

4th Grade Learning Support Packet
Ms. Jenigen

Math:

5 A Day

- Start with week 7 and do one day everyday.

Multiplication

- Do one worksheet a day, in this order:
 - 2 to 5
 - 7,8,9
 - 2 to 10 practice
 - Multiply whole tens
 - Multiply whole hundreds
 - 1 digit by 2 digit
 - 1 digit by 2 digit
 - 1 digit by 2 digit

Grammar

- Start with lesson 14 and do one day of the week each day

Reading

- Read the passage and answer the questions.
 - Do one a day

Poetry/Writing

- Use examples to complete a poem for each style. Do one poem a day

Any questions feel free to email me. mjenigen@bbsd.org

Name:

5-A-DAY MATH

Week 7

Date

Day 1

QUICK CHECK

$$\begin{array}{ll} 20+30= & 60+40= \\ 40+70= & 30+80= \\ 60+60= & 50+20= \end{array}$$

Round to the nearest 10.

$$\begin{array}{l} 42 \rightarrow \\ 68 \rightarrow \\ 14 \rightarrow \end{array}$$

Show 4X3 using equal groups.

$$4 \times 3 =$$

Write this number in the standard form.

4 hundreds, 5 ones, 3 tens, 1 thousand

Find the missing part.

$$56 + \underline{\quad} = 84$$

Day 2

QUICK CHECK

$$\begin{array}{ll} 60-30= & 70-40= \\ 80-70= & 100-80= \\ 90-60= & 50-20= \end{array}$$

Show 5X5 using equal groups.

$$5 \times 5 =$$

Find the missing part.

$$39 + \underline{\quad} = 76$$

Round to the nearest 100.

$$\begin{array}{l} 639 \rightarrow \\ 456 \rightarrow \\ 113 \rightarrow \end{array}$$

Write this number in the standard form.

5,000 + 5 + 60 + 700

Day 3

QUICK CHECK

$$\begin{array}{ll} 20+50= & 40+40= \\ 10+70= & 30+50= \\ 60+30= & 90+20= \end{array}$$

Write this number in the standard form.

7 tens, 6 thousands, 1 hundred, 4 ones

Round to the nearest 10.

$$\begin{array}{l} 96 \rightarrow \\ 73 \rightarrow \\ 25 \rightarrow \end{array}$$

Find the missing part.

$$69 + \underline{\quad} = 103$$

Show 3X2 using equal groups.

$$3 \times 2 =$$

Day 4

QUICK CHECK

$$\begin{array}{ll} 20-10= & 60-50= \\ 40-20= & 80-60= \\ 60-30= & 30-20= \end{array}$$

Find the missing part.

$$27 + \underline{\quad} = 59$$

Write this number in the standard form.

900 + 40 + 4,000 + 3

Show 2X9 using equal groups.

$$2 \times 9 =$$

Round to the nearest 100.

$$\begin{array}{l} 335 \rightarrow \\ 1,267 \rightarrow \\ 905 \rightarrow \end{array}$$

Day 5

QUICK CHECK

$$\begin{array}{ll} 90+30= & 50+50= \\ 40+50= & 80+40= \\ 70+60= & 30+70= \end{array}$$

Round to the nearest 10.

$$\begin{array}{l} 867 \rightarrow \\ 639 \rightarrow \\ 145 \rightarrow \end{array}$$

Show 3X6 using equal groups.

$$3 \times 6 =$$

Write this number in the standard form.

4 ones, 3 thousands, 2 tens

Find the missing part.

$$45 + \underline{\quad} = 90$$

Name:

5-A-DAY MATH

Week 8

Date

Day 1	Round to the <u>nearest 100</u> .	Show 4×5 using an array.	Write this number in the standard form. $20,000 + 500 + 3,000 + 20 + 5$	Find the missing part. $78 - \underline{\quad} = 54$
QUICK CHECK	$688 \rightarrow$ $212 \rightarrow$ $549 \rightarrow$	$4 \times 5 =$		
$20+30=$ $200+300=$ $40+70=$ $400+700=$ $60+60=$ $600+600=$				
Day 2	Show 3×7 using an array.	Find the missing part. $50 - \underline{\quad} = 23$	Round to the <u>nearest 1000</u> . $1,503 \rightarrow$ $6,225 \rightarrow$ $8,810 \rightarrow$	Write this number in the expanded form. $59,821$
QUICK CHECK	$3 \times 7 =$			
$80-50=$ $800-500=$ $90-70=$ $900-700=$ $100-60=$ $1000+600=$				
Day 3	Write this number in the standard form. $200 + 8 + 90 + 70,000 + 1,000$	Round to the <u>nearest 100</u> . $3,462 \rightarrow$ $7,015 \rightarrow$ $2,572 \rightarrow$	Find the missing part. $69 - \underline{\quad} = 30$	Show 4×8 using an array. $4 \times 8 =$
QUICK CHECK				
$40+50=$ $400+500=$ $60+20=$ $600+200=$ $50+50=$ $500+500=$				
Day 4	Find the missing part. $27 - \underline{\quad} = 15$	Write this number in the expanded form. $19,250$	Show 3×9 using an array. $3 \times 9 =$	Round to the <u>nearest 1000</u> . $12,712 \rightarrow$ $58,900 \rightarrow$ $27,389 \rightarrow$
QUICK CHECK				
$30-10=$ $300-100=$ $60-40=$ $600-400=$ $70-60=$ $700-600=$				
Day 5	Round to the <u>nearest 100</u> . $1,425 \rightarrow$ $20,919 \rightarrow$ $42,372 \rightarrow$	Show 4×6 using an array. $4 \times 6 =$	Write this number in the standard form. $60,000 + 40 + 700$	Find the missing part. $82 - \underline{\quad} = 65$
QUICK CHECK				
$80+20=$ $800+200=$ $10+60=$ $100+600=$ $30+50=$ $300+500=$				



Multiplication Tables - 2 to 5

Grade 2 Multiplication Worksheet

Find the product.

1. $3 \times 3 =$ _____

2. $3 \times 4 =$ _____

3. $4 \times 4 =$ _____

4. $8 \times 3 =$ _____

5. $1 \times 4 =$ _____

6. $2 \times 4 =$ _____

7. $9 \times 5 =$ _____

8. $1 \times 3 =$ _____

9. $7 \times 3 =$ _____

10. $5 \times 3 =$ _____

11. $4 \times 2 =$ _____

12. $8 \times 5 =$ _____

13. $2 \times 2 =$ _____

14. $3 \times 5 =$ _____

15. $5 \times 4 =$ _____

16. $7 \times 4 =$ _____

17. $6 \times 4 =$ _____

18. $7 \times 2 =$ _____

19. $4 \times 3 =$ _____

20. $6 \times 5 =$ _____

Multiplication Tables - 7, 8 & 9

Grade 3 Multiplication Worksheet

Find the product.

1. $7 \times 12 =$ _____ 2. $9 \times 10 =$ _____ 3. $8 \times 5 =$ _____

4. $7 \times 4 =$ _____ 5. $8 \times 4 =$ _____ 6. $7 \times 7 =$ _____

7. $9 \times 5 =$ _____ 8. $7 \times 9 =$ _____ 9. $7 \times 5 =$ _____

10. $9 \times 3 =$ _____ 11. $7 \times 6 =$ _____ 12. $8 \times 9 =$ _____

13. $8 \times 3 =$ _____ 14. $8 \times 1 =$ _____ 15. $7 \times 3 =$ _____

16. $7 \times 2 =$ _____ 17. $8 \times 11 =$ _____ 18. $9 \times 8 =$ _____

19. $7 \times 11 =$ _____ 20. $8 \times 10 =$ _____ 21. $9 \times 7 =$ _____

22. $9 \times 2 =$ _____ 23. $9 \times 9 =$ _____ 24. $7 \times 1 =$ _____

25. $9 \times 6 =$ _____ 26. $8 \times 6 =$ _____ 27. $9 \times 1 =$ _____

Multiplication Tables - 2 to 10 practice

Grade 3 Multiplication Worksheet

Find the missing number.

1. $5 \times \underline{\quad} = 15$

2. $9 \times 6 = \underline{\quad}$

3. $10 \times \underline{\quad} = 70$

4. $9 \times 9 = \underline{\quad}$

5. $8 \times \underline{\quad} = 48$

6. $3 \times \underline{\quad} = 15$

7. $8 \times \underline{\quad} = 24$

8. $\underline{\quad} \times 8 = 64$

9. $7 \times \underline{\quad} = 56$

10. $10 \times 5 = \underline{\quad}$

11. $\underline{\quad} \times 8 = 32$

12. $10 \times \underline{\quad} = 90$

13. $\underline{\quad} \times 8 = 80$

14. $\underline{\quad} \times 6 = 42$

15. $3 \times \underline{\quad} = 24$

16. $3 \times \underline{\quad} = 30$

17. $8 \times 7 = \underline{\quad}$

18. $6 \times 3 = \underline{\quad}$

19. $9 \times \underline{\quad} = 45$

20. $3 \times \underline{\quad} = 21$

21. $\underline{\quad} \times 10 = 60$

22. $3 \times \underline{\quad} = 9$

23. $2 \times 2 = \underline{\quad}$

24. $\underline{\quad} \times 9 = 36$

25. $3 \times 9 = \underline{\quad}$

26. $7 \times 5 = \underline{\quad}$

27. $8 \times \underline{\quad} = 40$



Multiplying whole tens.

Grade 3 Multiplication Worksheet

Find the product.

1. $4 \times 50 =$ _____ 2. $7 \times 50 =$ _____ 3. $3 \times 80 =$ _____

4. $4 \times 20 =$ _____ 5. $7 \times 80 =$ _____ 6. $5 \times 70 =$ _____

7. $5 \times 10 =$ _____ 8. $6 \times 50 =$ _____ 9. $5 \times 90 =$ _____

10. $9 \times 90 =$ _____ 11. $2 \times 90 =$ _____ 12. $2 \times 60 =$ _____

13. $2 \times 50 =$ _____ 14. $8 \times 70 =$ _____ 15. $4 \times 10 =$ _____

16. $6 \times 60 =$ _____ 17. $7 \times 20 =$ _____ 18. $5 \times 80 =$ _____

19. $1 \times 70 =$ _____ 20. $5 \times 40 =$ _____ 21. $9 \times 40 =$ _____

22. $7 \times 10 =$ _____ 23. $3 \times 10 =$ _____ 24. $6 \times 90 =$ _____

25. $8 \times 20 =$ _____ 26. $4 \times 40 =$ _____ 27. $4 \times 70 =$ _____

Multiplying whole hundreds.

Grade 3 Multiplication Worksheet

Find the product.

1. $3 \times 600 =$ _____ 2. $8 \times 300 =$ _____ 3. $3 \times 800 =$ _____

4. $3 \times 300 =$ _____ 5. $3 \times 100 =$ _____ 6. $6 \times 200 =$ _____

7. $8 \times 500 =$ _____ 8. $8 \times 200 =$ _____ 9. $7 \times 600 =$ _____

10. $8 \times 600 =$ _____ 11. $9 \times 300 =$ _____ 12. $6 \times 400 =$ _____

13. $7 \times 500 =$ _____ 14. $1 \times 300 =$ _____ 15. $5 \times 400 =$ _____

16. $7 \times 200 =$ _____ 17. $5 \times 800 =$ _____ 18. $4 \times 900 =$ _____

19. $2 \times 100 =$ _____ 20. $4 \times 600 =$ _____ 21. $9 \times 600 =$ _____

22. $3 \times 900 =$ _____ 23. $4 \times 800 =$ _____ 24. $4 \times 200 =$ _____

25. $2 \times 300 =$ _____ 26. $7 \times 700 =$ _____ 27. $5 \times 500 =$ _____

Multiply in columns - 1 digit by 2 digit

Grade 3 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 57 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 59 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 41 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 72 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 78 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 82 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 74 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 71 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 36 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 50 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 69 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 84 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 26 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 99 \\ \times 5 \\ \hline \\ \hline \end{array}$$

Multiply in columns - 1 digit by 2 digit

Grade 3 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 53 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 96 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 70 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 27 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 18 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 16 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 96 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 47 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 18 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 71 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 44 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 77 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 14 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 57 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 3 \\ \hline \\ \hline \end{array}$$

Name: _____

Monday



Correct the sentences.

1. was mr ruiz washing his car

2. the dirty boy was took a bath

Which words have the sound of wa in water?

3. watch waste wall warm

Which word IS spelled correctly?

4. funy funney funny

Which letter closing is correct – a., b., or c.?

5. a. Your friend b. Your, friend c. Your friend,



Name: _____

Tuesday



Correct the sentences.

1. cindy just learnt how to stop her bike

2. dont you have no cookys

Which is correct – a., b., or c.?

3. a. june 16, 1996 b. June 16, 1996 c. June 16 1996

Find the sentence.

4. Betty and Sam. Under the red blanket. Six birds flew.

Find the adjectives in this sentence.

5. Lee's fat puppy ran across the tall green grass.

Name _____

Wednesday



Correct the sentences.

1. will you bee here by 6 oclock

2. a women was make cakes for the sale

Find the missing word.

3. He climbed _____ up the ladder.
quick quicker quickly

Put these words in alphabetical order.

4. pet pat put pot

Which word IS spelled correctly?

5. wif with wiht



Name: _____

Thursday



Correct the sentences.

1. there was a lot of mouses in the barn

2. did zeke get that splinter out of his feet

Name two words in the all family.

3. _____

Find the words that go together.

4. pink gray fuzzy tan

Put the sentences in the order they happen.

5. A big yellow flower bloomed. The plant began to grow.
- Seely planted a seed. Leaves grew on the stem.



Do you need an apostrophe? Yes or No

1. Dont put Kellys wet shoes on the bed.

a b c

a. _____ b. _____ c. _____

2. Why isnt Roys bike at his house?

a b c

a. _____ b. _____ c. _____

3. These arent Mikes books.

a b c

a. _____ b. _____ c. _____

**Monday** _____

1. Was Mr. Ruiz washing his car?
2. The dirty boy was taking a bath.
3. watch warm wall
4. funny
5. c

Tuesday _____

1. Cindy just learned how to stop her bike.
2. Don't you have any cookies?
3. b
4. Six birds flew.
5. fat tall green

Wednesday _____

1. Will you be here by 6 o'clock?
2. A woman was making cakes for the sale.
3. quickly
4. pat pet pot put
5. with

Thursday _____

1. There were a lot of mice in the barn.
2. Did Zeke get that splinter out of his foot?
3. Answers will vary.
4. pink gray tan
5. 4 2
- 1 3

Friday _____

1. a. yes b. yes c. no
2. a. yes b. yes c. no
3. a. no b. yes c. yes

Name: _____

Monday



Correct the sentences.

1. alan have a pet geese in a cage

2. them boys was running after the ball

Find the adjectives in this sentence.

3. A small gray cat sat on the soft blue rug.

Put these words in alphabetical order.

4. flower basket ribbon bow _____

What does soil mean in this sentence?

5. Rita dug in the soil to make it soft before she planted the seeds.
 a. sandbox b. dirt in the garden c. to get dirty



Name: _____

Tuesday



Correct the sentences.

1. she has went to get a book

2. have they throwed the trash away

Ask a question about the circus.

3. _____

Find the words that rhyme.

4. my try funny why

What does Dr. mean?

5. _____

Name: _____

Wednesday



Correct the sentences.

1. i and jessie like hotdogs with cheese

2. did he break peters glasses

What compound word can you make with bow and rain?

3. _____

Find the words with the sound or in for.

4. four store move door

Is it real or make-believe?

5. I saw an elf dancing in the garden. _____



Name: _____

Thursday



Correct the sentences.

1. who one the swim race

2. dad put a angel on top of the christmas tree

Which word IS spelled correctly?

3. uway awy away

How do you spell more than one?

4. fox _____ dish _____

Find the two words that mean the same.

5. grin frown smile wink

**What punctuation do you need?**1. Sam (a) Mary (b) and Tito made a sand castle (c)

a. _____

b. _____

c. _____

2. He can (a) t go until he cleans the rabbit (b) s cage (c)

a. _____

b. _____

c. _____

3. Do you like mustard on your hamburger(a) I don(b)t(c)

a. _____

b. _____

c. _____

**Monday** _____

- Alan has a pet goose in a cage.
- Those boys were running after the ball.
- small gray soft blue
- basket bow flower ribbon
- b

Tuesday _____

- She has gone to get a book. OR
She went to get a book.
- Have they thrown the trash away?
- Answers will vary but must be in question form.
- my try why
- Doctor

Wednesday _____

- Jessie and I like hotdogs with cheese.
- Did he break Peter's glasses?
- rainbow
- four store door
- make-believe

Thursday _____

- Who won the swimming race?
- Dad put an angel on top of the Christmas tree.
- away
- foxes dishes
- grin smile

Friday _____

- a. comma b. comma c. period
- a. apostrophe b. apostrophe c. period
- a. question mark b. apostrophe c. period



Name _____

Date _____

ALL-STAR SOCCER

"Pass down the sideline," yelled Dad. He was our soccer coach for the All-Star team, Region 538.

Most of the time I liked having my dad as our coach, but today I wasn't in the mood. Our team was 17-0 and we were playing the championship game for our area. He kept yelling crazy stuff at me, and I just wanted him to be quiet. Why did he count on me to score so many goals?

I tried to concentrate, but I kept thinking back to last Friday after school. My sister and I had been fighting on the stairs. We banged into each other, and I peeled the skin all the way off my toe. It still hurt to wear my shoe, especially my soccer cleats. It even hurt to wear my sock. The sock stuck to my sore.

"J. D., go down the field! Take it in. Pass and control."

I glared at my dad, but I didn't want to tell him that I, fighting with my sister as usual, had torn all the skin off my right toe just before the championship game. I just wanted him to stop before I fell down holding my toe.

Suddenly, I heard a voice yell, "Hey J. D., guess that toe has you down!" It was my sister, Jill. She was so annoying. I'd show her.

The ball came right to me. I moved down the field, slicing, moving around the players. Fancy footwork. Left foot. Shoot and . . .

"Oh, man! I missed the goal by an inch!"

"Good try, J. D.," yelled Dad. "Keep up the pressure."

I gritted my teeth and looked around the field for the ball. I saw my sister with an evil grin on her face. Time to buckle down and show her what I was made of!

STORY QUESTIONS

1. J. D. is having difficulty playing because . . .
 - a. she is thinking about her birthday party.
 - b. she stayed up too late.
 - c. she injured her toe.
 - d. she is feeling ill.
2. How did J. D. get injured?
 - a. She and her sister had been roughhousing on the stairs.
 - b. She had fallen when she was roller-blading.
 - c. Her sister bit her.
 - d. She had twisted her toe at soccer practice.
3. *Annoying* is a **synonym** for the word . . .
 - a. kind.
 - b. smiling.
 - c. bothersome.
 - d. handsome.
4. Another title for this passage could be . . .
 - a. "My Dad, The Coach."
 - b. "Soccer Season."
 - c. "I Love Soccer."
 - d. "The Troublesome Toe."



Name _____

Date _____

BASEBALL DAYS

Crack! The sound of the bat hitting the ball was almost as amazing as watching the ball sail out past third base. “Amazing hit, Seth!” yelled the coach. “Run like the wind!”

Seth rounded the bases as fast as he could. Just as he rounded third base, he didn’t see the third baseman racing toward him. They collided as dust hit them both in the nostrils.

“Safe!” yelled the umpire.

Seth smirked at the third baseman. “Too bad, loser.”

Whoosh! The baseman pushed him face first into the dirt.

Players ran on to the field. Players from both teams jumped in, slugging and punching.

Just at that moment, a swarm of bumblebees flew right into the center of the fight. They dove for the brightly-colored jerseys.

“Ouch! Hey! Help!”

All of the players scattered, running in all directions to escape the bees. The bees raced after them, getting closer and closer

“Seth. Seth! It’s time to get up for school!”

“What? Huh? Hey, get off me! Stop stinging me!” Seth threw up his arms and accidentally hit his mom right in the nose. “Whoa! Sorry, Mom! I was having this crazy dream!”

“I could tell,” said his mother, rubbing her nose.

STORY QUESTIONS

- It turns out that Seth was
 - playing baseball.
 - dreaming.
 - rounding third base.
 - eating waffles.
- Why did the fight start at third base?
 - The third baseman pushed Seth.
 - Seth was looking for a fight.
 - Seth called the baseman a loser.
 - Seth and the baseman were enemies from school.
- What brought the fight to a sudden end?
 - bees
 - the coach
 - Seth’s mother
 - players from the other team
- “Run like the wind” is a simile for
 - act like the wind.
 - walk like the breeze.
 - run in circles.
 - run as fast as you can.



Name _____

Date _____

HARVEST FESTIVAL

It was the day of the annual fall festival, and each class was responsible for having a booth. There was a competition to see which booth brought in the most money for the fundraiser. The winner got a classroom pizza party.

Our fifth grade class had worked for weeks to plan our booth. Everyone pitched in, even Evan, the class clown.

We had voted to design a haunted house, not too scary, but not too babyish. All the kids had brought things from home, and some parents had even come on Friday night to help us set up after school.

I was the president of operations. It was my job to give the final okay before we opened for business.

As I surveyed our work, a smile crept over my face. Creepy black streamers, skeletons, and black lights hung from the ceiling. Large sheets of black plastic covered the floor, forming a path to walk through the maze. Dried leaves made crackly sounds as you walked down the path. Several students were hiding behind large, dark-colored objects to reach out and grab unsuspecting guests. A large, haunted house was hung on the wall. Soft lights shone through its windows, casting an eerie glow on the path.

Yes, we were ready for the carnival to begin. I gave my final approval to Melissa, my assistant. She flipped the switch, and the scary music began. The tour guides pulled up their Dracula hoods, and Alexis, the ticket taker, took her seat outside the door. The fun was about to begin.

STORY QUESTIONS

1. What does it mean to be “president of operations”?
 - a. to be the person everyone likes
 - b. to be the president of the United States
 - c. to be the person who runs classroom machines
 - d. to be in charge
2. Which is **NOT** something the class did to make the booth scary?
 - a. They sold tickets to the haunted house.
 - b. They hung a haunted house on the wall.
 - c. They played scary music in the booth.
 - d. They put dried leaves on the path to make crunching sounds.
3. A **synonym** for *eerie* could be . . .

a. spooky.	c. scared.
b. happy.	d. angry.
4. Why did the class want to have the best booth?

a. to scare the rest of the school	c. to win a class pizza party
b. to get free movie tickets	d. to get the most candy at Halloween



Date _____

BEACH DAYS

“Roller-blades in?”

“Check.”

“Swimsuits and towels? Water bottles? Sandals? Extra change of clothes?”

“Check. Check. Check!” we yelled joyously.

“We’re off!” said Dad, as he turned the key in the ignition.

We all put on our CD headphones and settled back for the ride. One and a half hours never goes slower than when you are headed to the beach for the day. We all just wanted to hurry up and get there. We all wanted to feel the sand between our toes, experience the wind in our hair, and the waves on our backs. We could taste the hot dogs and ice cream sandwiches at the small snack bar at the end of the roller-blading path. Skaters would be skating, kids would be building sandcastles, and people of all ages would be playing in the waves. Images poured through our minds as we bounced along in our minivan. We were all off in our own daydreams.

“Hey, guys, snap out of it. We’re here.”

“What? Dad, are you talking to us?”

“Hey, monkeys, we’ve been sitting in the parking lot for the past 10 minutes. Mom and I already have our blades on. Are you guys going to sit and daydream in the car, or are you going roller-blading with us?”

“We’re on it!” we yelled in unison. In a flash, we were out of our seats. We ran for our skates and our cameras. Can’t waste time when the beach is waiting!

STORY QUESTIONS

1. Where was the family headed for the day?

a. to the beach	c. on a bus tour
b. to Hawaii	d. to a park
2. What were the kids doing in the car when they arrived at the beach?

a. crying	c. daydreaming
b. singing	d. sleeping
3. According to this passage, which one is **NOT** a sight they would see at the beach?
 - a. kids building sandcastles
 - b. skaters on the roller-blading path
 - c. mothers and fathers in bumper cars
 - d. people playing in the waves
4. Another word for *joyously* is . . .

a. sadly.	c. quickly.
b. happily.	d. loudly.



Name _____

Date _____

SKIING IN THE MOUNTAINS

My legs felt like rubber. My boots were pinching my feet and ankles. I didn't think I could go down one more hill. I wanted to just sit down and cry. I knew I had to continue, though. I was right in the middle of ski lessons on the top of the biggest hill at Snow Summit. Suddenly, the instructor stopped. "Chloe, are you all right?"

"I think so, but my boots hurt."

"Let me see if I can help," he said as he came over next to me. He checked the buckles, my socks, and the tightness of the boots.

"Ouch!" I screamed as he refitted the boot and snapped the bottom buckle in place. "That hurts!"

He unclipped the buckle, and we looked at my leg. There was a huge, blue bruise by my ankle. It was almost the size of a tennis ball.

"No wonder it hurts," he said. "You need to get these boots off, and get another pair. I don't think the rental boots are working for you."

"I don't think so, either," I whispered, as I examined the bruise that was getting more purple by the minute.

"Let's go down the hill and get these off. Then we'll talk to your dad. If you are going to keep skiing, you'll need boots all your own."

I gritted my teeth as I went down the slope. Boots all my own! No more rental boots, no more pain, no more bruises. That sounded mighty good to me!

STORY QUESTIONS

- Why did Chloe get a bruise on her ankle?
 - Her ankles were too small.
 - Her skis were too big.
 - Her rental boots didn't fit right.
 - Her instructor didn't help her.
- The opposite of *whispered* would be . . .
 - spoke softly.
 - in a soft voice.
 - murmured.
 - shouted.
- How would you describe Chloe's mood at the beginning of the passage?
 - tired and upset
 - exhausted but happy
 - eager and excited
 - scared and angry
- Another title for this passage could be . . .
 - "Ski Boot Blues."
 - "The Scariest Ski Slope Ever."
 - "How I Broke My Leg Skiing."
 - "I Hate Winter."



Name _____

Date _____

A DAY IN THE PARK

Swings move gently in the breeze. Silver slides shine in the sunlight. Monkey bars gleam with bright, colorful paint. Dew glistens on the grass. Birds chirp and fly to the picnic tables. Squirrels with mouths full of nuts dash through the grass. Lampposts blink off, done for the night. That's the park in the early morning hours.

In the middle of the day, mothers chatter and laugh with each other. Bright sunshine shimmers on the metal swings. Small birds sing loudly. Crows swoop down to pick up dropped crumbs. Children run and play, shrieking to each other. People lie on the grass, eating their picnic lunch. Grandmothers and grandfathers read books to toddlers. Parents cover their little ones with a blanket for a mid-afternoon nap.

The sun sets lower in the sky. Families start to pack up their belongings. The last few children gather their toys, bags, bikes, and skates. Mothers call their little ones' names, and fathers pack the cars. Animals start to settle in for the night. All is quiet.

Tomorrow is a new day and new adventures will be had.

STORY QUESTIONS

1. What time of the day is noisiest in the park?
 - a. morning
 - b. evening
 - c. middle of the day
 - d. middle of the night
2. Which one of these would you most likely see in the middle of the day?
 - a. birds sleeping with their heads under their wings
 - b. the moon overhead
 - c. stars in the sky
 - d. children pumping their legs on the swings
3. A **synonym** for *shimmers* could be . . .
 - a. rains.
 - b. shines.
 - c. dulls.
 - d. ruins.
4. What animals are **NOT** mentioned in the passage?

a. dogs	b. squirrels
c. small birds	d. crows



Name _____ Date _____

SAN FRANCISCO

“San Francisco is my favorite place to visit for several reasons,” Jacob said aloud. He stood in the front of the classroom, giving his report.

“The city, first of all, has amazing sights to see. The Mission of San Francisco is a Catholic mission that was built right in the heart of the city. You can see fishing boats of all sizes parked at the pier, and seals making loud barking noises down by the docks. There is a museum, too, that has old games and machines from the past.

Many of the streets in San Francisco are very steep. One street, Lombard, is a tourist attraction. It zigzags back and forth from top to bottom. It is the most crooked street in the world!

San Francisco also has many different things you can do. Riding a cable car is exciting as you race up and down the narrow streets. There are many different types of restaurants to try. People can ride bikes, walk along the ocean, or roller-blade. Tourists can buy souvenirs or eat fresh clam chowder from bowls made of sourdough bread.

San Francisco is a place I could talk about for hours, but these are just a few reasons to go there for a visit.”

“Wow!” said my teacher. “Wow, wow, wow! Let’s just get in the car and go to San Francisco!” We all cheered. Oh, if only we could.

STORY QUESTIONS

- What was Jacob doing in class?
 - singing a song
 - giving a report
 - acting in a play
 - writing a report
- Amazing* is a **synonym** for the word . . .
 - awful.
 - horrid.
 - incredible.
 - nasty.
- When Jacob’s report came to an end, what did the class want to do?
 - listen to more reports
 - go to recess
 - play math games
 - take a trip to San Francisco
- Which of the following is **NOT** an activity that Jacob mentioned?
 - riding in a cable car
 - watching a San Francisco Giants’ baseball game
 - eating clam chowder
 - buying souvenirs

Pyramid Poem

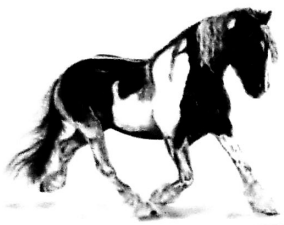
Pyramid poems are shaped like pyramids and follow a specific format.

Line 1: One noun

Line 2: Two adjectives

Line 3: Three "ing" verbs

Line 4: Two short phrases or a question



The Horse

By Miss Larson

Horse,
Strong, graceful,
Trotting, cantering, galloping,
Beautiful creature, Lovely to ride.

Baseball

By Miss Larson



Baseball,
Fun, exciting,
Throwing, batting, catching,
American sport, Great game.

My Pyramid Poem

Pyramid poems are shaped like pyramids and follow a specific format.

Line 1: One noun

Line 2: Two adjectives

Line 3: Three "ing" verbs

Line 4: Two short phrases or a question

Title

Pyramid

Five Senses

Acrostic

Cinquain

Number

Haiku

Alliteration

Shape

Triplets

Five Senses Poem

Five Senses poems are six lines long and do not rhyme. This type of poetry uses similes, which compare things using the words "like" or "as".

Directions:

Line 1. Choose a topic (places, seasons, sports...not an animal) and describe it in one word.

Line 2. Tell what the topic might taste like (if it had a taste)

Line 3. Tell what the topic might sound like (if it had a sound)

Line 4. Tell what the topic might smell like (if it had a smell)

Line 5. Tell what the topic looks like.

Line 6. Tell how the topic makes you feel.

Fall

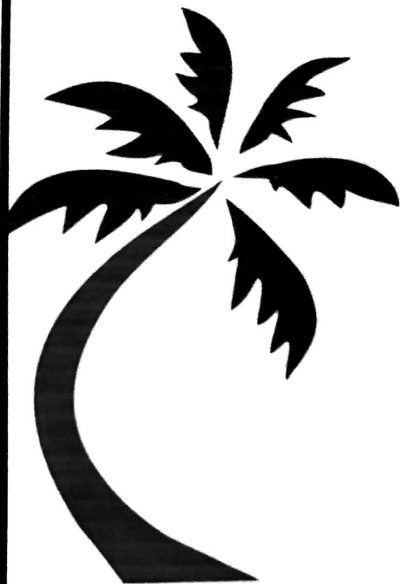
by Miss Larson



Fall is orange,
It tastes like apple cider,
It sounds like kids jumping in piles of leaves,
It smells like warm pumpkin pie,
It looks like a scarecrow in the middle of the field,
It makes me feel cozy.

Hawaii

by Miss Larson



Hawaii is blue,
It tastes like shaved ice,
It sounds like waves crashing on the beach,
It smells like plumeria flowers,
It looks like my dream home,
It makes me feel happy.

My five Senses Poem

Five Senses poems are six lines long and do not rhyme. This type of poetry uses similes, which compare things using the words "like" or "as".

Directions:

Line 1. Choose a topic (places, seasons, sports...not an animal) and describe it in one word.

Line 2. Tell what the topic might taste like (if it had a taste)

Line 3. Tell what the topic might sound like (if it had a sound)

Line 4. Tell what the topic might smell like (if it had a smell)

Line 5. Tell what the topic looks like.

Line 6. Tell how the topic makes you feel.

_____ **Type Here** _____

Title

_____ **Type Here** _____

It tastes _____ Type Here _____

It sounds _____ Type Here _____

It smells _____ Type Here _____

It looks _____ Type Here _____

It makes me feel _____ Type Here _____

Five Senses

Acrostic

Cinquain

Number

Haiku

Alliteration

Shape

Triplets

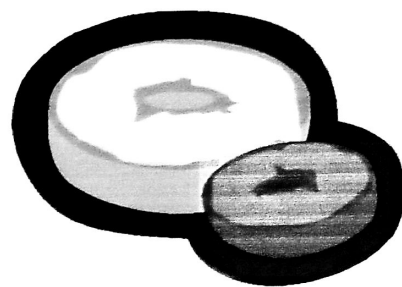
ACROSTIC POEM

Choose a word to write in capital letters down the left side of your paper. You can choose something you're interested in or even your name! Then write phrases that start with each of the letters in that word. This type of poetry does not have to rhyme.

Donuts

By Miss Larson

Delicious morning treats,
Only good the first day,
Need a cold glass of milk with them,
Usually like chocolate donuts with sprinkles the best,
Tastes like a little bit of heaven,
Super sweet once in awhile treat.



Ocean

By Miss Larson

Octopus swims near the rocks,
Crab crawls on the sand,
Eel slithers in a sea cave,
Angelfish swims gracefully under the waves,
Narwhal hunts for fish in the Arctic.



My Acrostic Poem

Choose a word to write in capital letters down the left side of your paper. You can choose something you're interested in or even your name! Then write phrases that start with each of the letters in that word. This type of poetry does not have to rhyme.

_____ Type Here _____

Title

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Acrostic

Cinquain

Number

Haiku

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Triplets

CINQUAIN Poem

"Cinq" means five in French and a cinquain is a poem with five lines. Each line has a specific requirement.

Line 1: One word subject of the poem (a noun)

Line 2: Two words to describe the title (adjectives)

Line 3: Three "ing" words that show action (verbs)

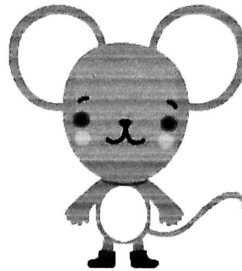
Line 4: Four-word phrase that expresses a feeling

Line 5: One word synonym for the subject

Mouse

By Miss Larson

Mouse,
Tiny, fast,
Scurrying, sniffing, squeaking,
Looking for some cheese,
Rodent.



Shoes

By Miss Larson

Shoes,
Comfortable, old,
Walking, running, jumping,
Wear them almost everywhere,
Sneakers.



My Cinquain Poem

Cinq means five in French and a Cinquain is a poem with five lines. Each line has specific rules.

Line 1: One word subject of the poem (a noun)

Line 2: Two words to describe the title (adjectives)

Line 3: Three "ing" words that show action (verbs)

Line 4: Four word phrase that expresses a feeling

Line 5: One word synonym for the subject

Type Here

Title

Type Here

Type Here

Type Here

Type Here

Type Here

Cinquain

Number

Haiku

Alliteration

Shape

Triplets

NUMBER POEM

Number poems are ten lines long and can rhyme but do not have to. These poems can start at one and go to ten, or they may start at ten and countdown to one.

CANDY SHOP

By Miss Larson

One rainbow lollipop,
Two pink cotton candies,
Three yellow gumballs,
Four huge jawbreakers,
Five golden brown caramels,
Six sweet chocolate bars,
Seven pieces of red licorice,
Eight green-apple hard candies,
Nine sour gummy worms,
Ten kids at the counter.



SOLAR SYSTEM

By Miss Larson



Ten asteroids floating through space,
Nine stars twinkling in the night sky,
Eight planets revolving around the sun,
Seven satellites hovering over Earth,
Six comets zooming around the sun,
Five moons circling Pluto,
Four constellations sparkling nightly,
Three astronauts waiting for take-off,
Two rovers searching for signs of life,
One sun shining in our solar system.

My Number Poem

Number poems are ten lines long and can rhyme but do not have to. These poems can start at one and go to ten, or they may start at ten and countdown to one.

Type Here

Title

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Number

Haiku

Alliteration

Shape

Triplets

TRIPLETS POETRY

Triplet poems have three lines, which usually rhyme. A simple one you may know is:

Jack be nimble,
Jack be quick,
Jack jump over the candlestick.

Here are a few more examples:

The Little Gray Cat

By Miss Larson



The little gray cat,
Asleep on the mat,
Dreaming of a rat.

The Bee

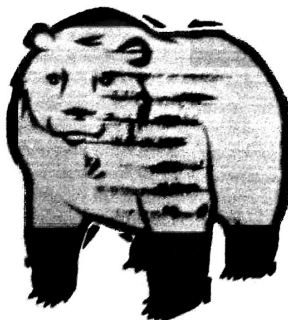
By Miss Larson



Up in the big tree,
Buzzed a busy bee,
Making some honey.

The Bear

By Miss Larson



The great big bear,
Was unaware,
A wolf was there.

My Triplets Poem

Triplet poems have three lines, which usually rhyme. A simple one you may know is:

Jack be nimble,
Jack be quick,
Jack jump over the candlestick

Type Here

Title

Type Here

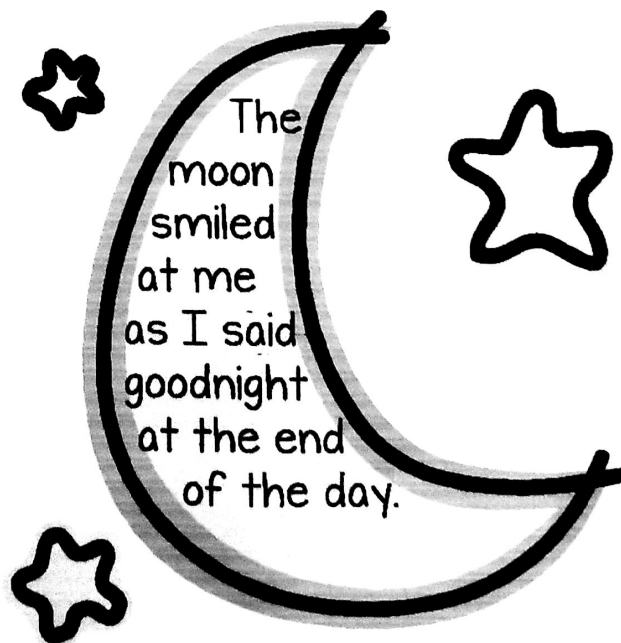
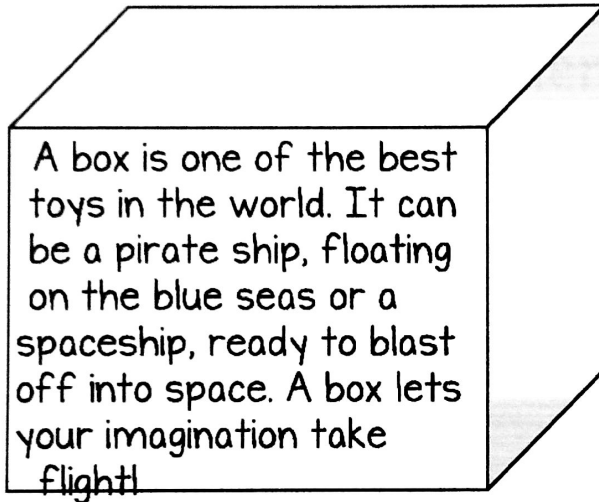
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SHAPE POEM

By Miss Larson

Shape poems, also called concrete poems, can be written in two ways. The first way is to draw an object and write a poetic description of that object inside of the shape. The second way is to draw an object and to write the poem around the outline of the object.



My Shape Poem

Shape poems, also called concrete poems, can be written in two ways. The first way is to draw (or insert) an object and write a poetic description of that object inside of the shape. The second way is to draw (or insert) an object and to write the poem around the outline of the object.

Type Here

Title

Shape

Triplets

ALLITERATION POEM

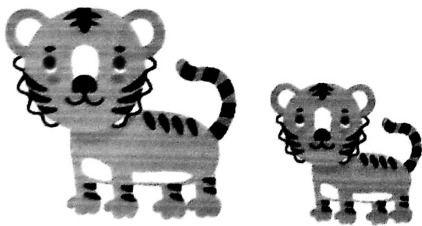
Choose a good letter (avoid difficult ones like x, k, i, etc.). Make the longest sentence you can using mostly words that start with your letter. It's okay to include a few small words like a, and or the where needed. Your sentence can be as silly as you'd like it to be!

My "S" Poem

By Miss Larson



Seven silly southern seamstresses sewed sixty silky strands of silk, for the superbly styled soccer star's shirt.



My "T" Poem

By Miss Larson

Two terrific tigers tried to trudge tiredly to Texas to take trays of tacos and tamales to ten tremendous turkeys.

My Alliteration Poem

Choose a good letter (avoid difficult ones like x, k, l, etc.). Make the longest sentence you can using mostly words that start with your letter. It's okay to include a few small words like *a*, *and* or *the* where needed. Your sentence may be as silly as you'd like it to be!

Type Here

Title

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Type Here

Alliteration

Shape

Triplets