



Home  
Independent  
Curriculum Packet

Grade 4

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.

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## Pencils & Paint

**1** Keiko wants to buy mechanical pencils for all 25 of her classmates. Mechanical pencils come in packages of 6 that each cost \$2.99. If Keiko has \$12 in her pocket, can she buy enough mechanical pencils right now? Show all your work.



### CHALLENGE



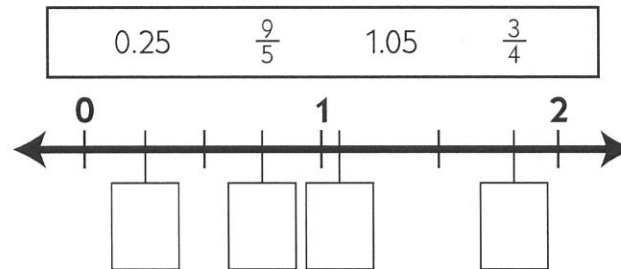
**2** On Spring Cleanup Day, the fourth graders are going to paint the hallways in the school. They measured the walls and figured out that they have 4,800 sq. feet to paint. They want to paint half of the walls green and half yellow. Each gallon of green paint covers 250 sq. feet and costs \$30. Each gallon of yellow paint covers 250 sq. feet and costs \$32. How much will it cost them to buy enough paint to paint the hallways? Show all your work.

NAME \_\_\_\_\_

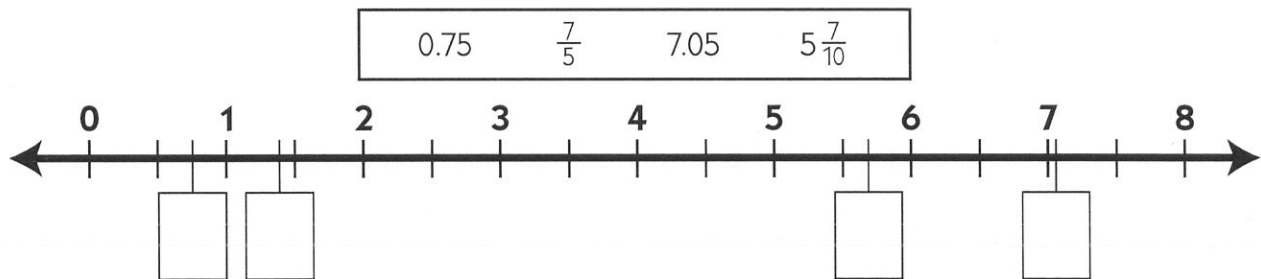
DATE \_\_\_\_\_

## Rounding Decimals & Fractions to the Nearest Whole Number

1 Write the decimal and fraction numbers where they belong on the number line below.



2 Write the decimal and fraction numbers where they belong on the number line below.



3 When you round a fraction or decimal number to the nearest whole number, you look to see whether it is closer to the whole number above it or below it. If the fraction or decimal part of the number is equal to or greater than one-half, round up. If it is less than one-half, round down. Round these numbers to the nearest whole number. You do not have to write an explanation.

<b>ex a</b> 0.75 <u>  1  </u> 0.75 rounds up to 1 because the decimal part of the number (0.75) is greater than one-half.	<b>ex b</b> 1.05 <u>  1  </u> 1.05 rounds down to 1 because the decimal part of the number (0.05) is less than one-half.		
<b>a</b> 0.25	<b>b</b> $\frac{3}{4}$	<b>c</b> $\frac{9}{5}$	<b>d</b> $\frac{7}{5}$
<b>e</b> 7.05	<b>f</b> $5\frac{7}{10}$	<b>g</b> $6\frac{3}{4}$	<b>h</b> 7.8



### CHALLENGE

4 Round these fraction and decimal numbers to the nearest whole number.

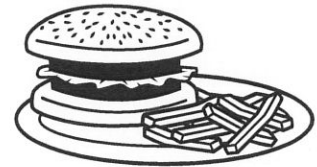
<b>a</b> 38.43	<b>b</b> 74.09	<b>c</b> $26\frac{8}{15}$	<b>d</b> $401\frac{2}{19}$
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## Decimal & Fraction Story Problems

**1** Breanna is having a barbecue with her family. They need to get  $2\frac{1}{4}$  pounds of ground beef for everyone to have a hamburger. Breanna found a package of ground beef at the store that was 2.4 pounds. Would that be enough ground beef for their family? Explain your answer.



**2** Bob is making jam. He needs  $3\frac{3}{4}$  pounds of strawberries. He put a box of berries on the scale at the farm stand. The scale said "3.6 pounds." Is that enough strawberries? Explain your answer.



**3** Leilani's mom said that they could stop for a snack sometime after they had driven  $13\frac{1}{2}$  miles. The trip meter on their car shows 13.8 miles. Can they stop for a snack now?

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## Comparing Decimals & Fractions

1 Write each pair of numbers as a pair of fractions and as a pair of decimals. Then use  $<$  or  $>$  to complete the number sentence comparing the two numbers.

	Pair of Fractions (with the same denominator)	Pair of Decimals (to the same place value)	Number Sentence
<b>example</b> 0.36 $\frac{4}{10}$	$\frac{36}{100}$ and $\frac{40}{100}$	0.36 and 0.40	0.36 $<$ $\frac{4}{10}$
<b>a</b> 0.12 $\frac{2}{10}$	and	and	0.12 $\frac{2}{10}$
<b>b</b> $\frac{56}{100}$ 0.5	and	and	$\frac{56}{100}$ 0.5
<b>c</b> 0.04 $\frac{9}{100}$	and	and	0.04 $\frac{9}{100}$
<b>d</b> $\frac{8}{100}$ 0.3	and	and	$\frac{8}{100}$ 0.3

2 Compare each pair of numbers using  $<$ ,  $>$ , or  $=$ .

<b>a</b> $\frac{2}{3}$ 0.75	<b>b</b> 0.5 $\frac{50}{100}$	<b>c</b> 0.7 $\frac{1}{2}$
<b>d</b> $\frac{8}{10}$ 0.08	<b>e</b> $\frac{9}{100}$ 0.6	<b>f</b> 0.5 $\frac{3}{16}$
<b>g</b> 4.3 $\frac{9}{2}$	<b>h</b> 3.05 $\frac{6}{2}$	<b>i</b> $\frac{5}{4}$ 1.25
<b>j</b> 2.50 $2\frac{1}{2}$	<b>k</b> $\frac{10}{5}$ $2\frac{1}{4}$	<b>l</b> $\frac{12}{4}$ 2.75



### CHALLENGE

3 Compare each pair of numbers using  $<$ ,  $>$ , or  $=$ .

<b>a</b> 3.5 $\frac{305}{100}$	<b>b</b> $\frac{46}{100}$ 0.3	<b>c</b> 0.29 $\frac{29}{10}$	<b>d</b> $\frac{150}{200}$ 0.3
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## More Decimal & Fraction Story Problems

**1** Elisa needs a total of  $5\frac{1}{2}$  pounds of berries for some pies she is making. She already has 3 pounds of berries at home. At the market, she found a package of raspberries that weighs 1.15 lbs. and a package of marrionberries that weighs 1.56 lbs. If she buys these two packages of berries, will she have enough berries altogether? Explain your answer.



**2** Ming and Enrico are trying to see who can run the most in a week. Ming ran 2.7 miles on Monday, 2.5 miles on Wednesday, and 3.4 miles on Friday. The perimeter of the playground is half a mile. Enrico ran around the playground 17 times on Friday. Who ran farther, Ming or Enrico? Explain your answer.





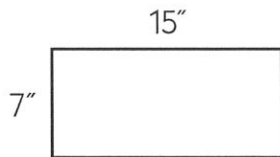
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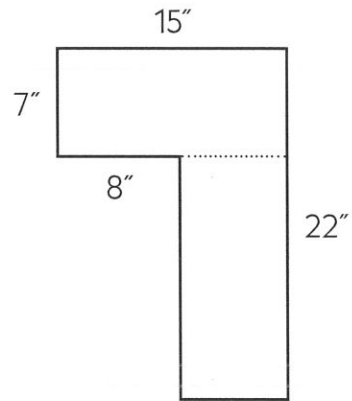
# Area Problems

Determine the area of each figure below. Some figures are divided into rectangles for you with dotted lines. Show all your work.

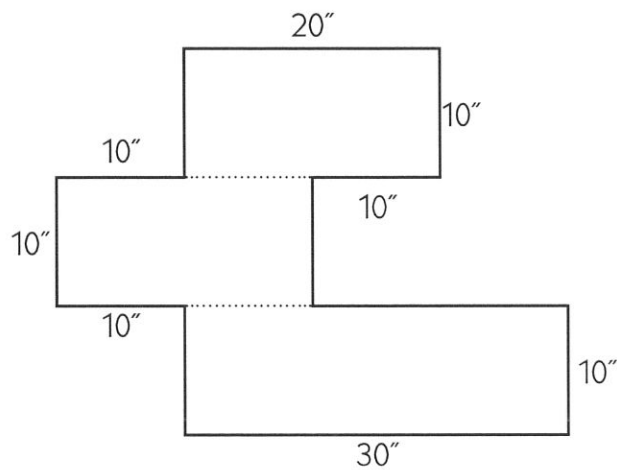
**1** Area = \_\_\_\_\_



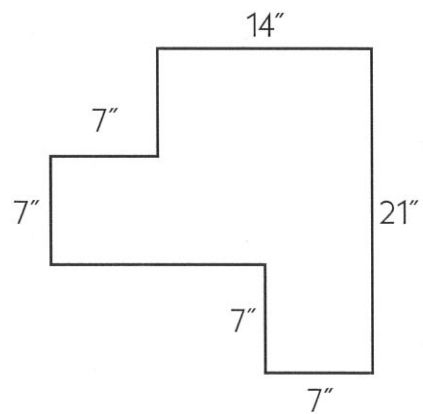
**2** Area = \_\_\_\_\_



**3** Area = \_\_\_\_\_



**4** Area = \_\_\_\_\_



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## Thinking about Area

1 Determine the area of each rectangle below. Write the area inside the rectangle.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
3	6	12	24
3 <input style="width: 20px; height: 20px;" type="text"/>	3 <input style="width: 40px; height: 20px;" type="text"/>	3 <input style="width: 80px; height: 20px;" type="text"/>	3 <input style="width: 160px; height: 20px;" type="text"/>

**e** Look at the rectangles above. What happens to the area of the rectangle when one of the dimensions is doubled?

2 Determine the area of each rectangle below. Write the area inside the rectangle.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
32	16	8	4
4 <input style="width: 280px; height: 25px;" type="text"/>	4 <input style="width: 140px; height: 25px;" type="text"/>	4 <input style="width: 70px; height: 25px;" type="text"/>	4 <input style="width: 35px; height: 25px;" type="text"/>

**e** Look at the rectangles above. What happens to the area of the rectangle when one of the dimensions is halved?



### CHALLENGE

3 What happens to the area of a rectangle when both dimensions are doubled? Start with this rectangle and then draw and label two more rectangles to show what happens.

5

3

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## Solving Equations

**1** Fill in the missing number in each equation. You do not need to explain your answers.

<b>example</b> $30 + \underline{4} = 34$ The missing number must be 4, because $30 + 4 = 34$ .		
<b>a</b> $40 + \underline{\quad} = 52$	<b>b</b> $\underline{\quad} \times 10 = 110$	<b>c</b> $32 = \underline{\quad} \times 4$
<b>d</b> $\underline{\quad} \div 6 = 7$	<b>e</b> $40 = \underline{\quad} - 8$	<b>f</b> $4 + \underline{\quad} = 90$

**2** Sometimes a letter is used instead of a blank to show a missing number in an equation. Figure out what number the letter in each equation represents. You do not need to explain your answers.

<b>example</b> $3 \times a = 6$ The letter $a$ represents 2, because $3 \times 2 = 6$ . $a = 2$			
<b>a</b> $72 = a \times 9$ $a =$	<b>b</b> $a + 90 = 110$ $a =$	<b>c</b> $49 = a \times 7$ $= a$	<b>d</b> $a - 20 = 80$ $a =$
<b>e</b> $45 \div a = 9$ $a =$	<b>f</b> $a + 32 = 46$ $a =$	<b>g</b> $56 = a \times 8$ $a =$	<b>h</b> $78 = 85 - a$ $a =$



### CHALLENGE

**3** Write four different equations in which  $a$  would have to be equal to 5.


<b>a</b> $a + \underline{\quad} = \underline{\quad}$	<b>b</b> $\underline{\quad} = \underline{\quad} \times a$
<b>c</b> $\underline{\quad} \div a = \underline{\quad}$	<b>d</b> $\underline{\quad} = a - \underline{\quad}$

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## Writing & Solving Equations

You can use numbers, symbols, and letters to represent a situation with an equation. Write two equations to represent each situation below. Use a box to represent the unknown amount first. Then use a letter to represent the unknown amount. Then figure out what the unknown amount is.


Situation	Equation with Box	Equation with Letter	Solve It
<b>example</b> Luis had 3 fish. He got some more at the pet store. Now he has 12 fish. How many fish did he buy?	$3 + \square = 12$	$3 + f = 12$	He got 9 fish. $f = 9$
<b>1</b> Alana had 25 seashells. She gave some to her sister. Now she has 12 seashells. How many seashells did she give her sister?			
<b>2</b> George put apples into bags to sell at the farmers market. He put 5 apples into each bag. He had 45 apples altogether. How many bags did he fill?			
<b>3</b> Mr. James had 16 bookmarks to give to the 4 students in his reading group. How many bookmarks did each student get if they all got the same number of bookmarks?			
 <b>4</b> Serafina had 30 stickers. She gave the same number of stickers to each of her 3 friends. Now she has 18 stickers left. How many stickers did she give to each friend?			

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## What's the Rule?

For each pattern, fill in what comes next. Then use words to describe the rule that makes each pattern.

<b>ex</b>	<b>a</b> Pattern 1, 4, 7, 10, <u>13</u> , <u>16</u> , <u>19</u>
	<b>b</b> Rule <i>Add 3 each time.</i>
<b>1</b>	<b>a</b> Pattern 3, 6, 12, _____, _____, _____
	<b>b</b> Rule
<b>2</b>	<b>a</b> Pattern 16, 8, 4, _____, _____, _____
	<b>b</b> Rule
<b>3</b>	<b>a</b> Pattern 6.13, 7.26, 8.39, _____, _____, _____
	<b>b</b> Rule
<b>4</b>	<b>a</b> Pattern $2\frac{1}{8}$ , $3\frac{1}{4}$ , $4\frac{3}{8}$ , $5\frac{1}{2}$ _____, _____, _____
	<b>b</b> Rule
 <b>5</b>	<b>a</b> Pattern $\frac{18}{9}$ , $\frac{15}{9}$ , $1\frac{1}{3}$ , 1, _____, _____, _____
	<b>b</b> Rule

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## Number Patterns & Divisibility

1 Fill in the missing numbers in each count-by sequence.

<b>a</b> 2	2, 4, 6, 8, 10, 12, _____, _____, _____, _____, _____, _____
<b>b</b> 5	5, 10, 15, 20, 25, _____, _____, _____, _____, _____, _____
<b>c</b> 10	10, 20, 30, 40, _____, _____, _____, _____, _____, _____

2 Write a sentence to explain what the numbers in each sequence above have in common. Hint: *Look at the numbers in the ones place.*

**a** All the count-by-2 numbers

**b** All the count-by-5 numbers

**c** All the count-by-10 numbers

3 All the numbers in a count-by sequence are divisible by the same number. For example, all the numbers in the count-by-2 sequence are divisible by 2. Think about whether each number below is divisible by 2, 5, and 10.

Number	Divisible by 2?	Divisible by 5?	Divisible by 10?
<b>ex</b> 96	<b>yes</b>	<b>no</b>	<b>no</b>
<b>a</b> 40			
<b>b</b> 75			
<b>c</b> 37			
<b>d</b> 110			

Number	Divisible by 2?	Divisible by 5?	Divisible by 10?
<b>e</b> 364			
<b>f</b> 930			
<b>g</b> 361			
<b>h</b> 576			
<b>i</b> 785			

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## Ounces, Cups, Pints, Quarts & Gallons

1 Fill in the following equivalencies for measurements of capacity.

- a** There are \_\_\_\_\_ fluid ounces in 1 cup.    **b** There are \_\_\_\_\_ cups in 1 pint.  
**c** There are \_\_\_\_\_ pints in 1 quart.        **d** There are \_\_\_\_\_ cups in 1 quart.  
**e** There are \_\_\_\_\_ quarts in 1 gallon.    **f** There are \_\_\_\_\_ pints in 1 gallon.

2 Ben filled his lawn mower's gas tank. It holds 5 gallons of gas. How many fluid ounces is that? Show all your work.



### CHALLENGE

3 Jenny has a big watering can that holds 2 gallons of water. She filled it up and then used  $\frac{3}{4}$  of the water to water the plants on her front porch. Then she went to the back porch. On the way, she poured 2 more quarts of water into the watering can. She used 1 pint of the water to water the plants on her back porch. How much water was left in her watering can? Show all your work.



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## Find or Write the Matching Equation

1 Draw a line from each problem situation to the equation that best matches it.

<p><b>a</b> Nina had 2 cats. One of the cats had kittens and now Nina has 8 cats. How many kittens did they have?</p>	$8 \div k = 2$
<p><b>b</b> Tim had 8 kites. He gave them to his friends. Each friend got 2 kites. How many friends did Tim give kites to?</p>	$8 - k = 2$
<p><b>c</b> Kaylee had 8 keys on her keychain. She got rid of some of them, and now she has 2 keys left. How many keys did she get rid of?</p>	$2 \times k = 8$
<p><b>d</b> Takumi was tying knots. He tied the same number of knots on 2 different pieces of string. When he was done, he had tied 8 knots. How many knots did he tie on each piece of string?</p>	$2 + k = 8$

2 Write an equation, inequality, or expression to show each situation.

<p><b>example</b> Joe and Keira were putting their money together to buy a present for their mom. Joe had \$15 and together they had more than \$30.</p>	$\$15 + k > \$30$
<p><b>a</b> Esteban was organizing his rock collection. He put the same number of rocks into each box. He had 30 rocks and 5 boxes. How many rocks did he put into each box?</p>	
<p><b>b</b> Ebony made 9 bracelets. She gave each of her 3 friends the same number of bracelets. How many bracelets did each friend get?</p>	
<p><b>c</b> Gregory had \$45. His sister asked to borrow some money. Gregory gave her some money, but he still had more than \$30 left.</p>	



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## Thinking about Number Patterns

1 Fill in the missing numbers in each count-by sequence below.

a 32, 34, 36, 38, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b 35, 40, 45, 50, 55, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c 40, 50, 60, 70, 80, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 List three things that you know must be true of any whole number that ends in 0.



### CHALLENGE

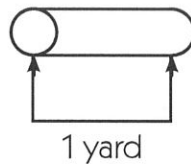
3 Nia says that any multiple of 6 must also be a multiple of 2 and 3. Explain why you agree or disagree with her. Hint: *Remember that you can use count-by patterns to think about multiples.*

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## The Paper Problem

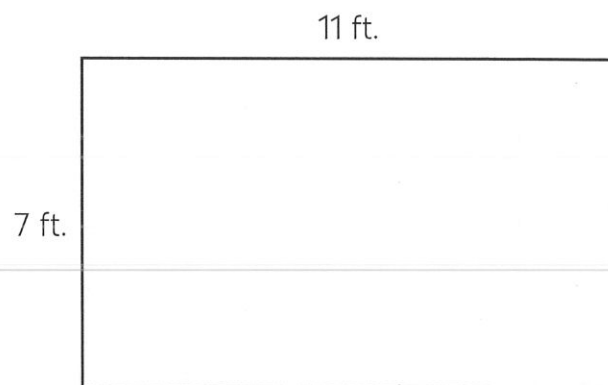
**1** Shanice and Micah are using yellow craft paper to cover a bulletin board. The board is 11 feet wide and 7 feet tall. The craft paper comes in a roll that is 1 yard wide. They can roll it out and cut it to any length, but the paper will always be 1 yard wide. Draw and label on the bulletin board pictures below to show 2 different ways Shanice and Micah can cover the bulletin board.



**a** First way.



**b** Second way.



### CHALLENGE

**2** Which of the two ways above wastes less paper? Use pictures, numbers, and words to explain your answer.



# Target 2

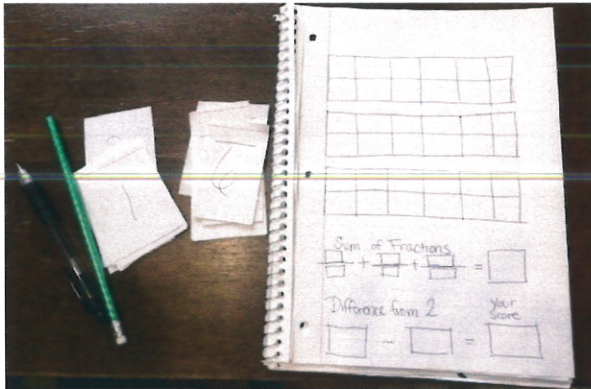
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## Object of the Game

Players take turns using number cards to create fractions. Each player makes 3 fractions and adds them together. The player whose sum is closest to 2 is the winner. Be sure to check out Tips for Players and Families before playing this game.

## Materials

- 2 decks of cards (1 deck of 1, 2, and 3 as numerator cards and 1 deck of 3, 6, and 12 as denominator cards) Download a set of [printable cards](#)  or make your own cards. You can use paper, a grocery bag, or a cereal or other food box to make cards.
- 2 record sheets  
Print copies of the [Target 2 Record Sheet](#)  or make your own.
- Pencil or pen



## Skills

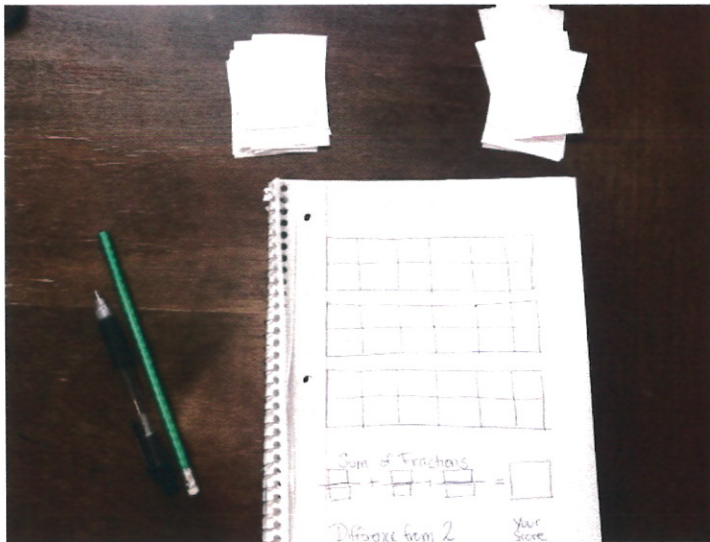
This game helps us practice

- Modeling fractions
- Adding fractions and mixed numbers
- Subtracting fractions and mixed numbers
- Representing fractions in more than 1 way

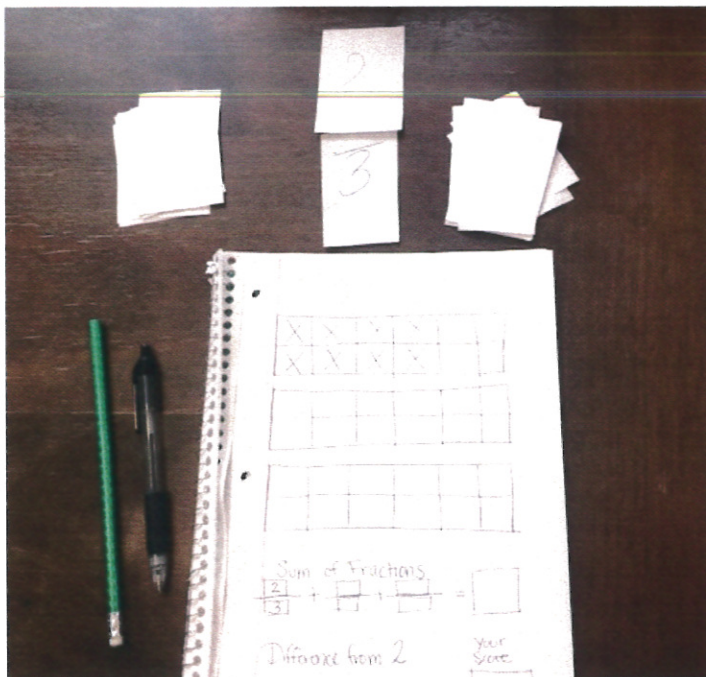
Jump to: [How to Play](#) | [Tips for Players and Families](#) | [Change It Up](#)

## How to Play

1. Lay the cards facedown in two piles: the numerator pile and the denominator pile.

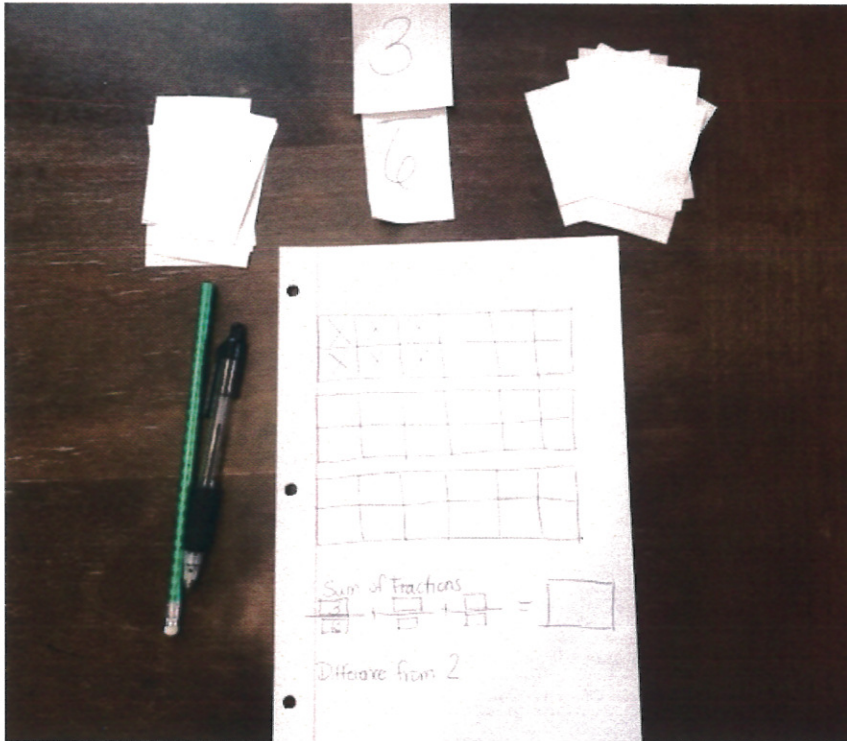


2. Each player chooses a numerator card and a denominator card, forming a fraction. They record the fraction and fill it in on their record sheet.



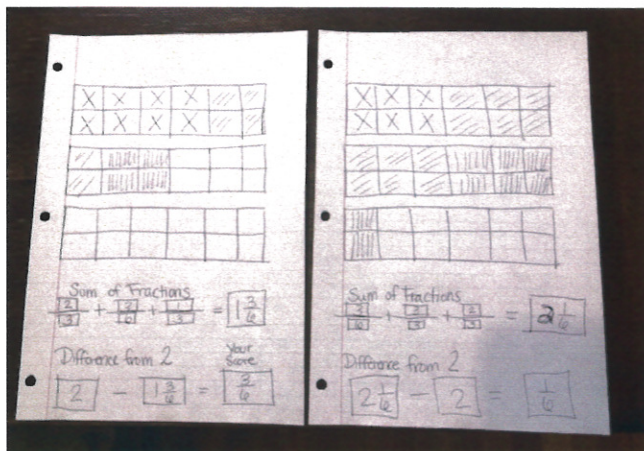
Mom pulled a numerator of 2 and a denominator of 3, making the fraction  $\frac{2}{3}$ . She can look at the model of  $\frac{2}{3}$  and fill in 2 of those.

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



Sasha pulled a numerator of 3 and a denominator of 6, making the fraction  $\frac{3}{6}$ . She can look at the model of  $\frac{1}{6}$  and fill in 3 of those.

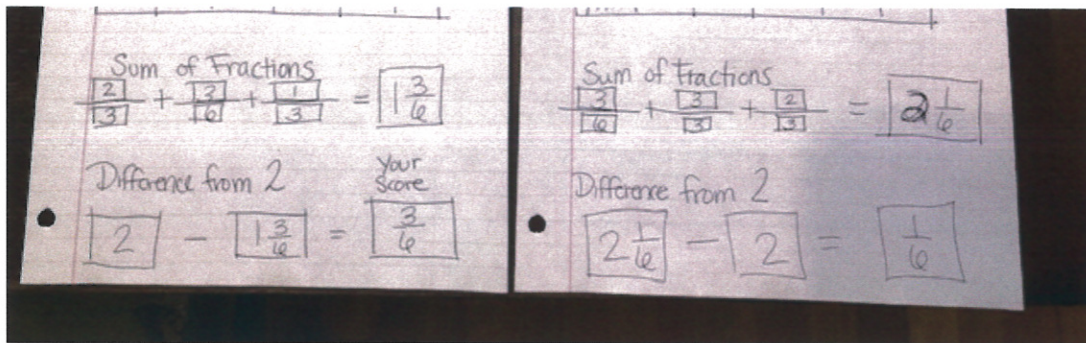
3. Each turn, fill in the blocks with either different colors or a different pattern so that you can see the 3 different fractions to be added.
4. After 3 rounds, players find the sum of the fractions they filled in.



Mom added  $\frac{1}{6} + \frac{3}{6} + \frac{1}{6}$  to get a total of  $1 \frac{3}{6}$ . Sasha added  $\frac{3}{6} + \frac{3}{3} + \frac{1}{6}$  to get a total of  $2 \frac{1}{6}$ .

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

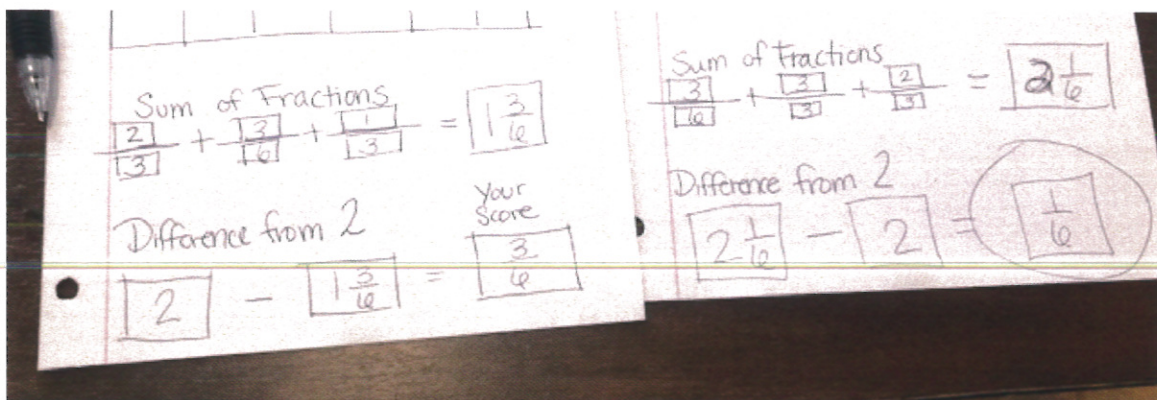
5. Players then find the difference of their sum from 2.



Mom's total was less than 2 so she subtracted it from 2.

Sasha's total was greater than 2, so she subtracted 2 from her total.

6. The player with the lesser difference wins.



Sasha's difference of  $\frac{1}{6}$  is less than Mom's difference of  $\frac{3}{6}$ , so Sasha wins.

## Tips for Players and Families

### Before you play:

- Think about what you know about fractions. You may have learned about using egg cartons to think about fractions at school. If not, or if you'd like to teach others how to use this model, here's how it works.

Have you seen a carton of eggs? Have you ever thought about using an egg carton to learn about fractions? Look at the different images below. Each one represents a fraction. Today you will add fractions by choosing cards and the player with a sum closest to 2 after three turns wins.

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



$$\frac{1}{12}$$



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



$$\frac{1}{6}$$

*You don't have to use real eggs and egg cartons. You can use a drawing instead!*

- Think about how each fraction will look when 1, 2, or 3 of them are filled in.
- Think about how you might model a fraction when 1 carton ends and another begins.

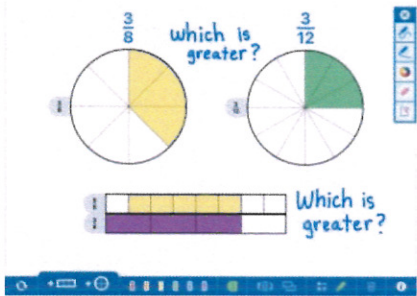
**As you play:**

- Talk about the fractions made. *Were any equivalent fractions made? What do you notice about the size of the denominator and the size of the fractional parts?*
- Find a way to compare Player 1's and Player 2's scores. Try writing each fraction as twelfths if you are confused. (Each block filled in is worth 1/12.)

**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?

- Choose a different target number, such 1 or 3.
- Change the cards you're using. Try different denominators if you can model other fractions with the egg carton.
- Check out Math Learning Center's free [Fractions app](#).  
*Can you find different ways to model the fractions made during the game?*



**The free app is available for iPad, Web and Chrome.**

**You can get it here: [Fractions](#)**

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



<b>1</b>	<b>2</b>	<b>3</b>
<b>1</b>	<b>2</b>	<b>3</b>
<b>1</b>	<b>2</b>	<b>3</b>





<hr/> <b>3</b>	<hr/> <b>6</b>	<hr/> <b>12</b>
<hr/> <b>3</b>	<hr/> <b>6</b>	<hr/> <b>12</b>
<hr/> <b>3</b>	<hr/> <b>6</b>	<hr/> <b>12</b>

# Target 2 Record Sheet

Name \_\_\_\_\_




Sum of Fractions: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

Difference from 2:  -  =  **Your Score:**

## Interrogative Pronouns

An interrogative pronoun is used to introduce a question. The pronouns **who**, **whom**, **what**, **which**, and **whose** are interrogative pronouns. Use **who** and **whom** for questions about people. Use **what** for questions about animals or things. Use **which** for people, animals, or things. Use **whose** to ask questions having to do with the possession of something.

**Who** is your teacher?

To **whom** will you give the ticket?

**What** is the weather forecast?

**Which** flavor would you like?

**Whose** bike is that?

**Write the correct interrogative pronoun to complete each sentence.**

1. \_\_\_\_\_ wants to go hiking with me next week?
2. \_\_\_\_\_ umbrella is this?
3. \_\_\_\_\_ Olympic athlete has won the most gold medals?
4. \_\_\_\_\_ cake would you rather have—the chocolate or the strawberry?
5. \_\_\_\_\_ holiday is celebrated in July?
6. \_\_\_\_\_ wants to help me plant flowers in the garden?
7. \_\_\_\_\_ was the final score of the game?
8. \_\_\_\_\_ scored the most runs?

## Interrogative Pronouns

The pronouns **who**, **whom**, **what**, **which**, and **whose** are interrogative pronouns. These pronouns are used to introduce a question. Use **who** and **whom** for questions about people. Use **what** for questions about animals and things. Use **which** for people, animals, or things. Use **whose** to ask questions having to do with the possession of something. Be careful not to confuse the interrogative pronoun **whose** with the contraction **who's**.

**Circle the pronoun error in each sentence. Then rewrite the sentence using the correct interrogative pronoun.**

1. What of these recipes will we use to make the soup?

\_\_\_\_\_

2. What wants to play basketball this afternoon?

\_\_\_\_\_

3. Who library book is this?

\_\_\_\_\_

4. Whom way are you heading?

\_\_\_\_\_

5. Who's parents plan to attend the picnic?

\_\_\_\_\_

6. Which did you score in the last game?

\_\_\_\_\_

## Noun Suffixes -dom, -ity, -tion, -ment, -ness

community	employment	kindness	registration
agreements	equality	organization	wisdom

### Write a spelling word to complete each sentence.

1. The theme of the candidate's speech was \_\_\_\_\_.
2. Pam and Beth each signed legal \_\_\_\_\_ during the court case.
3. The \_\_\_\_\_ for summer softball leagues will begin at noon.
4. The parks department is looking for lifeguards for summer \_\_\_\_\_.
5. The company was bought by a large \_\_\_\_\_.

### Write the spelling word that is related to the other words.

6. town, village, \_\_\_\_\_
7. good judgment, intelligence, \_\_\_\_\_
8. courtesy, goodness, \_\_\_\_\_

## Noun Suffixes -dom, -ity, -tion, -ment, -ness

community	employment	kindness	registration
agreements	equality	organization	wisdom

Write the spelling words for the given noun suffix.

**Spelling word with *-dom***

1. \_\_\_\_\_

**Spelling word with *-ness***

2. \_\_\_\_\_

**Spelling words with *-ity***

3. \_\_\_\_\_

4. \_\_\_\_\_

**Spelling words with *-tion***

5. \_\_\_\_\_

6. \_\_\_\_\_

**Spelling words with *-ment***

7. \_\_\_\_\_

8. \_\_\_\_\_

Write the spelling word that is formed from the bold base word.

9. **equal** \_\_\_\_\_

10. **wise** \_\_\_\_\_

## Complete Sentences

A complete sentence contains a subject and a verb, and expresses a complete thought. A fragment is missing a subject or a verb or both and does not express a complete thought.

**Fragment Missing a Verb:** Otters most of their life in water.

**Complete Sentence:** Otters **spend** most of their life in water.

**Fragment Missing a Subject:** Propel them through water.

**Complete Sentence:** **Their flattened tails** propel them through water.

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

1. Keeps its body from drying out. (missing a subject, missing a verb)  
A reptile's skin    Is useful

---

2. In the cold, reptiles. (missing a subject, missing a verb)  
slow-moving    become sluggish

---

3. Some reptiles in very cold temperatures. (missing a subject, missing a verb)  
hibernate    or snakes

---

4. Are found in many habitats. (missing a subject, missing a verb)  
May exist    Reptile homes

---

5. The heaviest reptiles saltwater crocodiles. (missing a subject, missing a verb)  
are    and alligators

---

## Precise Language

Precise written language gives the reader a better visual of the places, events, or anything else that is described.

**General**

ate  
fruit  
building  
said  
walked

**Precise**

devoured, picked at  
strawberry, pear, pomegranate  
Empire State Building, Capitol Building  
bellowed, cried, demanded  
stomped, strolled, waddled

**General:** I walked to the elevator.

**Precise:** I **strolled** to the elevator.

**General:** I ate the fruit.

**Precise:** I **devoured** the **strawberries**.

**For each sentence, circle the word that is more precise.  
Write the word on the line to complete the sentence.**

1. The tall \_\_\_\_\_ stood alone at the top of the hill.

tree                      oak

2. Jose \_\_\_\_\_ to the finish line.

sprinted                ran

3. The bluebird \_\_\_\_\_ outside my window.

sang                      warbled

4. I was able to \_\_\_\_\_ this desk with help from Dad.

make                      construct

5. The sudden \_\_\_\_\_ took us all by surprise.

downpour                rain

6. There was a \_\_\_\_\_ roar from the crowd when our team won.

loud                        deafening



## Latin Roots **mis, agri, duc/duct, man**

agriculture	introduced	manual	missiles
intermission	manipulate	manufactured	produced

**Write a spelling word for each clue.**

- |  |  |
|--|--|
| <p><b>1.</b> pause</p> <p>_____</p>                | <p><b>2.</b> made on a large scale</p> <p>_____</p>              |
| <p><b>3.</b> created</p> <p>_____</p>              | <p><b>4.</b> weapons that are launched</p> <p>_____</p>          |
| <p><b>5.</b> handbook</p> <p>_____</p>             | <p><b>6.</b> first brought into practice or use</p> <p>_____</p> |
| <p><b>7.</b> to take advantage of</p> <p>_____</p> | <p><b>8.</b> the science of working the land</p> <p>_____</p>    |

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

<b>meaning</b>	<b>sentence</b>
<b>example</b>	<b>related words</b>

**manufactured**

Verb:
Noun:
Synonyms:

## Latin Roots *mis*, *agri*, *duc/duct*, *man*

agriculture	introduced	manual	missiles
intermission	manipulate	manufactured	produced

**Write the spelling words for the given Latin root.**

### Spelling words with *mis*

1. \_\_\_\_\_

2. \_\_\_\_\_

### Spelling word with *agri*

3. \_\_\_\_\_

### Spelling words with *duc*

4. \_\_\_\_\_

5. \_\_\_\_\_

### Spelling words with *man*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**Write the spelling words that answer the following questions.**

9. Which spelling words have the suffix **-ed**?

\_\_\_\_\_

10. Which spelling word has a final syllable that rhymes with **rate**?

\_\_\_\_\_

## Compound Sentences with Coordinating Conjunctions

A compound sentence is formed by using a comma and a coordinating conjunction to join two or more complete thoughts. The words **and**, **or**, **but**, **for**, **nor**, **so**, and **yet** are coordinating conjunctions.

I went into the store. My sister waited outside.

I went into the store, **but** my sister waited outside.

**Write the coordinating conjunction that best completes each compound sentence. Choose one of the following: *and, or, but, for, nor, so, yet.***

1. I saw the movie, \_\_\_\_\_ I thought the book was much better.
2. Lightning flashed across the sky, \_\_\_\_\_ thunder soon followed.
3. Would you like to sell tickets, \_\_\_\_\_ do you want to help with refreshments?
4. Paul did not enjoy rowing, \_\_\_\_\_ did he care for hiking.
5. I wanted to go to the gym, \_\_\_\_\_ it was sure to close before I could get there.
6. It was a sunny day, \_\_\_\_\_ we used plenty of sunscreen.
7. Matt did not try out for the basketball team, \_\_\_\_\_ did he try out for the baseball team.

## Modal Auxiliaries

A modal auxiliary is a verb that helps add meaning to the main verb. The words **can**, **may**, **might**, **must**, **should**, and **would** are modal auxiliaries. **Can** expresses an ability to do something. **May** and **might** express permission or a probability. **Must** expresses a necessity. **Should** expresses something that is expected. **Would** expresses a desire or willingness to do something.

**Circle the modal auxiliary that best completes the sentence. Then write the word on the line.**

1. It's cloudy, so I \_\_\_\_\_ take an umbrella.

should                  can

2. You \_\_\_\_\_ see the principal now.

would                  may

3. I \_\_\_\_\_ easily find someone to help us with the fund-raiser.

can                      would

4. If it keeps snowing, we \_\_\_\_\_ have a snow day tomorrow.

might                  can

5. We \_\_\_\_\_ buy our tickets early, or they'll sell out.

may                      must

6. I \_\_\_\_\_ like to order a fruit smoothie, please.

may                      would

7. I told Carrie that I \_\_\_\_\_ be able to meet her at the store.

would                  might

## Variant Vowel /âr/

carefully	despair	prepare	tears
declares	forbearance	repaired	wears

### Write a spelling word to complete each sentence.

1. I need to \_\_\_\_\_ notes for my speech.
2. The losing team began to \_\_\_\_\_ of ever winning again.
3. When we examined the fabric, we found a number of \_\_\_\_\_ in the cotton.
4. A governor often \_\_\_\_\_ a state of emergency after a natural disaster.
5. I made my way \_\_\_\_\_ across the icy sidewalk.
6. The pilgrims showed an incredible amount of patience and \_\_\_\_\_.
7. Too much or too little air in tires \_\_\_\_\_ down their tread faster than any other cause.
8. I made sure the brakes on my bike were \_\_\_\_\_ before the race.

## Variant Vowel /âr/

carefully	despair	prepare	tears
declares	forbearance	repaired	wears

**Write the spelling words for the given spelling pattern.**

### Spelling words with *are*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Spelling words with *air*

4. \_\_\_\_\_

5. \_\_\_\_\_

### Spelling words with *ear*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**Write the spelling words that answer the following questions.**

9. Which spelling words have three syllables?

\_\_\_\_\_

10. Which spelling words have a final syllable that rhymes with **chair**?

\_\_\_\_\_