



Home
Independent
Curriculum Packet

Grade 5

Packet 2

May 18 – June 3



Curriculum Packet Instructions and Overview

Dear CVESD Families,

The Chula Vista Elementary School District (CVESD) is committed to ongoing learning and continued success for each and every student. During this time of school closures, we are engaged in distance learning. Distance learning means that the teacher and student are not in the same space for instruction. Distance learning may include technology such as computer, iPads, phones, etc. or it can include paper/pencil work. This curriculum packet may be used with/without technology. Each packet is intended to last two weeks (10 school days).

- **Establish a daily routine** for your child with a schedule. Plan for times in the day when the child will work on the packet, when they will have a break, when they will use technology, when they will have snacks and lunch.
- **Create a plan for work completion.** Divide up the work for the packet day by day for 15 days.
- **Engage with your teacher** via phone, email, or another method for support. Your teacher wants to help! Contact your teacher if you have any questions.
- **Special needs** – if you have a student who needs help with accessing the student curriculum packet due to language needs, special education needs, or access needs (i.e. a 504 plan), please connect with your general education teacher or special education teacher.

Curriculum Packets Instructions – Packet 2

Math

- **Complete one worksheet** per day. There are extra worksheets that can be used for additional practice. Grade 6 will complete one worksheet every two days (5 tasks for the two weeks).
- **Select one of the following activities** to do in addition to the one worksheet per day.
 - **Be the Teacher!** Select one problem from the worksheet each day. Teach someone in your house (brother, sister, mom, dad) how to solve the problem. Ask them how you did as a teacher. What did you do well? What might you do better next time?
 - **Multiple Representations:** Select one problem from the worksheet and show it in multiple ways. Write a word problem. Draw how you solved it. Write a number sentence (equation). Write a word sentence (your answer in a complete sentence).

- **Prove It!** Select one problem from the worksheet and explain how you know your answer is correct. How can you prove it? Convince someone in your house that your answer is correct.
- **Compare and Connect:** Select one problem from the worksheet. Solve it a different way. Explain how the two ways you solved it are the same and/or different.
- **Reflect-** What was easy about today's math lesson? What was hard? What did you learn? How might you use what you learned today in the future or in real life?
- **Play the Family Game** multiple times throughout the two weeks. Think about what you are learning, what strategies you are using, what strategies you modified, is it a fair game?

English Language Arts

- **Complete Benchmark tasks**
- **Select one of the following activities** to do in addition to the Benchmark task each day.
 - Read a book.
 - Write a story about your adventures at home.
 - Create a comic book.
 - Find parts of speech or high frequency words in junk mail.
 - Write a Choose Your Own Adventure story.
 - Document how you are spending your time.
 - If able to watch television, turn on captions and watch for errors. (Turn on subtitles and learn another language.) Turn the sound off and read the captions to follow along.
 - Write quizzes to go with your favorite movie or show.
 - Practice public speaking. Give presentations to family members on favorite topics.

Science

Earth and Space Science

1. When it is dark outside, go outside or look out the window, what does the sky look like, what do you see? Draw what you see in your science journal. Draw the stars and moon and whatever else you see.
2. Record what you see for several nights. Each night, think about what patterns you are noticing. Based on those patterns, what do you think you will see tomorrow night?
3. What questions do you have about the moon and stars? Conduct research to find the answers to your questions.
4. Reflect on what you learned about the moon and stars.

Social Studies

Complete the final pages of COVID 19 journal over the two weeks.

NAME _____

DATE _____

Cheetahs & Muffins

1a Isabel works at the city zoo. She is in charge of feeding the cheetahs. Each cheetah needs to eat 5 pounds of food each day. Which expression shows how much food the cheetahs will eat altogether each day? (The letter c stands for the number of cheetahs at the zoo.)

$5 + c$

$c - 5$

$5 \times c$

$c \div 5$

b There are 6 cheetahs at the zoo now. How much food do they eat each day? Show all your work.

c The zoo is thinking about getting some more cheetahs. Isabel can afford to buy 70 pounds of food each day. How many cheetahs would that feed? Show all your work.

2a Every weekend Clarice and her dad bake some muffins and give 8 of them to their neighbors for breakfast on Sunday. Which expression shows how many muffins they have left over for themselves each week? (The letter m stands for the number of muffins they baked.)

$8 + m$

$m - 8$

$8 \times m$

$m \div 8$

b If they baked 24 muffins last weekend, how many did they have left for themselves? Show all your work.

c If they wanted to have 12 muffins left for themselves, how many would they need to bake? Show all your work.



NAME _____

DATE _____

Adding Fractions with Different Denominators

Here is a quick way to add fractions with different denominators.

Original Problem	$\frac{3}{4} + \frac{5}{6}$
1. Multiply the denominators by each other to get a common denominator.	$4 \times 6 = 24$
2. Rewrite each fraction as an equivalent fraction with the common denominator.	$\frac{3}{4} \times \frac{6}{6} = \frac{18}{24}$ $\frac{5}{6} \times \frac{4}{4} = \frac{20}{24}$
3. Add the fractions.	$\frac{18}{24} + \frac{20}{24} = \frac{38}{24}$
4. Reduce the sum to lowest form and express as a mixed number if greater than 1.	$38 - 24 = 14$ $\frac{38}{24} = 1\frac{14}{24}$ $1\frac{14}{24} = 1\frac{7}{12}$

1 Follow the steps at left to add each pair of fractions.

a

$$\frac{1}{6} + \frac{7}{9}$$

b

$$\frac{5}{8} + \frac{11}{12}$$

c

$$\frac{3}{5} + \frac{4}{11}$$

d

$$\frac{10}{16} + \frac{5}{9}$$

NAME _____

DATE _____

Danny's Yard Work

1a Danny is trying to earn money to buy a new bike. His neighbor says he will pay him \$4 per hour to help with yard work. His mom says she will give him a \$10 bill to add to his savings after he helps his neighbor. Which expression shows how much money Danny will make? (The letter t stands for the number of hours Danny will work for his neighbor.)

$4 + t + 10$

$4 \times t + 10 \times t$

$4 \times t + 10$

$14 \times t$

b How much money will Danny make if he works for 4 hours with his neighbor? Show all your work.

c If Danny wants to earn \$34, how many hours will he have to work? Show all your work.



CHALLENGE

2 Pick one of the expressions from 1a above that does *not* represent Danny's situation. Describe a situation where the expression you chose *would* represent how much money Danny would make.

a The expression I chose is:

b This expression would show how much money Danny would make if...

NAME _____

DATE _____

Subtracting Fractions with Different Denominators

Here is a quick way to subtract fractions with different denominators.

Original Problem	$\frac{5}{6} - \frac{3}{4}$
1. Multiply the denominators by each other to get a common denominator.	$6 \times 4 = 24$
2. Rewrite each fraction as an equivalent fraction with the common denominator.	$\frac{5}{6} \times \frac{4}{4} = \frac{20}{24}$ $\frac{3}{4} \times \frac{6}{6} = \frac{18}{24}$
3. Subtract the smaller fraction from the larger fraction.	$\frac{20}{24} - \frac{18}{24} = \frac{2}{24}$
4. Reduce the difference to lowest form and express as a mixed number if greater than 1.	$\frac{2}{24} = \frac{1}{12}$

1 Follow the steps at left to find the difference between each pair of fractions.

a

$$\frac{4}{5} - \frac{2}{7}$$

b

$$\frac{2}{3} - \frac{3}{5}$$

c

$$\frac{5}{6} - \frac{1}{4}$$

d

$$\frac{8}{13} - \frac{3}{8}$$

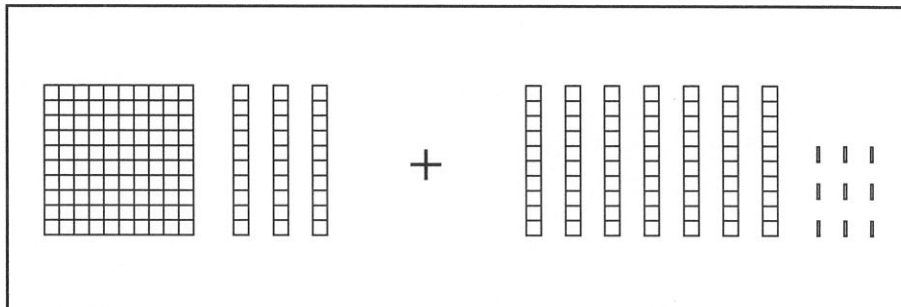
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DATE _____

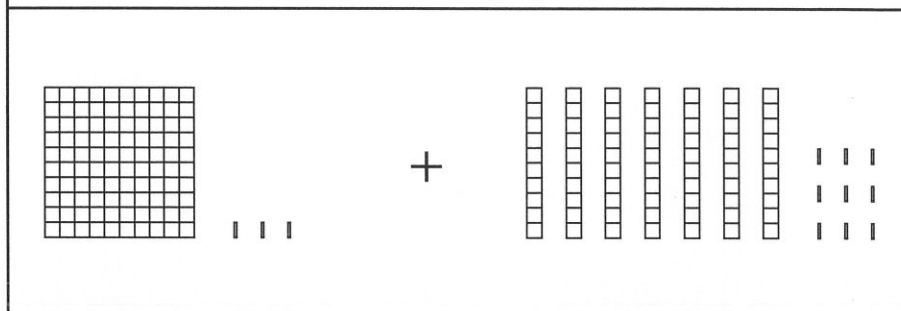
Modeling, Adding & Subtracting Decimals

1 Draw a line to match each expression to the place value model that represents it.

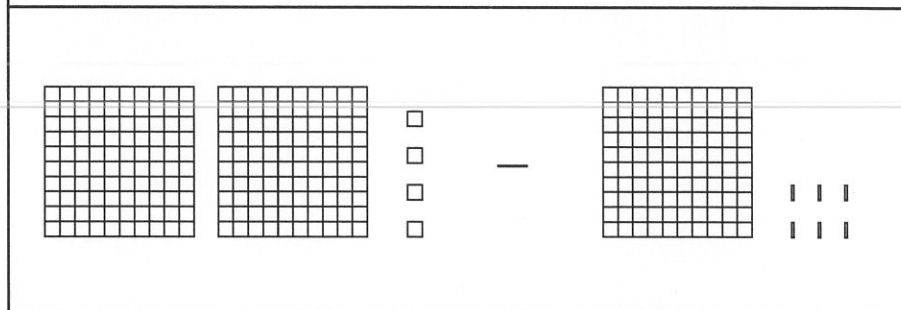
a $1.3 + 0.709$



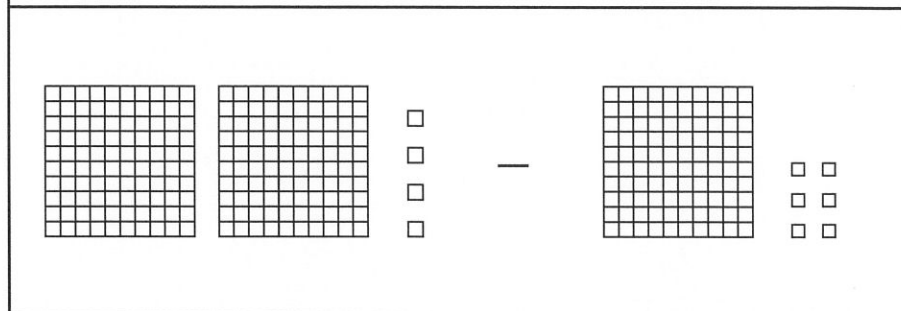
b $2.04 - 1.06$



c $1.003 + 0.709$



d $2.04 - 1.006$



2 Use a $<$ or $>$ sign to complete the number sentence. Use the models above to help you.

a $1.3 + 0.709$ 2

b $2.04 - 1.06$ 1

c $1.003 + 0.709$ 2

d $2.04 - 1.006$ 1

NAME _____

DATE _____

Division Review

Make a multiplication menu for each divisor. Complete the sentence to identify a range of reasonable answers. Then use long division to find the exact answer, including the remainder if there is one.

Problem	Multiplication Menu	Range of Reasonable Answers	Your Work	Exact Answer
ex $307 \div 19$	$19 \times 10 = 190$ $19 \times 20 = 380$ $19 \times 5 = 95$ $19 \times 2 = 38$	The answer will be less than <u>20</u> and greater than <u>10</u> .	$ \begin{array}{r} 19 \overline{) 307} \\ \underline{- 190} \\ 117 \\ \underline{- 95} \\ 22 \\ \underline{- 19} \\ 3 \end{array} $	16 r3
1 $547 \div 17$		The answer will be less than _____ and greater than _____.		
2 $450 \div 16$		The answer will be less than _____ and greater than _____.		

NAME _____

DATE _____

Jorge & Maribel's Present

1 Jorge and his little sister Maribel want to earn money to buy a present for their mother. Jorge is going to get paid \$6 per hour to babysit their cousin. Maribel is going to get paid \$4 per hour to help their dad with yard work.

On Saturday, Jorge babysat for 4 hours and Maribel worked with her dad for 5 hours. Jorge is going to babysit again on Sunday, but Maribel won't work with their dad again. How many hours will Jorge need to babysit in order to make enough money so they can buy the present for their mother?

a Do you have enough information to answer the question?

b If the answer to question 1 was *no*, pick the piece of information that will help you solve the problem.

Jorge used to make \$5 per hour.

Maribel is 9 years old.

The present costs \$73.

c Solve the problem. Show all your work. Write your final answer here: _____



NAME _____

DATE _____

Fraction Addition & Subtraction Review

1 Find the sum or the difference for each pair of fractions.

a $\frac{5}{6} - \frac{2}{5} =$	b $\frac{1}{3} + \frac{6}{7} =$
--	--

2 Annie ran $\frac{5}{8}$ of a mile. Her sister Mabel ran $\frac{7}{10}$ of a mile. Who ran farther and by exactly how much? Show all of your work.

3 Juan and his mom hiked $\frac{3}{8}$ of a mile this morning and $\frac{4}{5}$ of a mile this afternoon. How much did they hike today? Show all of your work.

NAME _____

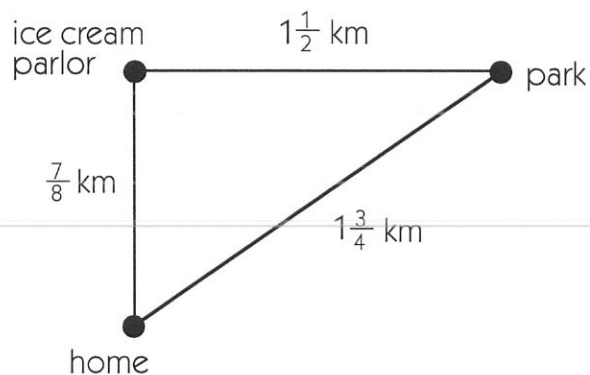
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More Fraction Problems

1 Fill in the missing fraction or mixed number in each equation.

ex $1\frac{3}{4} + \frac{1}{4} = 2$	a $1 = \frac{6}{10} + \underline{\hspace{2cm}}$	b $2 = 1\frac{4}{12} + \underline{\hspace{2cm}}$
c $3 = \underline{\hspace{2cm}} + 1\frac{7}{8}$	d $2 = \frac{10}{12} + \underline{\hspace{2cm}}$	e $2\frac{6}{8} + \underline{\hspace{2cm}} = 4$

2 Calvin and his family were going on a walk. They wanted to walk to the park, then go to the ice cream parlor, and finally walk home. The map below shows their path and the distances between each stop. How many kilometers will they walk in all? Show all your work.



NAME _____

DATE _____

Fraction Addition & Subtraction Story Problems

1 Find the sum or the difference for each pair of numbers.

a $\frac{5}{14} + \frac{4}{5} =$	b $\frac{7}{9} - \frac{4}{7} =$
---	--

2 George and his dad made some snack mix for their camping trip. To make it, they used 2 cups of mini pretzels, $\frac{3}{4}$ cup of peanuts, and $\frac{2}{3}$ cup of chocolate chips. How many cups of snack mix did they end up with? Show all of your work.

3 Lisa drank $\frac{7}{16}$ of a bottle of water during the soccer game. Julianne drank $\frac{2}{3}$ of a water bottle that was the same size as Lisa's. Who drank more water and by exactly how much?

NAME _____

DATE _____

Reading & Interpreting a Double Bar Graph

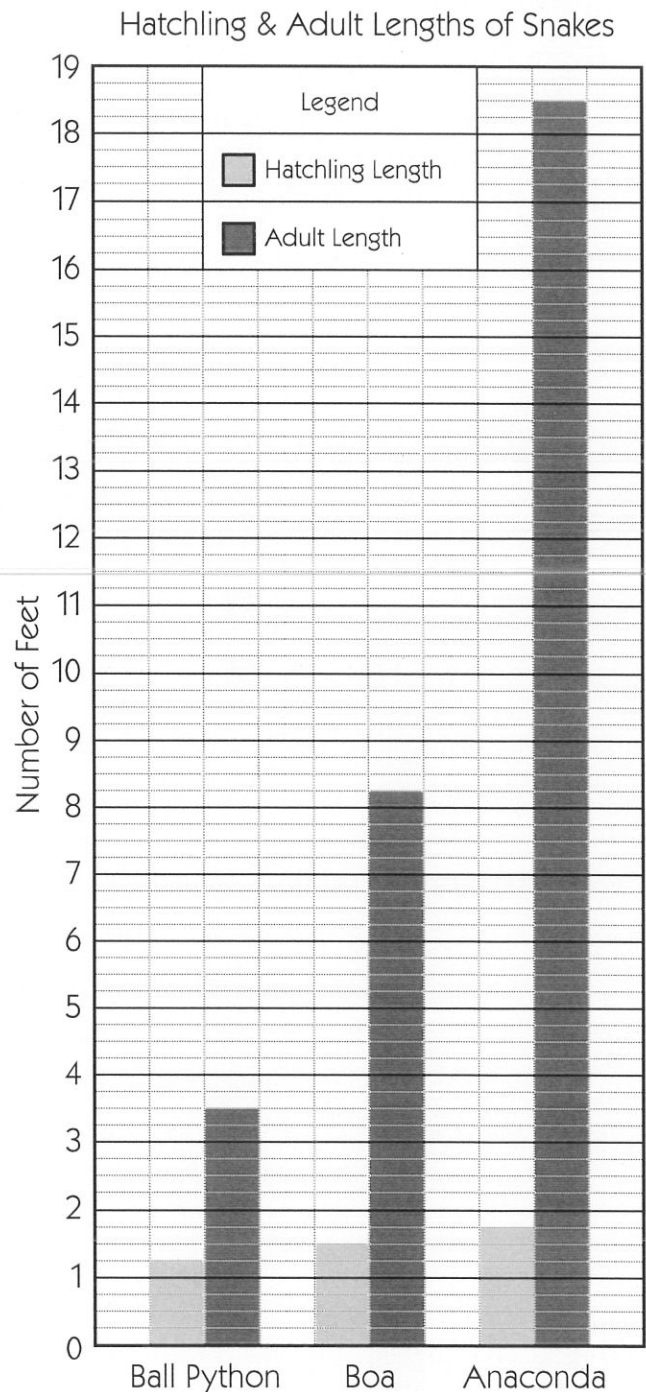
Lucy is in charge of the big snakes at the zoo. She made a bar graph to show the lengths of three different snakes when they were born (hatchling length) and when they were fully grown (adult length). Use the graph Lucy made to answer the questions below. Show all your work.

1 How many feet did the ball python grow?

2 How much did the boa grow?

3 How much did the anaconda grow?

4 Without using numbers, describe what this graph tells you about the growth of these three snakes. Imagine you are writing to a fourth grader who cannot see this graph.



NAME _____

DATE _____

Decimal Addition & Subtraction Review

1 Fill in the missing digit so that each sum is *greater* than 1. In some cases, there will be more than one correct answer.

ex $0.106 + 0.\underline{9}02$	a $0.512 + 0.4\underline{\quad}6$
b $0.920 + 0.\underline{\quad}98$	c $0.386 + 0.61\underline{\quad}$

2 Complete the following addition problems.

$$\begin{array}{r} 3.034 \\ + 1.886 \\ \hline 4.920 \end{array}$$

$$\begin{array}{r} 2.006 \\ + 7.989 \\ \hline \end{array}$$

$$\begin{array}{r} 3.080 \\ + 14.513 \\ \hline \end{array}$$

$$\begin{array}{r} 24.38 \\ + 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 7.608 \\ + 2.600 \\ \hline \end{array}$$

$3.27 + 5.049 = \underline{\hspace{2cm}}$

$4.438 + 1.96 = \underline{\hspace{2cm}}$

3 Complete the following subtraction problems.

$$\begin{array}{r} 3.046 \\ - 1.273 \\ \hline 1.773 \end{array}$$

$$\begin{array}{r} 3.675 \\ - 0.947 \\ \hline \end{array}$$

$$\begin{array}{r} 4.438 \\ - 2.210 \\ \hline \end{array}$$

$$\begin{array}{r} 10.17 \\ - 8.99 \\ \hline \end{array}$$

$$\begin{array}{r} 13.154 \\ - 8.083 \\ \hline \end{array}$$

$9.056 - 5.27 = \underline{\hspace{2cm}}$

$27.003 - 26.09 = \underline{\hspace{2cm}}$

NAME _____

DATE _____

The Python Problem

1 Skylar and his friend Eduardo each got a hatchling ball python to keep as pets*. Skylar's python was 30.56 cm and Eduardo's python 32.73 cm long. A month later, they measured the baby snakes again. Skylar's had grown 2.59 cm and Eduardo's snake had grown 2.38 cm. Whose python was longer, Skylar's or Eduardo's? Exactly how much longer?

a Do you have enough information to answer the question?

b If the answer to question 1 was *no*, pick the piece of information that will help you solve the problem.

- Each boy paid \$300 for his snake.
- There are 2.54 cm in 1 inch.
- Adult ball pythons are more than 1 meter long.
- None of the above.

c Solve the problem. Show all your work. Write your final answer here: _____

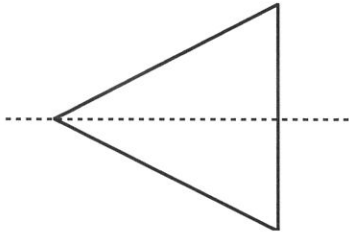
.....
** It is a lot of work to keep a ball python as a pet in your home. They grow to more than 1 meter long and live 20 years or more. If you are thinking about getting a new pet, find out as much about that animal as you can!*
.....

NAME _____

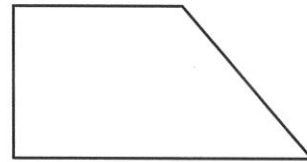
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Drawing Lines of Symmetry

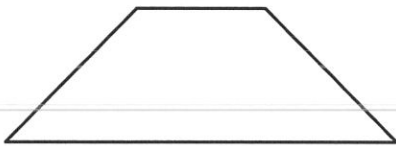
Draw all the lines of symmetry in each figure. There may be 1 line of symmetry, more than 1 line of symmetry, or no lines of symmetry.

ex

This figure has 1 line(s) of symmetry.

1

This figure has _____ line(s) of symmetry.

2

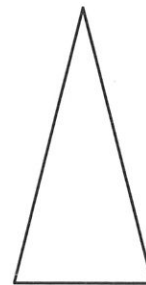
This figure has _____ line(s) of symmetry.

3

This figure has _____ line(s) of symmetry.

4

This figure has _____ line(s) of symmetry.

5

This figure has _____ line(s) of symmetry.

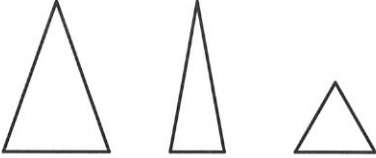
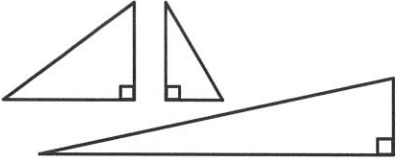
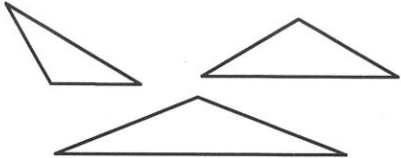
NAME _____

DATE _____


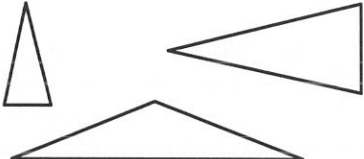
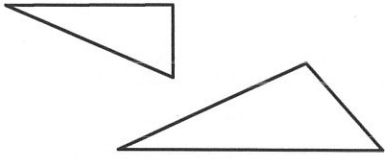
Classifying Triangles Review

Use the following information to solve the problems below.

- You can group triangles by the size of their angles

<p>Acute triangles All 3 angles are acute.</p> 	<p>Right triangles 1 angle is a right angle.</p> 	<p>Obtuse triangles 1 angle is an obtuse angle.</p> 
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- You can also group triangles by the lengths of their sides

<p>Equilateral triangles All 3 sides are the same length.</p> 	<p>Isosceles triangles 2 sides are the same length.</p> 	<p>Scalene triangles No sides are the same length.</p> 
--	--	---

1 Think carefully about each kind of triangle and draw them if you like. What is the greatest possible number of lines of symmetry each kind of triangle below can have? Explain your answer with words and/or sketches.



<p>a Acute triangles can have no more than _____ lines of symmetry.</p>	<p>Why?</p>
<p>b Right triangles can have no more than _____ lines of symmetry.</p>	<p>Why?</p>
<p>c Obtuse triangles can have no more than _____ lines of symmetry.</p>	<p>Why?</p>

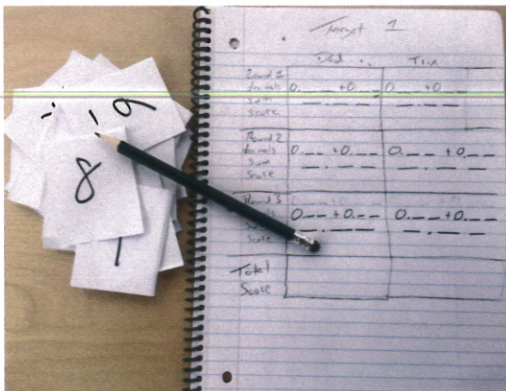
Target 1

Object of the Game

Players use number cards to create 2 decimals that have a sum as close to 1 as possible. The score for each round is the difference between a player's sum and 1. The player with the lower total score after three rounds wins.

Materials

- A deck of cards containing 4 each of the numbers 0 to 9
Download a set of [printable cards](#) , use a deck of playing cards (the 2-9 cards, aces for 1s and one of the face cards for 0s), or make your own cards. You can use paper, a grocery bag, or a cereal or other food box to make cards.
- Scrap paper or whiteboard to show work
- Pencil or pen
- Record sheets. Print copies of the [Target One Record Sheet](#)  or make your own.



Target 1 Record Sheet			
Name _____		Name _____	
Round 1			
Decimals	0. ____ + 0. ____	0. ____ + 0. ____	
Sum	_____		
Score	_____		
Round 2			
Decimals	0. ____ + 0. ____	0. ____ + 0. ____	
Sum	_____		
Score	_____		

Skills

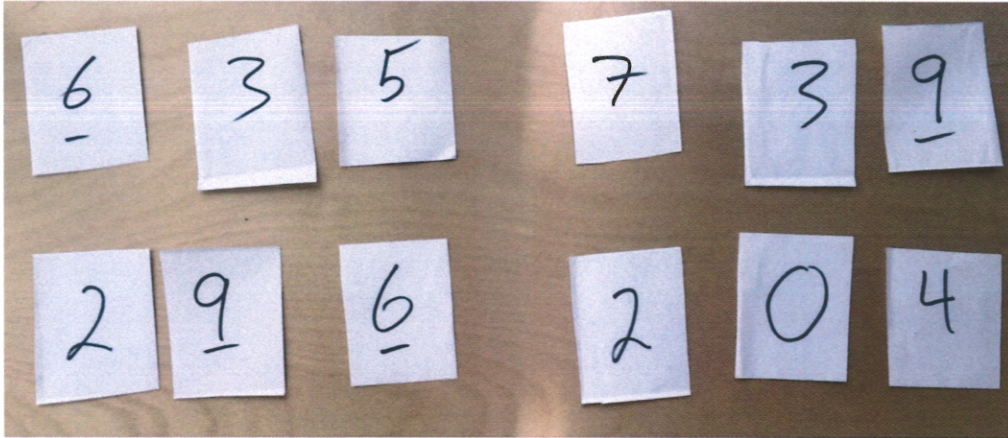
This game helps us practice

- Thinking about place value: tenths, hundredths and ones (wholes)
- Estimating
- Adding decimals to the hundredths
- Subtracting decimals from 1

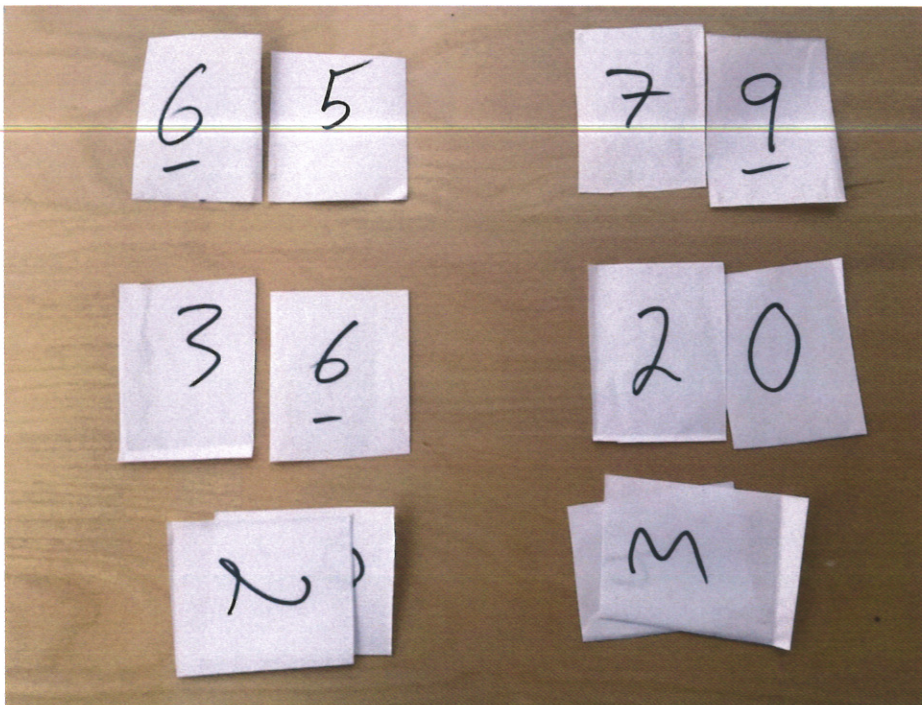
Jump to: [How to Play](#) | [Tips for Players and Families](#) | [Change It Up](#)

How to Play

1. Mix up the cards. Each player gets 6 cards.



2. Each player chooses 4 of their 6 cards to make 2 decimal numbers to the hundredths place. The goal is to make numbers that will have a sum (the total when added) as close to 1 as possible, either less than or greater than 1.

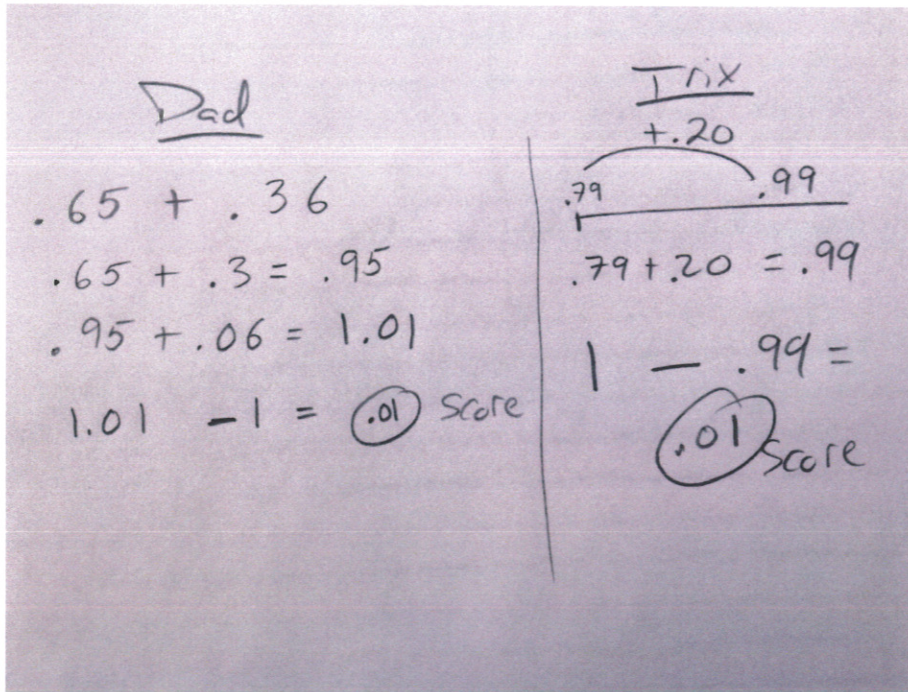


Dad made $0.65 + 0.36$. He didn't use the 2 or the 9.

Trix made $0.79 + 0.20$. He didn't use the 3 or the 4.

Jump to: [How to Play](#) | [Tips for Players and Families](#) | [Change It Up](#)

3. Players add their numbers. This can be done on scratch paper or mentally.



4. Players record their decimals, sum and score on the record sheet.

Target 1

	Dad	Trix
Round 1 decimals	$0.65 + 0.36$	$0.79 + 0.20$
sum	1.01	0.99
score	$.01$	$.01$

5. The difference between a player's total and 1 is their score for the first round.

Jump to: [How to Play](#) | [Tips for Players and Families](#) | [Change It Up](#)

6. After three rounds, players add their three scores. The player with the LOWER final score wins.

Target 1

	Dad	Trix
Round 1		
decimals	$0.\underline{65} + 0.\underline{36}$	$0.\underline{79} + 0.\underline{20}$
sum	$\underline{1.01}$	$\underline{0.99}$
Score	.01	(.01)
Round 2		
decimals	$0.\underline{54} + 0.\underline{67}$	$0.\underline{80} + 0.\underline{19}$
sum	$\underline{1.21}$	$\underline{0.99}$
Score	.21	(.01)
Round 3		
decimals	$0.\underline{42} + 0.\underline{57}$	$0.\underline{42} + 0.\underline{58}$
sum	$\underline{0.99}$	$\underline{1.00}$
Score	(.01)	(0)
Total	$.01 + .21 + .01 =$	$.01 + .01 + 0 =$
Score	.23	(.02) Winner!

Jump to: [How to Play](#) | [Tips for Players and Families](#) | [Change It Up](#)

Tips for Players and Families

- Money is a good model for working with decimals to the hundredths. Rephrasing 0.73 as 73 cents may help some players.
- Take time to discuss how players decide which cards to use each round. Moving the number cards around as you think can be useful for all players.
- Students may have strategies for adding decimals, like using number lines, that adults are unfamiliar with. Ask questions if you don't understand a strategy. It's always interesting to learn something new!

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below. How did it change your strategy for winning the game?

- Take 4 cards each round instead of 6. Players will have to use all 4 cards.
- Change the target to 1.5 or 2.
- Play cooperatively, working to get the smallest score as a team.
- Add 4 Wild Cards to the deck. These can represent any digit.

Jump to: [How to Play](#) | [Tips for Players and Families](#) | [Change It Up](#)



Print 4 copies.

Use blank square as a Wildcard to change up the game (see game instructions for more information).

	0	1
2	3	4
5	6	7
8	9	

Target 1 Record Sheet

Name _____

Name _____

Round 1

Decimals	0. ____ ____ + 0. ____ ____	0. ____ ____ + 0. ____ ____
Sum	_____ . _____	_____ . _____
Score		

Round 2

Decimals	0. ____ ____ + 0. ____ ____	0. ____ ____ + 0. ____ ____
Sum	_____ . _____	_____ . _____
Score		

Round 3

Decimals	0. ____ ____ + 0. ____ ____	0. ____ ____ + 0. ____ ____
Sum	_____ . _____	_____ . _____
Score		
TOTAL SCORE		

Commas in a Series

Use commas to separate three or more items in a series, and before the conjunction **and** or **or** in a series.

I can't decide between **a hamburger, a sandwich, or pizza** for lunch.

Please buy **a bag of oranges, a box of cereal, and a quart of milk.**

My uncle ran in the **2009, 2010, 2011, and 2013** New York marathons.

Rewrite each sentence correctly, adding the necessary commas.

1. We will have sandwiches snacks and juice at the birthday party.

2. We worked on the decorations Wednesday Thursday and Friday.

3. We have red blue and yellow balloons.

4. The balloons were bought inflated and tied up by noon.

5. The aroma of the food cooking is in the living room the dining room and the hallway.

6. Snacks candles and balloons make parties fun!

7. The guests gathered in the living room the kitchen and the yard.

Sentence Fragments

A sentence fragment is an incomplete sentence. The fragment may be missing a subject, a verb, or both.

Fragment Missing a Subject: Washed up on the sand.

Corrected: A **hermit crab** washed up on the sand.

Fragment Missing a Verb: The kite in the wind.

Corrected: The kite **soared** in the wind.

Circle the phrase in () that tells what the fragment is missing. Rewrite the fragment as a complete sentence using one of the phrases below the fragment.

1. Planted lots of vegetables. (missing a subject, missing a verb)

Farmer Jones spent

2. She the crops with great care. (missing a subject, missing a verb)

Julie tended

3. Her prize-winning pumpkin fifty pounds! (missing a subject, missing a verb)

Milly weighed

4. Gave Farmer Jones a blue ribbon. (missing a subject, missing a verb)

the judges had

5. Will she grow next year? (missing a subject, missing a verb)

what got

Name _____ Date _____

Irregular Past-Tense Verbs

threw	grown	stood	rang
brought	known	spent	thought

Choose a spelling word to complete each sentence.

1. As we _____ in the lunch line, we talked about our homework assignment.
2. Monica _____ the day at Tracy's house last Saturday.
3. I gave the idea a lot of _____, and I decided to go ahead with the plan.
4. The pitcher _____ nine strikes in a row, which made for a fast inning.
5. David _____ muffins to school to celebrate his birthday.
6. The location of the party was _____ to all.
7. When the phone _____, my brother and I both ran to pick it up.

Fill in the boxes for the spelling word *known*.

meaning	sentence
example	related words
known	
verb: noun: adjective: antonym: synonym:	

Name _____ Date _____

Irregular Past-Tense Verbs

threw	grown	stood	rang
brought	known	spent	thought

Write the spelling words for the given sound-spelling pattern.

Spelling words with *long o* spelled *ow*

1. _____ 2. _____

Spelling words with */ô/* spelled *ou*

3. _____ 4. _____

Spelling word with */ôô/* spelled *ew*

5. _____

Spelling word with */ôô/* spelled *oo*

6. _____

Spelling word with short *a*

7. _____

Spelling word with short *e*

8. _____

Write the spelling word that is an antonym or a synonym of the bold word.

9. **tossed** synonym: _____

10. **saved** antonym: _____

11. **sat** antonym: _____

12. **carried** synonym: _____

Correlative Conjunctions

Correlative conjunctions always come in pairs. The two words appear in different parts of a sentence and work together to connect the parts.

When you use the correlative conjunctions **both...and**, you add one idea to another. **Either...or** gives an alternative. **Neither...nor** gives no alternative.

Not only...but also contrasts two ideas.

Both Bob **and** Lucy want a pet.

Either a cat **or** a dog would make a good pet.

Neither Bob **nor** Lucy has time to walk a dog.

They adopted a cat that's **not only** beautiful **but also** friendly.

Join the two independent clauses using the correlative conjunctions in () and write the sentence on the line.

1. Saturday was sunny. It was warm. (both...and)

2. We could go to the beach. We could go on a hike. (either...or)

3. My brother did not want to hike. My sister did not want to hike. (neither...nor)

4. At the beach, I swam. I hiked along the shore. (both...and)

5. I had a fun day. I got a lot of exercise. (not only...but also)

6. I was tired. I was hungry. (not only...but also)

Prepositions

A preposition shows the relationship between a noun or pronoun and another word in a sentence. A preposition introduces a description of **what, when, where, or how**.

What: for, to, at

Where: above, around, in, under

When: after

How: down, with, up, across

Underline the preposition or prepositions in each sentence.

1. After lunch, we took our dogs for a walk.
2. They ran down the street and around the corner.
3. They stopped beside a lamppost to wait for us to catch up.
4. We walked toward them, and they looked at us hopefully.
5. We found some treats in our pockets, and they jumped with joy.

Complete each sentence with a preposition that describes the relationship named in ().

6. Jen carried the trunk _____ the stairs to the basement. (where)
7. Do you want to go to the post office _____ lunch or after lunch? (when)
8. Mom squeezed into a parking space _____ a van and a truck. (where)
9. I walked _____ my neighborhood. (where)
10. I rowed _____ the river. (how)

Name _____ Date _____

Inflectional Endings

required	referred	ratified	popping
assembling	creating	exploded	inflating

Write the spelling word that matches each definition.

1. sent to a particular place as a resource _____
2. formally confirmed or approved _____
3. blew apart with a big bang _____
4. pumping air into something to expand it _____
5. bursting open _____

Fill in the boxes for the spelling word *required*.

meaning	sentence
example	related words
required	
	antonym:
	synonym:

Name _____ Date _____

Inflectional Endings

required	referred	ratified	popping
assembling	creating	exploded	inflating

Write the spelling words for the given inflectional ending.

Spelling words that end with *-ed*

1. _____ 2. _____

3. _____ 4. _____

Spelling words that end with *-ing*

5. _____ 6. _____

7. _____ 8. _____

Write a spelling word to complete each sentence.

9. The doctor _____ me to an ear specialist.

10. The crew spent hours _____ the balloons before the parade.

11. The Senate _____ the bill.

12. The university _____ two forms of identification to enroll.

Shift in Verb Tenses

Sometimes in writing, you need to shift between the present, the past, and the future. When these shifts occur, the verb tense should also shift.

The people who **arrived** this afternoon **are** still here.

When it **gets** dark, we **will go** home.

Underline the two verbs that shift tenses in the following sentences.

1. The fire crackled brightly, but now it just smolders.
2. We burned our marshmallows, but we will eat them anyway.
3. We have some apple juice left, although we drank a lot of it already.
4. We will sing songs later, which is one of my favorite camp activities.

Rewrite each sentence using the correct form of the verb in ().

5. Our counselor will read us a story before we (go, went) to sleep.

6. We love spooky stories even though they (scared, might scare) us a little.

7. I went to the grocery store to (buy, bought) some vegetables.

8. When I get home, I will wash the lettuce and (made, make) a salad.

9. Yesterday, I (cooked, cook) a lasagna for dinner.

10. Rob went to the restaurant and (pick, picked) up his take-out order.

Commas for Introductory Phrases

When a sentence begins with an introductory phrase, the phrase should be set off from the rest of the sentence with a comma. The introductory phrase is extra. If you remove it from the beginning of the sentence, the sentence will still make sense.

Most years, the tulips are in full bloom in April.

Rewrite each sentence correctly by adding a comma to set off the introductory phrase.

1. In my opinion the dance performance was fantastic.

2. In fact everyone seemed to think so.

3. In the beginning I wasn't sure that the dancers would be good.

4. However I was so wrong!

5. During intermission the dancers peeked out from behind the curtain.

6. At the end the director handed the dancers roses.

7. Honestly it was the best dancing I've ever seen.

8. Believe it or not I danced all the way home!

Name _____ Date _____

Prefixes pro-, em-, en-, per-, im-

embarked	energy	program	produced
imminent	percent	permanent	permitted

Write the spelling word that correctly completes each sentence.

1. Our family _____ on a long car trip.
2. Be careful when using _____ markers because they can't be washed out.
3. If the item has a red sticker, take ten _____ off of the regular price.
4. Look in the _____ to see the names of the actors in the show.
5. I try to conserve _____ by turning out the lights when I leave a room.
6. After cleaning my room, I was _____ to go play with Sal.
7. The illness posed an _____ threat.
8. I have a coupon for twenty _____ off my total purchase.

Based on the root word column of the chart below, write the prefix of the spelling word.

Prefix	Root	Spelling Word
	duced	produced
	barked	embarked
	mitted	permitted
	minent	imminent

Prefixes *pro-*, *em-*, *en-*, *per-*, *im-*

embarked	energy	program	produced
imminent	percent	permanent	permitted

Write the spelling words for the given prefix.

Spelling words that begin with *pro-*

1. _____ 2. _____

Spelling words that begin with *per-*

3. _____ 4. _____

5. _____

Spelling word that begins with *em-*

6. _____

Spelling word that begins with *en-*

7. _____

Spelling word that begins with *im-*

8. _____

Circle the incorrect word in each sentence. On the line, write the spelling word that makes the sentence correct.

9. Sam did not have enough enemy to finish the marathon. _____
10. We saw dark clouds rapidly approaching and knew a storm was immigrant.

11. My sister always gets a hundred present on her spelling tests. _____
12. Jorge embossed on a hiking trip during spring break. _____