extra innings.

13. Which punctuation is needed to correct the sentence above?

- A. a comma after *usually*
- B. a comma after 7:30
- C. a comma after *home*
- D. a comma after from the game**

We impatiently waited for our three cousins, who were inside their terrific new camper, to change into their bathing suits.

14. Which of the underlined words is NOT as descriptive as the others?

- A. impatiently
- B. three**
- C. terrific
- D. bathing

15. Which is a sentence?

- A. Sparks and ash from a campfire.
- B. Blank sheets of paper on a desk.
- C. Some coins fell from his hand.**
- D. A call from a friend for help.

If it wasn't for my big sister, I might never have made it through my fifth-grade math class. She helped me every day after school for at least an hour. Even though I struggled and got easily frustrated, she was always patient with me. She never gave up.

16. Which sentence would make the BEST closing sentence for the above paragraph?

- A. I never want her to help me again.
- B. I play basketball really well.
- C. Forget about it.
- D. Whenever I have trouble with math, I know the person to go to!**



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

# 5-A-Day Language Review: Week I

Monday

- ① First identify if the following sentence is a **simile** or a **metaphor**: ☐ simile ☐ metaphor  
Then underline the two objects that are being compared to each other.

The explosion was a lantern in the sky.

- ② Find the origin and meaning of the **idiom**. Then use it in a sentence. **"blow off some steam"**

Origin: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

- ③ **illuminate** ➡ prefix: \_\_\_\_\_ base or root: \_\_\_\_\_ suffix: \_\_\_\_\_

- ④ Circle the **misspelled** word and write it correctly in the space below.

unusal chisel modest

- ⑤ Choose the **synonym** for: festive party frightening joyful long

Tuesday

- ① Select the correct **verb tense**. Then identify if the correct **verb tense** is **past perfect**, **present perfect**, or **future perfect**.

Tina \_\_\_\_\_ the pie when she found out it was for her sister.

had eaten has eaten will have eaten

- ② Circle the incorrect **verb** or **verb phrase**. Rewrite the sentence using the correct **verb tense**.

Dylan sometimes talking about getting a new car.

- ③ Choose a matching **analogy**. **mountain : high**

a) river : cold b) valley : low c) forest : scary d) desert : wet

- ④ Use the correct **capitalization**, **underlining/italics**, or **quotation marks** for the following **title**.

where the red fern grows (book)

- ⑤ Add the correct **affix/affixes** to complete the sentence.

Mark was \_\_\_\_\_ to play in the baseball game because he was sick. (able)



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

# 5-A-Day Language Review: Week 1

Wednesday

- ① Circle the **definition** that matches the word used in the sentence below.

**re•tire**

1. v. To stop working because one has reached a certain age
2. v. To go to bed

I am so exhausted from running the marathon that I am going to retire early tonight.

- ② Add **commas** where needed to the text below.

Miguel went to the store to buy an onion some lettuce and rice.

- ③ Circle the **conjunction** in the sentence and identify if it is “**coordinating**” or “**subordinating**.”

Even though it was extremely hot, we went for a 5-mile run.

**C** **S**

- ④ Using your **pronunciation key**, circle the word that rhymes with the bolded word.

**bass** ('bās)

pass

face

mess

rack

- ⑤ What does the following **adage** or **proverb** mean?

“The early bird gets the worm.”

\_\_\_\_\_

\_\_\_\_\_

Thursday

- ① Combine the two sentences with the appropriate **correlative conjunctions**.

**both...and** • **either...or** • **neither...nor** • **not only...but (also)** • **whether...or**

You can go on the field trip tomorrow.

You can stay in the office tomorrow

\_\_\_\_\_

\_\_\_\_\_

- ② Circle the **preposition(s)** and cross out the **prepositional phrase(s)**. Underline the **subject** once and the **verb phrase** twice.

Jennifer walked over to her neighbor's house.

- ③ List five words that contain the **Greek** or **Latin root/affix**.

**aud** - to hear or listen

\_\_\_\_\_

- ④ Mina agreed to go on the **excursion**, but only because she was getting stir crazy sitting in her hotel room all day. Normally, little trips to see the sights did not interest her. But her teammates convinced her to make the best of her trip and explore the beauty of Mexico.

**excursion** means: \_\_\_\_\_

- ⑤ Choose the **antonym** for: revolt

rebel

agree

upheaval

resist





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

## 5-A-Day Language Review: Week 2

Monday

- ① First identify if the following sentence is a **simile** or a **metaphor**: ☐ simile ☐ metaphor  
Then underline the two objects that are being compared to each other.

The clouds were floating cotton balls in the sky.

- ② Find the origin and meaning of the **idiom**. Then use it in a sentence. **"blowing smoke"**

Origin: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

- ③ **mistrusting** ➡ prefix: \_\_\_\_\_ base or root: \_\_\_\_\_ suffix: \_\_\_\_\_

- ④ Circle the **misspelled** word and write it correctly in the space below.

revolve abrupt ingine

- ⑤ Choose the **synonym** for: peculiar sight strange happy expected

Tuesday

- ① Select the correct **verb tense**. Then identify if the correct **verb tense** is **past perfect**, **present perfect**, or **future perfect**.

The band \_\_\_\_\_ together for more than ten years.

had played has played will have played

- ② Circle the incorrect **verb** or **verb phrase**. Rewrite the sentence using the correct **verb tense**.

We will buy a new car yesterday morning.

- ③ Choose a matching **analogy**. **teacher : educate**

a) coach : ignore b) senator : represent c) priest : insult d) lawyer : nurture

- ④ Use the correct **capitalization**, **underlining/italics**, or **quotation marks** for the following **title**.

the sound of music (movie)

- ⑤ Add the correct **affix/affixes** to complete the sentence.

His fantastical story about trolls left us all in \_\_\_\_\_. (belief)



## 5-A-Day Language Review: Week 2

Wednesday

- ① Circle the **definition** that matches the word used in the sentence below.

**de•vel•op**

1. v. To go through a process of growth
2. v. To bring or come into being
3. v. To apply chemicals to a photographic film to bring out the picture.

After I walked through the poison ivy, I developed a rash on my legs.

- ② Add **commas** where needed to the text below.

You heard me the first time didn't you?

- ③ Circle the **conjunction** in the sentence and identify if it is "**coordinating**" or "**subordinating**."

My sister wants to play basketball, but she broke her wrist skateboarding.

**C S**

- ④ Using your **pronunciation key**, circle the word that rhymes with the bolded word.

**dove** ('dev)

love

dot

stove

took

- ⑤ What does the following **adage** or **proverb** mean?

"Birds of a feather flock together."

\_\_\_\_\_

\_\_\_\_\_

Thursday

- ① Combine the two sentences with the appropriate **correlative conjunctions**.

**both...and • either...or • neither...nor • not only...but (also) • whether...or**

She was offered the job.

She was offered a senior position.

\_\_\_\_\_

\_\_\_\_\_

- ② Circle the **preposition(s)** and cross out the **prepositional phrase(s)**. Underline the **subject** once and the **verb phrase** twice.

My brother lives near a museum in New York.

- ③ List five words that contain the **Greek** or **Latin root/affix**.

**acu** - sharp

\_\_\_\_\_

- ④ I believed every word of Uncle Herm's story until I saw him chuckle with **amusement** at the expression on my face. It was then that I realized that he never really owned a pet monkey, and he simply made the story up to see my reaction.

**amusement** means: \_\_\_\_\_

- ⑤ Choose the **antonym** for: modest                      meek                      bold                      shy                      humble

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

**Directions:** Read the text, and answer the questions.

## Food Chains

Plants, animals, and humans are all part of ecosystems. Ecosystems are living things and their environments. Living things in an ecosystem depend on each other to meet their needs. Every ecosystem has one or more food chains. A food chain is the order in which each living thing gets food. It shows how energy is passed from creature to creature.



Food chains begin with plants, which make their own food. Plants are eaten by animals, and then those animals are eaten by other animals. One example of a food chain would be clover, a rabbit, a fox, and a worm. The rabbit would eat the clover, and then the fox would eat the rabbit. When the fox dies, the worm would help the fox's body decompose. This puts nutrients in the soil, which helps more clovers grow.

1. What is an ecosystem?
  - a. a food chain
  - b. living things and their environment
  - c. a group of plants
  - d. a group of animals
2. What is a food chain?
  - a. a community of living things
  - b. a bird catching a fish
  - c. the order in which living things get food and pass energy
  - d. how humans, plants, and animals interact
3. How does a worm function in a food chain?
  - a. It eats living plants and animals.
  - b. It decomposes dead plants and animals.
  - c. It makes its own food.
  - d. It is not part of a food chain.
4. What is an example of a food chain?  
\_\_\_\_\_  
\_\_\_\_\_







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

**Directions:** Complete the chart with the correct stages of the food chain from the word bank. Then, answer the questions.

decomposer

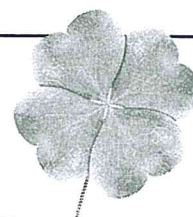
primary consumer

producer

secondary consumer

**Food Chain**

clover



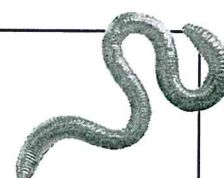
rabbit



fox



earthworm



1. Where do you think you fit into the food chain? Why?

---

---

---

2. Which stage of the food chain is important for recycling decaying plants and animals?

---

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

**Directions:** Use the words in the box to label the diagram.

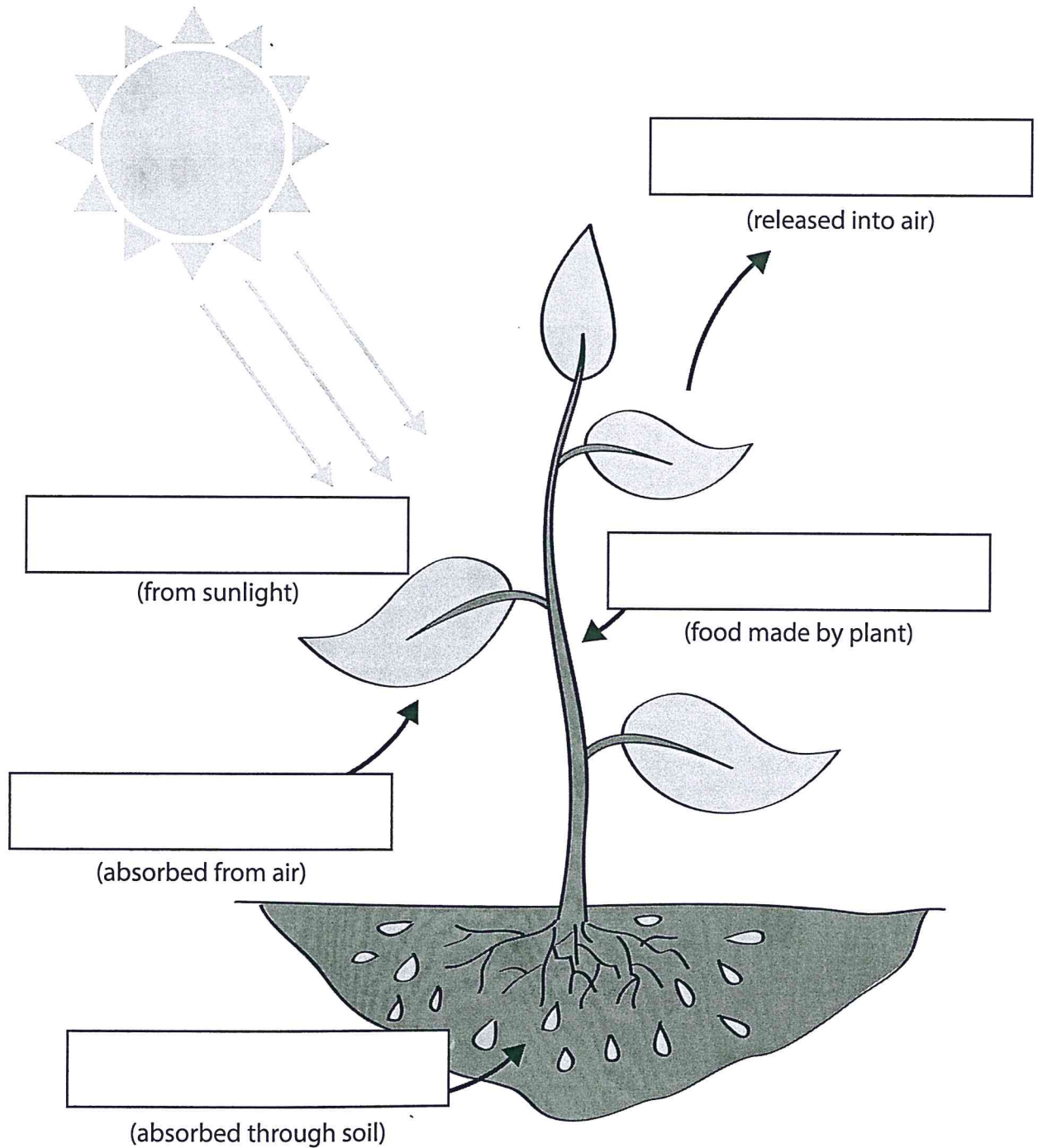
carbon dioxide  
energy

water  
glucose

oxygen



Communicating Results





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

**Directions:** Read the text, and study the chart. Then, answer the questions.

Ponds are ecosystems. They have many living and nonliving things. The living things rely on everything in the ecosystem. Energy moves through the ecosystem from the sun to the plants to the animals.

	What It Needs
<b>Duck</b>	air, water to drink and find food, sunlight
<b>Lilly pad</b>	air, water, sunlight, nutrients
<b>Cattails</b>	air, water, sunlight, nutrients
<b>Frog</b>	air, water, sunlight, insects to eat
<b>Grass</b>	air, water, sunlight, nutrients
<b>Worm</b>	air, water, sunlight, decaying organisms for food
<b>Grasshoppers</b>	air, water, sunlight, plants to eat

- Which nonliving thing gives the duck a place to find food?
  - rock
  - water
  - frog
  - grass
- Which living thing returns nutrients to the ecosystem when plants and animals die?
  - soil
  - frog
  - duck
  - worm
- What would happen to the animals if the plants disappeared? Why?

---



---



---



---



---



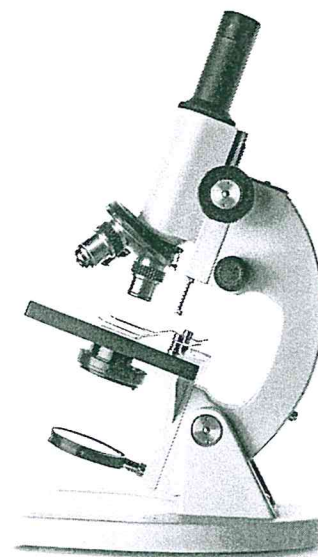


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

## Can Matter Disappear?

We rely on our sense of sight a lot when we explore the world. However, there are many things that we can't see with our eyes. Matter is made of particles that are too small to be seen without magnification. Microscopes and other tools can magnify these particles so that we can study them. Even if we don't have a microscope, there are other ways we can study things we can't see. Have you ever tasted salt water? Even though you can't see the salt, you can taste it, so you know it's there.



1. What is matter made of?
  - a. large particles
  - b. a few particles
  - c. particles too small to see
  - d. small particles you can see
2. What is a tool that can help you see particles?
  - a. glasses
  - b. microscope
  - c. binoculars
  - d. sunglasses
3. Do things exist that we cannot see?
  - a. Yes, some things are too small to see.
  - b. Yes, some things are too big to see.
  - c. No, things disappear if we look away.
  - d. No, only things that we can see exist.



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

**Directions:** Read the text, and answer the questions.

## How Do We Know Air Is There?

Matter is anything that has mass and takes up space. Air is matter. It is a mixture of gasses that move around us all the time, but it is also made of particles that are too small to be seen with our eyes.

Even though we can't see air, there are many ways we know it's there. We can breathe it in and blow it out. One of the ways we know air is there is by inflating a basketball. When it inflates with air, it changes shape and floats in water. Since air has mass, you can also weigh something before and after filling it with air. You will see that the weight increases.



1. What are the properties of matter?
  - a. has mass and takes up space
  - b. takes up space and has no mass
  - c. has mass and does not take up space
  - d. takes up space and is too small to see
2. Air is made of \_\_\_\_\_ that are \_\_\_\_\_.
  - a. particles, too big to see
  - b. gases, too big to see
  - c. particles, too small to see
  - d. balloons, too small to see

3. What can you do to see if a balloon has air inside it?

---

---

---





## Analyzing Data

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

**Directions:** Air takes up space even though you can't see it. The chart shows the circumference of a balloon as it is inflated. Look at the chart, and answer the questions.

Breaths	Circumference of Balloon (cm)
0	8
1	10
2	12
3	15
4	18
5	20
10	24

- As air is added to the balloon, what happens?
  - It gets larger.
  - It gets smaller.
  - It gets softer.
  - It gets colder.
- What is the air doing inside the balloon?
  - Taking up space.
  - Making the balloon heavier.
  - Stretching the balloon.
  - all of the above
- What is another way that you could study the air inside the balloon?

---

---

---

---

---



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

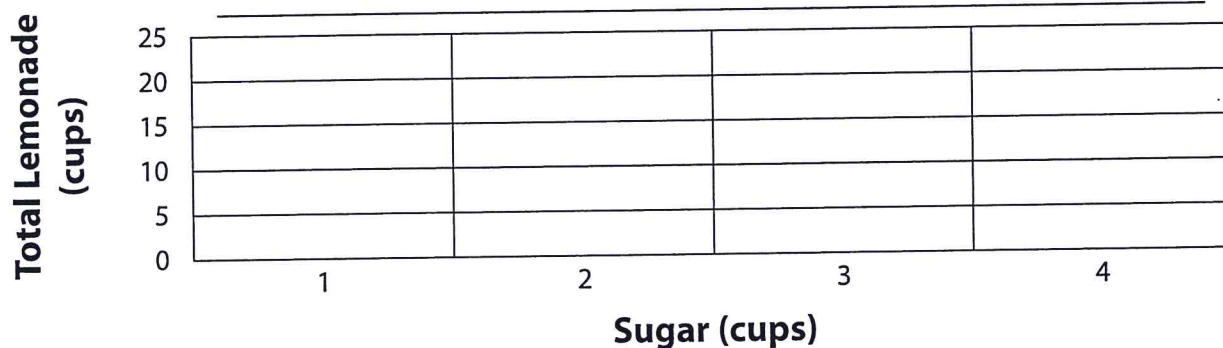
**Directions:** Read the text, and study the data. Complete the Total Lemonade column. Then, title the graph, and graph the data from the Total Lemonade column.

Lemonade is made using sugar, water, and lemon juice. You can increase the servings by increasing the ingredients.



# Communicating Results

Amount of Sugar (cups)	Amount of Water (cups)	Amount of Lemon Juice (cups)	Total Lemonade (cups)
1	4	1	
2	8	2	
3	12	3	
4	16	4	



1. If you keep the ratio of ingredients the same, will the lemonade taste the same when you make more servings? Why or why not?

---



---



---



---

Name:

Weekly Math Review - Q1:1

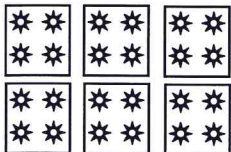

Date:

Monday	Tuesday	Wednesday	Thursday
Find the product. $23 \times 536 =$	Find the product. $54 \times 653 =$	Find the product. $76 \times 327 =$	Find the product. $94 \times 845 =$
Find the quotient. $8 \overline{)240}$	Find the quotient. $3 \overline{)927}$	Find the quotient. $12 \overline{)3624}$	Find the quotient. $7 \overline{)2114}$
Find the sum. $\begin{array}{r} 2.56 \\ + 4.83 \\ \hline \end{array}$	Find the sum. $\begin{array}{r} 93.5 \\ + 8.7 \\ \hline \end{array}$	Find the sum. $\begin{array}{r} 714.29 \\ + 98.65 \\ \hline \end{array}$	Find the sum. $59.34 + 1.85 =$
Find the difference. $\begin{array}{r} 58.84 \\ - 2.78 \\ \hline \end{array}$	Find the difference. $\begin{array}{r} 528.77 \\ - 41.68 \\ \hline \end{array}$	Find the difference. $\begin{array}{r} 1.76 \\ - .98 \\ \hline \end{array}$	Find the difference. $34.59 - 6.84 =$
Simplify each fraction. $\frac{5}{10}$ $\frac{4}{12}$ $\frac{3}{9}$	Simplify each fraction. $\frac{6}{9}$ $\frac{2}{16}$ $\frac{10}{40}$	Simplify each fraction. $\frac{2}{4}$ $\frac{6}{18}$ $\frac{4}{20}$	Simplify each fraction. $\frac{9}{27}$ $\frac{7}{27}$ $\frac{8}{36}$
List the first 5 multiples of 1: 4: 5:	List the first 5 multiples of 12: 10: 3:	List the first 5 multiples of 6: 9: 7:	List the first 5 multiples of 11: 8: 2:
Find the products. $9 \times 8 =$ $7 \times 9 =$ $6 \times 8 =$ $7 \times 8 =$ $6 \times 9 =$ $7 \times 6 =$ $7 \times 7 =$	List the factors of 24: 36: 27: 7:	List the factors of 12: 2: 45: 50:	List the factors of 48: 18: 5: 16:
Solve the expression. Use Order of Operations. $6 \times 7 - 8 \div 4$	Solve the expression. Use Order of Operations $3 \times (20 - 5)$	Solve the expression. Use Order of Operations $(24 + 2) \div 2$	Solve the expression. Use Order of Operations $[2 + (9 \times 3)] \times 3$
Add parenthesis to the expression below. $25 - 6 \times 2$	Add parenthesis to the expression below. $4 + 3 \times 2 - 4 \div 2$	Write two expressions where the solution is 19.	Write two expressions where the solution is 41.

Name:

Weekly Math Review - Q1:2

Date:

Monday	Tuesday	Wednesday	Thursday
Find the product. $18 \times 342 =$	Find the product. $88 \times 664 =$	Find the product. $43 \times 823 =$	Find the product. $98 \times 920 =$
Find the quotient. $13 \overline{) 325}$	Find the quotient. $14 \overline{) 1162}$	Find the quotient. $9 \overline{) 549}$	Find the quotient. $15 \overline{) 1005}$
Find the sum. $\begin{array}{r} 4.22 \\ + 8.13 \\ \hline \end{array}$	Find the sum. $\begin{array}{r} 92.9 \\ + 9.2 \\ \hline \end{array}$	Find the sum. $199.13 + 75.2 =$	Find the sum. $55.14 + 7.82 =$
Find the difference. $\begin{array}{r} 98.19 \\ - 14.03 \\ \hline \end{array}$	Find the difference. $64.09 - 8.8 =$	Find the difference. $29.9 - 18.82 =$	Find the difference. $75.11 - 4.4 =$
Simplify each fraction. $\frac{8}{10}$ $\frac{2}{8}$	Simplify each fraction. $\frac{7}{21}$ $\frac{3}{12}$	Simplify each fraction. $\frac{6}{10}$ $\frac{9}{21}$	Simplify each fraction. $\frac{5}{20}$ $\frac{3}{24}$
Find the product. $7 \times 7 =$ $7 \times 9 =$ $7 \times 3 =$ $7 \times 6 =$ $7 \times 12 =$ $7 \times 11 =$	Find the product. $9 \times 7 =$ $9 \times 9 =$ $9 \times 3 =$ $9 \times 6 =$ $9 \times 12 =$ $9 \times 11 =$	Find the product. $8 \times 7 =$ $8 \times 9 =$ $8 \times 3 =$ $8 \times 6 =$ $8 \times 12 =$ $8 \times 11 =$	Find the product. $12 \times 7 =$ $12 \times 9 =$ $12 \times 3 =$ $12 \times 6 =$ $12 \times 12 =$ $12 \times 11 =$
List 5 multiples of. 2: 4: 6:	List 5 multiples of. 3: 5: 7:	List 5 multiples of. 8: 9: 10:	List 5 multiples of. 15: 22: 30:
List the factors of. 36: 7:	List the factors of. 9: 33:	List the factors of. 41: 50:	List the factors of. 12: 30:
Solve. $8^2 + 3(36 \div 6) - 2$	Add parenthesis to the expression below to $= 7$ . $7 - 3 \times 2 + 6$	Solve. $300 - 7[4(3 + 5)] + 3^3$	Write two expressions where the solution is 28.
What multiplication and division problem does this model represent? 	What multiplication and division problem does this model represent? 	Draw a model to represent the following problem. $12 \times 6$	Draw a model to represent the following problem. $42 \div 7$



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

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

Teacher : \_\_\_\_\_

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

---

### Mixed Problems with Fractions

1 )  $\frac{2}{16} + \frac{7}{10} =$

2 )  $\frac{1}{2} \times \frac{5}{12} =$

3 )  $\frac{1}{9} + \frac{11}{12} =$

4 )  $\frac{5}{8} \times \frac{1}{2} =$

5 )  $\frac{1}{2} - \frac{3}{8} =$

6 )  $\frac{1}{2} + \frac{9}{10} =$

7 )  $\frac{9}{16} - \frac{5}{12} =$

8 )  $\frac{5}{9} \div \frac{7}{16} =$

9 )  $\frac{1}{2} - \frac{3}{7} =$

10 )  $\frac{3}{10} \div \frac{1}{2} =$

11 )  $\frac{6}{10} \div \frac{4}{6} =$

12 )  $\frac{6}{8} \times \frac{4}{5} =$



## Math Worksheet

Complete the following problems. Show all of your work.

a. 
$$\begin{array}{r} 393.62 \\ + 10.52 \\ \hline \end{array}$$

b. 
$$23.91 \overline{)159.11}$$

c. 
$$86.40 \overline{)172.96}$$

d. 
$$\begin{array}{r} 841.00 \\ + 53.72 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 194.58 \\ \times 50.11 \\ \hline \end{array}$$

f. 
$$23.16 \overline{)963.00}$$

g. 
$$\begin{array}{r} 717.81 \\ - 97.50 \\ \hline \end{array}$$

h. 
$$35.35 \overline{)741.35}$$

i. 
$$\begin{array}{r} 819.78 \\ - 20.07 \\ \hline \end{array}$$

j. 
$$\begin{array}{r} 835.93 \\ \times 26.19 \\ \hline \end{array}$$

k. 
$$\begin{array}{r} 220.60 \\ \times 48.52 \\ \hline \end{array}$$

l. 
$$55.48 \overline{)179.66}$$

m. 
$$\begin{array}{r} 184.04 \\ \times 73.86 \\ \hline \end{array}$$

n. 
$$\begin{array}{r} 891.42 \\ \times 93.61 \\ \hline \end{array}$$

o. 
$$64.12 \overline{)713.37}$$

p. 
$$14.44 \overline{)492.15}$$

q. 
$$\begin{array}{r} 283.34 \\ - 61.59 \\ \hline \end{array}$$

r. 
$$22.55 \overline{)774.73}$$

s. 
$$26.54 \overline{)708.88}$$

t. 
$$\begin{array}{r} 347.36 \\ - 75.33 \\ \hline \end{array}$$

# *Summer Instructional Packets*



*Middle School  
Social Studies  
Grade 5*



The idea that all men are created equal was radical when the Declaration of Independence was first written. How has this dream of access for everyone to "certain unalienable rights" stood up to the passing years?

## Your Rights and Mine

from *Give Me Liberty! The Story of the Declaration of Independence*

by RUSSELL FREEDMAN

Although many changes were made to it by Congress, the Declaration of Independence remained essentially Thomas Jefferson's creation. Jefferson began by stating the purpose of the document: to explain why the colonies had voted to free themselves from British rule. "All men are created equal," Jefferson wrote. They have certain God-given rights, including the rights to "Life, Liberty and the pursuit of Happiness." And governments are created to secure those rights.

Jefferson then charged that King George III had repeatedly violated the colonists' rights, his purpose being "the establishment of an absolute Tyranny<sup>1</sup> over these States." He gave a long list of examples, including "imposing Taxes on us

### You Need to Know...

When the Second Continental Congress met in May of 1775, most colonists did not want to declare the colonies' independence from British rule. The delegates that had gathered together still held some hope that the British king would revoke the Intolerable Acts, but the Revolutionary War had already begun, and by June the delegates' hopes were fading. So when Richard Henry Lee of Virginia insisted that "these United Colonies are, and of right ought to be, free and independent States," the others decided that he was right—it was time to make a formal move. Delegate Thomas Jefferson, also of Virginia, was given the task of drafting a declaration of independence. Two weeks later, Jefferson presented the Congress with his draft. After making a few revisions—such as taking out a passage condemning the slavery trade—the Congress adopted the Declaration on July 4, 1776. This historic event continues to shape the American dream.

1. **tyranny**: the government of an oppressive ruler.



**indictment** (in·dīt'mənt):  
accusation.

**affirmation** (af'ər·mā'shən): a  
statement or declaration that  
something is true or right.

**abolish** (ə·bāl'ish): to do away with.

without our Consent," "depriving us in many cases, of the benefits of Trial by Jury," "suspending our own Legislatures," and "waging War against us."

Today, Jefferson's indictment of King George as a tyrant<sup>2</sup> may seem like ancient history. But the preamble to the Declaration, the opening statement, is recognized as a timeless affirmation of human rights and representative government.

Governments must have "the consent of the governed," Jefferson wrote. Whenever any government fails to protect the rights of its citizens, the citizens have the right to change it or abolish it and to create a new government. That powerful idea has inspired popular resistance to tyranny in countries all over the world.

---

**The preamble to the Declaration . . .  
is recognized as a timeless  
affirmation of human rights and  
representative government.**

---

One measure of the Declaration's lasting influence is that the values it expresses have taken on expanded meanings with the passage of time. More than two centuries ago, when Jefferson wrote that "all men are created equal," few people gave much thought to women's rights. Women were shut out of public life. They did not vote, hold office, or even attend town meetings. Jefferson did not mention women in any of his drafts. Later he wrote that American women were "too wise to wrinkle their foreheads with politics."

Did Jefferson, a slave owner, mean to include black men when he wrote "all men are created equal" and endowed with "certain unalienable<sup>3</sup> Rights"? In colonial America, enslaved Africans had no rights at all. Yet Jefferson knew

---

2. **tyrant**: a person who rules in an oppressive and cruel way.

3. **unalienable**: cannot be taken away (less common spelling of inalienable).



that slavery was wrong, and he said so in the long passage of his declaration that denounced the slave trade. That passage was eliminated, but the idea of *equality* remained embedded in the Declaration of Independence; and as American history unfolded, that was the idea that prevailed.

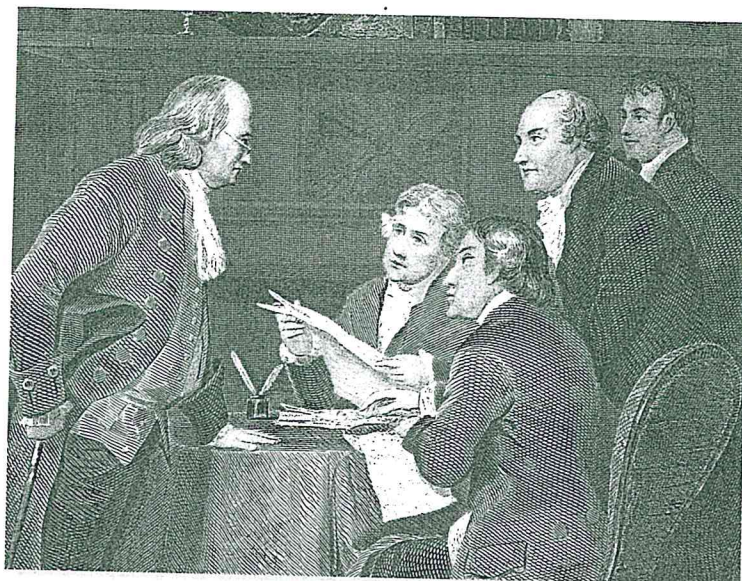
During the 1780s, 1790s, and early 1800s, the lofty ideas expressed in the Declaration of Independence led northern states to free slaves within their borders. And in 1848, women's rights advocates meeting at Seneca Falls, New York, drafted a Declaration of Sentiments based on the Declaration of Independence; they proclaimed that "all men and women are created equal."

Abraham Lincoln believed that the Declaration of Independence expressed the highest political truths in history. He said that blacks and whites alike were entitled to the rights it spelled out. Lincoln regarded equal rights as an *ideal*, a set of goals to be "constantly looked to, and constantly labored for, even though never perfectly attained . . . augmenting<sup>4</sup> the happiness and value of life to all people of all colors everywhere."

The signers of the Declaration of Independence did not mean that all men are "equal in all respects," said Lincoln. People differ greatly in intelligence, strength, talent, character, and many other attributes. What the signers stated in "plain, unmistakable language," Lincoln insisted, was that all men are equal in having "certain inalienable rights." . . . This they said, and this they meant."

4. **augmenting**: making greater or larger.

**denounced** (dē-nouns'd'): condemned as wicked or wrong.  
**eliminated** (ē-lim'ə-nāt-id): gotten rid of.



▲ (left to right) Benjamin Franklin, Thomas Jefferson, John Adams, Robert Livingston, and Roger Sherman drafting the Declaration of Independence.

Bettmann/CORBIS



---

## The Promised Land?

---

It's no accident that the American Revolution and the Great Awakening occurred during the same century. The Great Awakening, a religious movement that spread throughout the colonies in the mid-1700s, was in many ways a revolution within the Christian church. It emphasized a person's ability to experience God directly, without the help of traditional church doctrines (creeds or principles), priests, or sacraments (rites, such as baptism, confirmation, or marriage). In the same way, the Revolution insisted that each individual should experience certain rights and freedoms—even when traditional governments tried to stand in their way.

---

"They had no intention of affirming the obvious untruth, that all were then enjoying that equality," Lincoln continued. The signers meant "simply to declare the *right* so that the *enforcement* of it might follow as fast as the circumstances should permit."

Lincoln pointed out that Americans could have declared independence from England without ever mentioning equality and unalienable rights. But they chose "to introduce into a merely revolutionary document, an abstract truth, applicable to all men and all times."

In 1963, a century after Lincoln signed the Emancipation Proclamation, Martin Luther King, Jr., stood on the steps of the Lincoln Memorial in Washington, D.C., and proclaimed his dream that Americans of all races would one day live in harmony: "It is a dream deeply rooted in the American dream, that one day this nation will rise up and live out the true meaning of its creed—we hold these truths to be self-evident, that all men are created equal."

Like Lincoln, King regarded the Declaration of Independence as a living document that speaks anew to each generation. Here is the passage that most people remember and that is inscribed, in part, on the Jefferson Memorial in Washington, D.C.:

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.*



### ✓ Reading Check

1. According to Thomas Jefferson, what was the purpose of the Declaration of Independence?
2. What did Jefferson mean when he wrote that governments must have the "consent of the governed"?
3. What did a group of women's rights advocates declare in 1848?
4. Did Abraham Lincoln believe that equality in America was a reality or an ideal? Explain.
5. In 1963, who echoed Jefferson's belief that "all men are created equal"?

### MEET THE *Writer*

**Russell Freedman** (1929– ) grew up in a household where stories were constantly being told. Because his father worked for a publisher, their house was always brimming with literary figures such as John Steinbeck and William Saroyan. Today, Freedman himself is the widely known author of more than three dozen nonfiction books for children and young adults. In 1988, he was given the Newbery Medal for *Lincoln: A Photobiography*—the first Newbery awarded to a nonfiction book in over 30 years. In addition to the historical subjects Freedman loves to explore, he has also written many books about animals in the wild.



Africans sold into slavery faced not only terrible hardships and abuse but also tremendous fear and uncertainty. In the following excerpt from his autobiography, a kidnapped African prince describes his experiences aboard a slave ship.

## The Slave Ship

from *The Kidnapped Prince:  
The Life of Olaudah Equiano*

by OLAUDAH EQUIANO, adapted by ANN CAMERON

**S**o I traveled both by land and by water, through different countries, till, six or seven months after I had been kidnapped, I arrived at the coast.

The first thing I saw was a vast ocean, and a ship, riding at anchor, waiting for its cargo. The ocean and the ship filled me with astonishment that soon turned to fear. I was taken to the ship and carried on board!

The crew had strange complexions and long hair. Their language was very different from any I had ever heard. Some of them thumped me and tossed me around to see if I was healthy. I was sure that I had got into a world of bad spirits and that they were going to kill me.

I was terrified. I wished I was anyone but me. I would rather have been even the lowest slave in my own country. If I had owned ten thousand worlds, I would have given them all to change my lot for his.

### AUTOBIOGRAPHY

HISTORY ●

LANGUAGE ARTS ●

#### You Need to Know...

Olaudah Equiano was an African youth—a prince from the kingdom of Benin—who was captured and enslaved during the mid-1700s. Eventually Equiano was able to buy his own freedom. He then settled in London, married, and became an outspoken abolitionist—someone who campaigns against slavery. When he was about forty-five years old, Equiano published *The Interesting Narrative of the Life of Olaudah Equiano*. The book was a bestseller and influenced many later writers.

*The Kidnapped Prince* is an adaptation, or an updated version, of Equiano's own book. Ann Cameron wanted young people to know about Equiano's amazing life. However, she thought the original book was difficult to read. Cameron simplified and shortened Equiano's long, detailed story. "I wanted to be entirely faithful to the adventures, meanings, and spirit of Olaudah Equiano," she says. "I did not add any ideas of my own."

**complexions** (kəm-plek'shənz): the appearance of the skin, especially the face.

**lot** (lät): a person's situation in life.



When I looked round the ship I saw a furnace boiling on the deck, and many black people all chained together, every one of their faces full of sorrow. I was overpowered by horror, and fainted. When I recovered, I saw some black people around me. They were some of those who had brought me on board, and they were receiving their pay. They tried to cheer me, but in vain.

I asked them if we were not to be eaten by those white men with horrible looks, red faces, and long hair.

"No," they said.

A white man brought me a little liquor in a wineglass. I was afraid of him, and wouldn't take it out of his hand. A black took it from him and gave it to me, and I swallowed a

## SIDE LIGHT

In the following preface to his autobiography, Olaudah Equiano explains why he chose to write about his life.

"It is dangerous to publish the story of one's life. People who do are often accused of being vain. If unusual things have happened to them, they are rarely if ever believed. But if their story is too ordinary and too obvious, readers turn away in disgust.

Almost every experience in my life has made an impression on my mind, and influenced the way I act.

Some events in my life have happened to very few people. Others may not seem important.

But what makes any event important? I think no event is really important unless we use it to become better and wiser. To people who think about their lives, almost everything that happens, or that they read, provides a way of learning. To those who don't examine their lives, all the experience of the ages is worthless.

If I were a European, I would say I had suffered a lot. But I am an African. Compared to many of my people, I have suffered very little, and I consider myself a particular favorite of Heaven.

I didn't write my memoirs because I am vain, or to gain immortality or fame. I wrote them for my friends, who thought the world should know my story, and to serve the interests of humanity."



Detail from the National Portrait Gallery, Smithsonian Institution, Washington DC/Art Resource, NY



little of it. I never had had alcohol before. The strange sensation it gave me threw me into the greatest consternation.

Soon after this the blacks who had brought me on board went off the ship, and left me abandoned to despair. I had no chance now of returning to my country—and not even the smallest chance of getting back to shore.

The crew took me down below decks, into the ship's stinking hold.<sup>1</sup> With the horribleness of the stench and my crying I was so sick and low that I couldn't eat. I wanted to die.

Two white men offered me food, but I refused to eat. Then one of them held me fast by the hands and laid me across the windlass.<sup>2</sup> He tied my feet, while the other flogged me.

When they let me loose I wanted to jump into the sea. Even though I couldn't swim and I was afraid of the water, I still wanted to do it. I couldn't. Nets were stretched all along the sides of the ship, and they were too high for me to jump. Besides, the sailors watched us all the time if we weren't chained down to the decks.

Days later, I saw some poor Africans severely whipped for trying to jump overboard. And every hour there were Africans whipped for not eating. It often happened to me.

That first day, among the poor chained men in the hold, I found some people of Benin.

"What are they going to do to us?" I asked.

"They are taking us away to work for them," a man from Benin explained.

"And do they only live here," I asked, "in this hollow place, the ship?"

"They have a white people's country," the man explained, "but it is far away."

"How can it be," I asked, "that in our whole country nobody ever heard of them?"

"They live *very* far away," another man explained.

"Where are their women?" I asked. "Do they have any?"

**consternation** (kän'stər-nā'shən):  
alarm; dismay; bewilderment.

**flogged** (flägd): beaten with a stick  
or whip.

1. **hold**: the cargo compartment in the belly of a ship.

2. **windlass**: a machine used for hauling or lifting by turning a crank to wind a rope around a drum.



## Early Artisans Break the Mold

At the end of the 1400s, the Benin tribe was the largest in the region of present-day Nigeria. To please the tribe's royalty, Benin craftsmen created artworks known as bronzes. First, an object was carved from wax. A kind of plaster was then poured over the wax. When the plaster had hardened, the wax was melted, poured out, and replaced by melted brass. After the brass had cooled and hardened, the mold was removed. In the late 1800s, many Benin bronzes were seized by the British during an attack on Benin City. Although today these artworks can be seen in the museums of Europe and America, some people

believe the bronzes should be returned to their homeland.



Burstein Collection/CORBIS

▲ Benin bronze, sculpture head of princess.

"Yes," the first man said.

"And why don't we see them?"

"They leave them behind."

"How can the ship go?" I asked.

"We don't know exactly," they said. "They put cloth on those tall poles with the help of ropes. Then the vessel goes. Besides that, they have some spell or magic they put in the water to make the ship stop when they want it to."

I was exceedingly amazed at this account and really thought the white people were spirits from another world. I really wanted to get away from them. But I felt a little less scared, knowing they were taking us to work. If that was all they did to me, I could stand it.

Despite what the men from Benin told me, I was often afraid I should be put to death, the white people looked and acted so savage. I had never seen such brutal cruelty.

At times while we were anchored off the coast I and many others were permitted to stay on deck. One day, to my great astonishment, I saw one of the ships coming in with its sails up. As soon as the whites saw it, they gave a great shout, at which we were amazed. The vessel got larger as it got nearer, and then the anchor was let go. I and my countrymen were convinced it was done by magic.

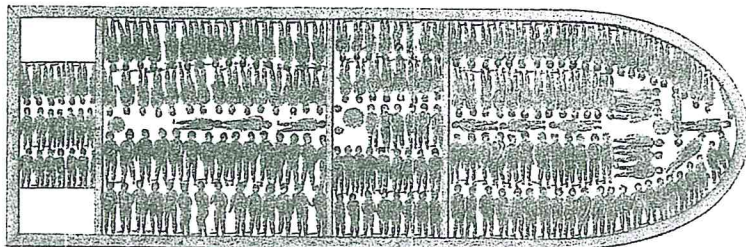
Soon after this the other ship got her boats out, and they came on board of us.<sup>3</sup> The people of both ships seemed very glad to see each other. Several of the strangers shook hands with us black people, and made signs with their hands. I suppose they were trying to tell us that we were going to their country, but we did not understand them.

At last our ship got in all her cargo. The crew made the ship ready with many frightening noises. We were all put under deck, so that we could not see how they managed the vessel.

In the hold of the ship many of us died, victims of the greed of our purchasers. All of us were penned up together, crowded so close that we could hardly turn around.

3. Small boats were stored on the ship to use in case of shipwreck, and to carry people and supplies from ship to shore and from one ship to another.





▲ Drawing showing people packed together on a lower deck of a slave ship.

■ How do some of the slaves try to escape this terrible treatment?

Our chains galled<sup>4</sup> us. Open tubs were used for toilets. Often children fell into them and nearly drowned. The heat caused heavy perspiration, and the air became unfit to breathe. It sickened us. It almost suffocated us. And in this thick, fetid, pestilential<sup>5</sup> air the shrieks of women and the groans of the dying vibrated hour upon hour.

Fortunately, I was soon so near death that they kept me on the deck almost all the time, and because I was so young, I wasn't chained. Nearly every day some of my companions were brought upon deck at the point of death. I hoped that I would soon die too. Often I thought that the inhabitants of the deep were much happier than I. I envied the fish their freedom, and I wished I could have changed my lot for theirs.

---

**In the hold of the ship many of us died,  
victims of the greed of our purchasers.**

---

Everything I saw convinced me more of the cruelty of the whites. One day they netted a lot of fish. They killed and ate all they wanted. Those of us who were on the deck begged for some fish, but they threw the rest back into the sea. A few of my countrymen who were very hungry tried to take some fish when they thought no one was watching, but they were caught, and flogged severely. And

4. **galled**: rubbed the skin and created sores.

5. **pestilential**: likely to cause a disease; deadly.

**fetid** (fet'id): having a foul or rotten smell.



the cruelty wasn't only toward us blacks, but also toward some of the whites themselves. Once I saw a white man flogged so unmercifully with a rope that he died; and they tossed him over the side of the ship like a dead animal.

During our trip I saw flying fish, which surprised me very much. They used to fly across the ship, and many of them fell on the deck. Also I saw the first use of the ship's quadrant.<sup>6</sup> I had often seen the sailors make observations with it. One of them let me look through it. The moving clouds looked to me like land that disappeared. But how could land disappear! I was sure that I was in another world, and everything around me was magic.

6. **quadrant:** an early instrument used to measure altitude, or height above the sea.

### ✓ Reading Check

1. How does Equiano feel when he first comes on board the ship? Describe some of the things he sees.
2. Why can't Equiano escape by jumping overboard?
3. What does Equiano believe the white people to be?
4. Describe the conditions below deck where the captives were kept.
5. What did the sailors do when the captives on deck begged for some fish?

### MEET THE *Writer*

**Ann Cameron** (1943– ) has written many books for children. Two of them, *The Stories Julian Tells* and *More Stories Julian Tells*, have been named ALA Notable Books. Another one, *The Most Beautiful Place in the World*, is the winner of the Child Study Book Award and is also a Jane Addams Children's Award Honor Book. Today Cameron lives in Guatemala, where she serves as the volunteer director of her city library.