Welcome to 4th Grade Distance Learning!

4th Grade Teachers contact information & office hours
A new feature is Zoom. Each teacher will be utilizing it during their office hours to address any questions scholars might have face to face. If you have a question outside of those hours listed please feel free to email, or your question.

Teacher/ Subject	Contact & Office Hours
J.Howard/Reading CSI	Office Hours: **9:00 AM – 10:00** (video & phone conferences only) Email: janay.howard@ideapublicschools.org Zoom: 767 275 4896
T.LeBlanc/Math	Office Hours: **10:00 AM-11:00** AM (video & phone conferences only) Email: tanisha.leblanc@ideapublicschools.org Zoom: 195-884-405
K.Witherspoon	Office Hours: **11:00 AM -12:00 PM** (video & phone conferences only) Email: kimberly.witherspoon@ideapublicschools.org Zoom: 216 691 722
A.Garcia/Reading **Additional Support** A. Totson/Sped	Office Hours: **1:00-2:00 PM** (video & phone conferences only) Email: ashley.garcia@ideapublicschools.org Zoom: https://zoom.us/j/4070050085 Office Hours: **1:00- 2:00 PM** Email: amathyst.toston@ideapublicschools.org Zoom: http://zoom.us/j/7428507559
Electives D. Adair / PE C. Ross / PE C. Grubbs / Hotspot P. Garza / AR	Office Hours: **3:00-4:00PM** Email: derek.Adair@ideapublicschools.org Email: clifton.ross@ideapublicschools.org Email: craig.grubbs@ideapublicschools.org Email: patrick.garza@ideapublicschools.org

Please make sure your scholar signs into Zoom Here is your recommended daily schedule for your scholar, to align with office hours:

Reading CSI- 9:00- 10:00am

Math- 10:00-11:00am

Writing- 11:00-12:00am

Lunch- 12:00-1:00

Reading 1:00-2:00 pm

Electives (PE/ AR/ HOTSPOT)- 1:00-3:00

Turning in assignments: To turn in assignments, **take a clear picture and send it to subject teacher as an email or a Remind message.**

Math- Mini assessment answers due on Friday.

Writing-Assignments are due on the due dates identified on them.

Reading- Assignments labeled are due Monday of next week.

Attendance and Grades: Please make sure that your scholar signs in to Zoom weekly and sends in assignments so as to receive credit for attendance and grades. If you are unable to log in Zoom, make sure to touch base with one of your teachers for child to receive attendance credit.
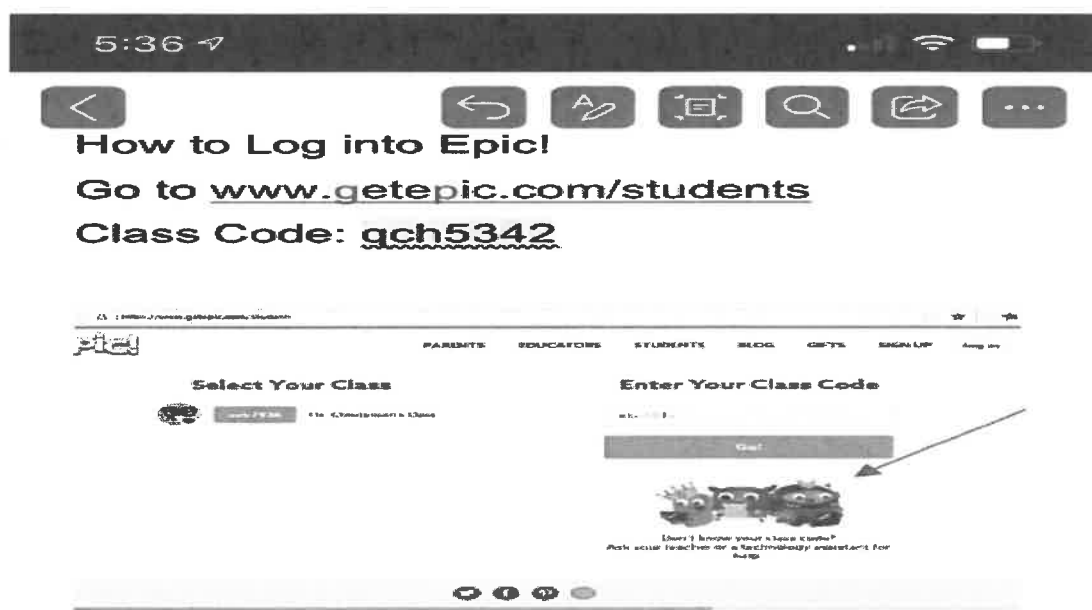
Good afternoon family, I hope all is well.

I started a new getepic account for our scholars. It is like myON (a free online library) however getepic will have more of a variety of books that will also offer Spanish addition(s). It is NOT mandatory; it is another option. I would like for y'all to explore, feel free to search for other books.
www.getepic.com/students

Please ensure books have quizzes available on Renaissance before reading find on Clever.

5:36

How to Log into Epic!
Go to www.getepic.com/students
Class Code: gch5342

Select Your Class   Enter Your Class Code

Enter the following class code: gch5342
Then select "Go!"

There are many books preselected, however feel free to search for other books. Please ensure books have quizzes available on Renaissance before reading!

G4 Being a

Writer Week 2

Directions:

- Work on your writing prompt throughout the week. Complete your brainstorming, draft, revising and editing, and final draft.
- Complete one STAAR practice a day.
- Complete one Daily Gram a day.
- Complete one Skills Practice a day.

WRITING PROMPT Only
Due- March 31,2020

WRITTEN COMPOSITION: Expository

READ the information in the box below.

> In the book *Oh, the Places You'll Go!,*
> Dr. Seuss writes, "Today is your day! Your
> mountain is waiting. So . . . *get on your way!"*

THINK about all the different places you could visit or things you could do in the future.

WRITE about something that you look forward to doing. Tell what you want to do and explain why you want to do it.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

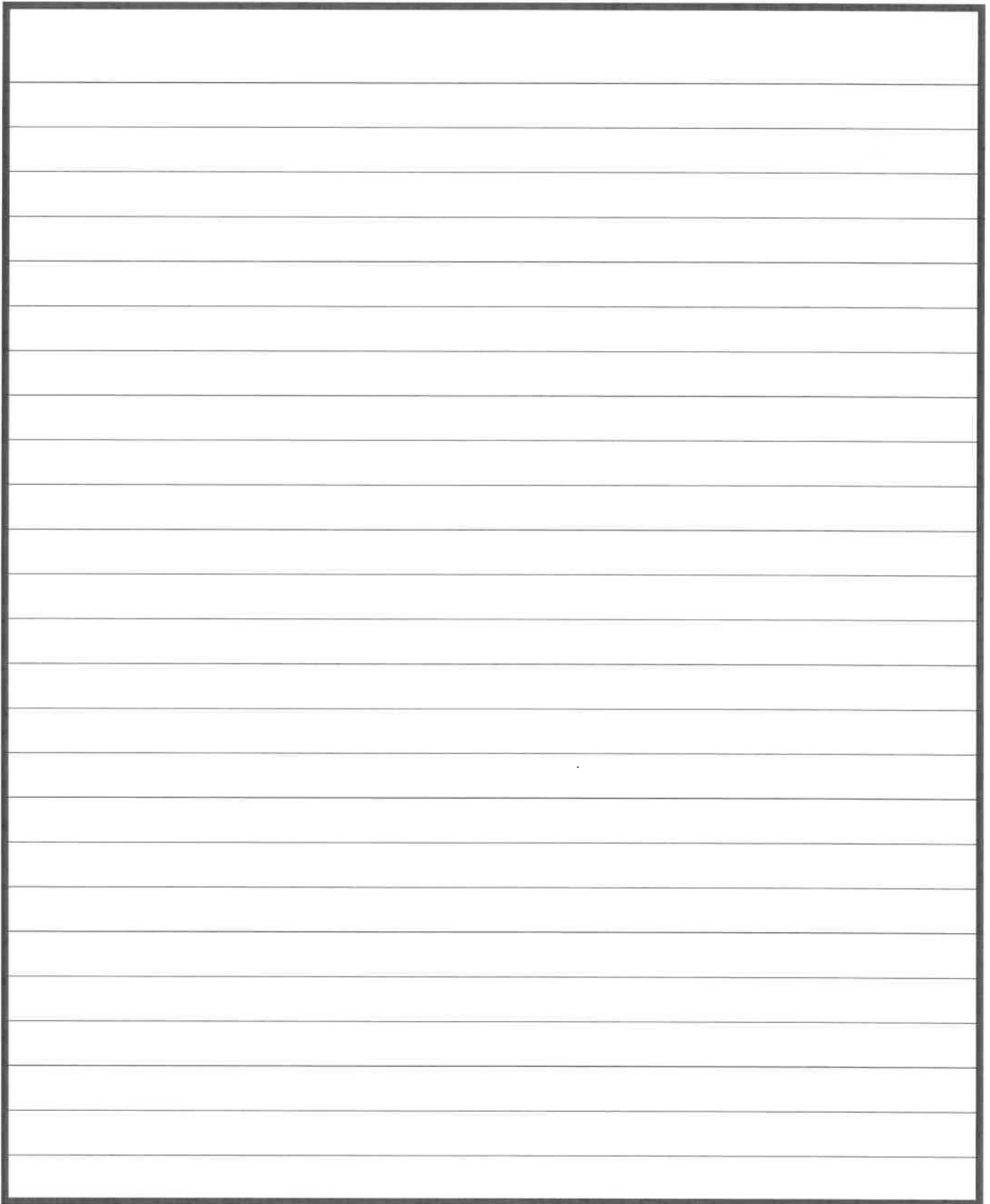Clues from prompt:

—

—

—

—

What is the prompt asking ?

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

STAAR WRITTEN COMPOSITIONS

STAAR WRITTEN COMPOSITIONS

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

STAAR Practice

Sharlee wrote this paper to tell about making homemade ice cream. She wants you to help her improve the paper. Read Sharlee's paper. Then answer the questions that follow.

Ice Cream in a Can

(1) There's nothing better than cold ice cream on a hot summer day. (2) Last summer, my Uncle Charles taught me how to make ice cream in a can. (3) Anyone can make ice cream. (4) With a few simple ingredients and two empty cans.

(5) Before beginning, you have to gather a few supplies. (6) First you will need one cup of milk one cup of cream a half-cup of sugar and a teaspoon of vanilla flavoring. (7) Second, you will need two empty coffee cans that have plastic lids. (8) One can should be the 12-ounce size and the other should be the 30-ounce size or larger. (9) And finally you will need a pound of rock salt and a couple of pounds of ice cubes. (10) The rest is easy.

(11) Fill the smaller can with the cup of milk, the cup of cream, and the half-cup of sugar. (12) Ad the teaspoon of vanilla flavoring and a teaspoon of salt. (13) Stir the ingredients vigorously. (14) Place the lid on the smaller can and then place it inside the larger can. (15) There should be plenty of empty space around the smaller can. (16) You're going to fill this space with ice and rock salt. (17) Pour in a couple of inches of ice and then sprinkle some rock salt on the ice. (18) Repeat this procedure until the empty space is filled with ice and rock salt.

(19) It's time to rock and roll. (20) Roll the can on the ground for twenty to thirty minutes. (21) Two people can sit on the ground and roll the can back and forth between them.

(22) When you open the smaller can, you'll find a tasty frozen treat inside. (23) It's genuine ice cream and it tastes real good!

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1 What is the correct way to write sentences 3 and 4?

A Anyone, can make ice cream with a few simple ingredients and two empty cans.

B Anyone can make ice cream with a few simple ingredients and two empty cans.

C Anyone can make ice cream, with a few simple ingredients, and two empty cans.

D Sentences 3 and 4 are correct.

20B*

2 What is the correct way to write sentence 6?

F First, you will need one cup of milk, one cup of cream a half-cup of sugar and a teaspoon of vanilla flavoring.

G First, you will need: one cup of milk one cup of cream a half-cup of sugar and a teaspoon of vanilla flavoring.

H First, you will need one cup of milk, one cup of cream, a half-cup of sugar, and a teaspoon of vanilla flavoring.

J Sentence 6 is correct.

21c

3 What change should be made in sentence 9?

A Insert a comma after *finally*

B Change *need* to *be needing*

C Insert a comma after *salt*

D Change *couple* to *cupple*

15D*

4 What change, if any, should be made in sentence 12?

F Change *Ad* to *Add*

G Insert a comma after *flavoring*

H Change *and* to *but*

J Make no change.

22c

5 What change, if any, should be made in sentence 16?

A Change *You're* to *Your*

B Change *going* to *gonna*

C Change *this* to *these*

D Sentence 16 does not need to be changed.

15D*

6 What change, if any, should be made in sentence 23?

F Change *It's* to *Its*

G Change *and* to *or*

H Change *real* to *really*

J No change should be made.

15D*

Juanita wrote a paper about a breed of dog called Basenji. Juanita wants you to revise and edit her paper. Read Juanita's paper and think about the corrections she needs to make.

The Barkless Dog

(1) A few years ago I asked my mother to by me a pet dog. (2) She said, "If you can find a breed of dog that doesn't bark, I'll buy one for you. (3) Otherwise, you're going to have to settle for a cat." (4) I was not a cat enthusiast, so I searched on the Internet for a "barkless" dog. (5) Neither my mother nor I could believe that such a dog existed, but it did! (6) We learned of the "barkless" breed of dog called the Basenji.

(7) Basenjis are an ancient breed of dogs that date back to the days of the egyptian pharaohs. (8) In Africa they were prized by their owners. (9) Because of their hunting skills. (10) They have a keen sense of smell and are fast runners.

(11) Basenjis are, in fact, barkless due to the shape of their larynxes. (12) It is a trait Basenjis probably have had for thousands of years. (13) However, they can make a sound called a barroo. (14) A barroo is basically a yodel. (15) They also make an ear-piercing shriek if you accidentally step on their feet or if they are frightened.

(16) What do Basenjis look like. (17) They are medium-sized dogs with short, smooth coats of hair. (18) They have curled tails and erect ears. (19) The colors that you might see in a Basenji are red and white, black and white, and brindle. (20) Brindle means reddish with "tiger" stripes.

(21) Basenjis are very smart and love to be with people. (22) They make great pets. (23) I know cause my mother bought me two of them, *Jack* and *Tiger Lily!*

© Carey Gonzalez

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1 What change, if any, should be made in sentence 1?

A   Change *asked* to *axed*

B   Change *by* to *buy*

C   Insert a comma after *me*

D   Make no change.

18D★

2 What change, if any, should be made in sentence 5?

F   Change *neither* to *either*

G   Change *nor* to *or*

H   Change *I* to *me*

J   No change should be made.

20i

3 What change, if any, should be made in sentence 7?

A   Change *are* to *was*

B   Insert a comma after *dogs*

C   Change *egyptian* to *Egyptian*

D   Make no change.

21B

4 What is the correct way to write sentences 8 and 9?

F   In Africa they were prized by their owners because of their hunting skills.

G   Because of their hunting skills in Africa they were prized by their owners.

H   In Africa, they were prized by their owners because, of their hunting skills.

J   Their hunting skills, prized by their owners, were in Africa.

5 What change, if any, should be made in sentence 16?

A   Change *What* to *Wat*

B   Change *do* to *does*

C   Change the period to a question mark

D   Sentence 16 does not need to be changed.

19D★

6 What change, if any, should be made in sentence 23?

F   Change *know* to *no*

G   Change *cause* to *because*

H   Change *bought* to *buyed*

J   No change should be made.

15D★

⭐Countdown to the Writing STAAR™ ⭐ Grade 4 Series 4 Comp 3

Takiyah wrote a paper about a special day. She wants you to read the paper and suggest any corrections that she should make. When you finish reading Takiyah's paper, answer the questions that follow.

A Very Special Day

(1) Last February I had a very special day. (2) I woke up on Monday morning to find that my town was covered with two feet of snow! (3) Apparently, it had snowed all threw the night. (4) The streets, yards, and trees were under a white blanket of crispy fr⌐ ⌐ snow. (5) I put my robe on quick and went outside. (6) I did not see any cars driving on the roads. (7) I did not see any people walking on the sidewalk. (8) My neighborhood seemed strangely quiet and peaceful. (9) I wondered how the bus was going to get to my house to pick me up.

(10) When I came inside my house, I saw my mother coming down the stairs. (11) She said, "It looks like you might has a *snow day* today."

(12) I did not know what a *snow day* was. (13) My mom said, "It's a day when the schools close because it is to dangerous for people to drive on the streets." (14) My mom turned on the television. (15) A typed message slowly scrolled across the bottom of the screen. (16) The message said that all schools would be closed! (17) There was a lot of snow on the ground and there was no school! (18) What could be better?

(19) I called Cherise, my best friend. (20) She hadn't heard the news yet. (21) I explained to her what a *snow day* was, and like me, she was delighted. (22) I dressed warmly and hurried outside. (23) Cherise and some of our other friends were waiting in my front yard.

(24) Cherise suggested that we could either have a snowball fight or build a snowman. (25) *Swoosh!* (26) A snowball flew past her head! (27) That decided the issue. (28) It was going to be a special day!

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1 What change, if any, should be made in sentence 3?

  A Change *had* to have

  B Change *threw* to through

  C Change *night* to nite

  D Make no change.

15D*

---

2 What change, if any, should be made in sentence 5?

  F Change *put* to putt

  G Insert a comma after *quick*

  H Change *quick* to quickly

  J No change should be made.

15D*

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3 What is the correct way to write sentence 11?

  A She said, "It looks like you might have a *snow day* today."

  B She says, "It looks like you might has a *snow day* today."

  C She said, "It look like you might have a *snow day* today."

  D Sentence 11 is written correctly in the story.

20C

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4 What change, if any, should be made in sentence 13?

  F Delete the comma

  G Change *It's* to Its

  H Change the first *to* to too

  J Sentence 13 should not be changed.

15D*

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5 Takiyah wants to add the prepositional phrase *in blue letters* to sentence 15. Where is the **BEST** place to insert this phrase?

  A After the word *message*

  B After the word *slowly*

  C After the word *across*

  D After the word *bottom*

20A

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6 What change, if any, should be made in sentence 22?

  F Change *dressed* to dresst

  G Change *warmily* to warmly

 **H** Change *hurried* to hurryed

  J No change should be made.

22B

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7 What change, if any, should be made in sentence 24?

  A Change *either* to neither

  B Change *or* to nor

  C Change *build* to billed

  D No change should be made.

15D*

Grade: Due April 9, 2020

Diego wrote a paper about rescuing birds. *He has asked you to read the paper and suggest ways that he can improve it. Read Diego's paper. Then answer the questions.*

Rescuing Baby Birds

(1) My aunt is a hero to birds because she is a bird rescuer in her neighborhood. (2) Whenever someone finds a baby bird either on the ground or in need of help, they call Aunt Carla. (3) She has a lot of experience rescuing birds. (4) Over the years, she has taught me some stuff about rescuing baby birds. (5) You might find some of this information useful.
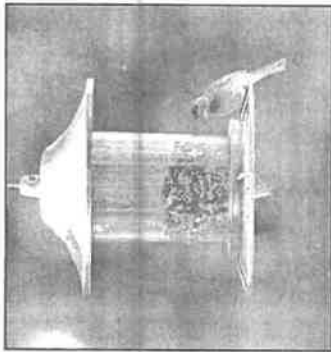
(6) If you find a baby bird on the ground, you may think that you should pick it up. (7) My aunt said that you shouldn't pick up a baby bird right away. (8) Wait for an hour or two. (9) See if its parents rescue the bird first. (10) Most of the time, the parents of the bird are nearby. (11) Scan the nearby trees and see if you can spot them.

(12) While you are waiting for the bird's parents, you can do two helpful things. (13) First, make sure there are no predators around, like cats. (14) If you see a predator, try to scare it away with the help of an adult. (15) Second, try to find the nest from which the bird fell.

(16) If you have waited two hours and you have not seen the parents of the bird. (17) It's time to rescue it. (18) If you know which nest it fell out of, try to place the bird back in its nest with the help of an adult. (19) You should wear protective gloves. (20) If you can't find the nest, then you need to protect the bird until a wildlife rescue service can send help. (21) Carefully place the bird inside a small box. (22) Place tissue or paper towels in the box. (23) Cover the box with a towel, but leave a hole in the top for oxygen. (24) Put the box in a quiet place. (25) Do not try to feed the bird.

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1 Diego would like to add the following sentence to the first paragraph of his paper (sentences 1-5).

> In fact her neighbors affectionately refer to her as *the bird lady.*

Where should Diego insert this sentence?

A At the beginning of the paragraph

B After sentence 1

C After sentence 4

D At the end of the paragraph

18A

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2 Look at sentence 4. Diego thinks the phrase *taught me some stuff* is too informal for the audience of this paper. Which phrase could **BEST** replace *taught me some stuff* in sentence 4 and help Diego improve his paper?

F learned me a thing or two

G fried my brain

H thrown the lowdown my way

J given me some helpful suggestions

15C₁

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3 What is the **BEST** way to combine sentences 16 and 17?

A It's time to rescue it, after two hours if the parents of the bird aren't there yet.

B If you have not seen the parents, and it's been two hours, and it's time to rescue it.

C If you have waited two hours and you have not seen the parents, of the bird, it's time to rescue it.

D If you have waited two hours and you have not seen the parents of the bird, it's time to rescue it.

15C₄

---

4 Diego wants to add a final step to his paper. Which of the following could **BEST** follow sentence 25 and close this paper?

F Call a wildlife rescue center. It will send a rescue expert to your house that will pick up the bird and take it to a safe environment to be raised.

G The bird will probably be cute and you will want to pet it while you wait for the wildlife rescue service to arrive.

H In addition to rescuing birds, Aunt Carla volunteers at the local fire department on weekends and holidays.

J Baby birds fear cats most of all. Cats will attack a helpless baby bird the first chance they get.

Michael wrote a paper about his school's Field Day. He has asked you to read the paper and suggest ways that he can improve it. Read Michael's paper. Then answer the questions.

Fun at Field Day

(1) There are many special days to look forward to at my school. (2) We have class parties and holiday parties. (3) We go on study trips to museums and zoos. (4) We visit the fire department and police department. (5) My favorite day of all, *Field* ͜ ͜ is my favorite day however fun those days might be.

(6) Every year on the last Friday in April. (7) Coach Smith plans a bunch of fun competitions and activities. (8) Parent and community volunteers work many hours to help Coach Smith make *Field Day* a success. (9) From the first day of school, all the students look forward to this fantastic event.

(10) The big event begins right after lunch. (11) A bell rings at 12:45 and everyone rushes outside to the playground. (12) Each student carries a card that lists all of the activities and competitions. (13) After a student completes an activity, his or her card is stamped with a gold star. (14) If a student completes half of the activities, then t̶ tudent gets a red ribbon at the end of the day. (15) If a student completes all of the activities, then the student gets a blue ribbon.

(16) Cheryl, my best friend, and I usually start at the Tug-of-War. (17) We go to the Balloon Toss. (18) We get a little wet there. (19) That's good because it's usually hot outside in late April. (20) Then we go to the Three-Legged Race followed by the Potato Sack Race. (21) That gets us pretty sweaty, so we stop at the cold drink station. (22) After we've cooled down, we go to the Ping Pong Relay Race and the Shoe Toss. (23) The last competition of the day is everyone's favorite. (24) The students play a game of kickball against the teachers. (25) The students win it every time.

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1 What is the **BEST** way to revise sentence 5?

  A *Field Day* is my favorite, however, fun those days might be.

  B However, *Field Day* is my favorite day of all, however fun those days might be.

  C However more fun *Field Day* is than those days, it is my favorite day of all.

  D However fun those days might be, *Field Day* is my favorite day of all.

                                               15C+

2 What is the **BEST** way to combine sentences 6 and 7?

  F In April, Coach Smith on the last Friday, plans a bunch of fun competitions and activities.

  G Every year on the last Friday in April, she plans a bunch of fun competitions and activities.

  H Every year on the last Friday in April, Coach Smith plans a bunch of fun competitions and activities.

  J On the last Friday, Coach Smith in April, plans a bunch of fun competitions and activities.

                                               15C+

3 Where could this sentence **BEST** be inserted in Michael's paper?

> During lunchtime on *Field Day*, the students are often too excited to eat.

  A Between sentences 7 and 8

  B Between sentences 10 and 11

  C Between sentences 12 and 13

  D Between sentences 14 and 15

                                               15C+

4 Which transition phrase could **BEST** be added to the beginning of sentence 17?

  F Above all   **G** Afterwards   **H** As a result   **J** At first

                                               15C+

5 Michael wants to add a closing sentence to his paper. Which sentence could **BEST** follow sentence 25?

  A All the students love *Field Day*, and they have the blue ribbons to prove it.

  B Now that's everything I want to say about *Field Day*.

  C The parent and community volunteers must be very tired the following Saturday.

  D My second favorite day of the school year is called *Pajama Day*.

                                               15C+

Daily Grams

DAY 50

CAPITALIZATION:

1.   is the statue of liberty in new york city located on liberty island?

PUNCTUATION:

   Underline the title of books, magazines, and movies.

   Place the title of stories, poems, reports, and articles in quotation marks ("   ").

   Punctuate these titles:

2.   A.   (book)   Moby Dick

   B.   (story)   Millie

   C.   (poem)   If

   D.   (magazine) Baby and Mom

PARTS OF SPEECH: VERBS

   Circle the correct word:

3.   The winners (doesn't, don't) get a trophy.

PARTS OF SPEECH: NOUNS

   A noun may show ownership. Add apostrophe (') + s̲ to a singular (one) noun.

      Example: groceries purchased by my mother: my mother's groceries

   Write the possessive:

4.   a map belonging to Emma - _____

SENTENCE COMBINING:

5.   Chessa collects stickers.
   Chessa collects stamps.
   Chessa also collects shells.

   _____

   _____

Grade: Due April 7, 2020

CAPITALIZATION:

Remember:

Capitalize the Roman numerals (I, II, III, IV, V, etc.) and letters for each major division in an outline. Capitalize the first word of each line.

Capitalize the outline:

1. i. schools
    a. public schools
    b. private schools

PUNCTUATION:

2. I need the following vegetables carrots potatoes and onions

PARTS OF SPEECH: ADVERBS

Circle any adverbs that tell <u>where</u>:

3. Has everyone gone inside?

PARTS OF SPEECH: VERBS

Some verbs show action.
Some verbs make a statement.

Place a √ if the verb shows action:

4. A. ____ Laura <u>glued</u> felt to a paper.
    B. ____ Matt and Molly <u>placed</u> screens on their windows.
    C. ____ You <u>seem</u> sad.

SENTENCE COMBINING:

5. Sally's lock was broken.
    Sally bought a new one.

_____

_____

DAY 52

CAPITALIZATION:

1. little brad has read the book, here comes the snow.

PUNCTUATION:
   Punctuate this heading and greeting (salutation) of a friendly letter:

2.   52 Elm Ln
                                                          Gettysburg PA   17325
                                                          May 8 20--

   Dear Paco

PARTS OF SPEECH: NOUNS
   Place a √ if the noun is common:

3. A. ____ Jane   D. ____ Thorn Theater
    B. ____ poodle   E. ____ school
    C. ____ New Mexico   F. ____ market

PARTS OF SPEECH: VERBS
   **Underline the subject once. Place two lines under the verb that
   agrees with the subject:**

4. My cousins (visits, visit) often.

SENTENCE COMBINING:

5. We watched television.
    We ate popcorn.

   _____

   _____

CAPITALIZATION:

> **Do not capitalize a school subject unless it's a language or has a number.**
>
> Examples: science
>
> Art I
>
> Spanish

1.   last fall, mrs. kirk's reading class went to a library on elton circle.

PUNCTUATION:

2.   I   Arizona

     A   Climate

     B   Cities

PARTS OF SPEECH: **VERBS**

<u>Can</u> means to be able to.
<u>May</u> states a possibility or asks permission.

Circle the correct verb:

3.   I (may, can) have to wait until Friday.

PARTS OF SPEECH: **CONJUNCTIONS/INTERJECTIONS**

Circle any conjunctions; box any interjections:

4.   Whoa!   Slow down or stop!

SENTENCE COMBINING:

5.   The man drew a picture.
    The man is an artist.
    The picture was of a clown.

_____

_____

DAY 54

CAPITALIZATION:

Capitalize both letters of a state postal code.   Example: Utah - UT

Capitalize this heading and greeting:

1.   333 strom street
                                                                      shippensburg, pa   17257
                                                                      april 22, 20--

      dear yancy,

PUNCTUATION:

2.   No Katies pen wont work

PARTS OF SPEECH: ADJECTIVES

Circle any articles and descriptive adjectives:

3.   A white furry bunny hopped to me.

DIFFICULT WORDS:

Circle the correct word:

4.   A. (Their, They're, There) teacher is absent.
      B. I think that (it's, its) paw is stuck.

SENTENCE COMBINING:

5.   The dessert is delicious.
      The dessert is pie.
      The pie is apple.

_____

_____

Skills Practice

Star Gazing

A. Read each sentence. Underline the complete subject and circle the simple subject.

1. My friend Alex watches the night sky from his window.

2. Alex's new telescope zooms in on Mars.

3. My cousin Clare uses the telescope often, too.

4. The brightest star in the sky is extra bright tonight!

5. Clare finds the North Star easily.

B. Choose a simple subject from the word box to complete each sentence. Then circle the complete subject.

blankets	puppy	Sarita	shower	sky

1. The cloudless _____ makes this a good night for looking at stars.

2. Our fluffy _____ are on the ground.

3. My best friend _____ lies down on one blanket.

4. My brand-new _____ lies beside me on the other.

5. The meteor _____ is about to begin!

C. Write a paragraph about something you like to look at in your surroundings. Use complete sentences.

A Change in Plans

A. Read each sentence. Underline the complete predicate. Write the simple predicate on the line.

1. Ramon and his friend Nico hiked into the woods. _____

2. They left their bug spray at home by mistake. _____

3. Mosquitoes buzzed all around them. _____

4. Ramon and Nico changed their plans quickly. _____

5. The two friends raced out of the woods. _____

6. They went to a nearby lake instead. _____

B. Choose a simple predicate from the word box to complete each sentence. Then circle the complete predicate.

rested listened built felt swam

1. Ramon _____ laps in the lake.

2. The cool water _____ good on his bug bites.

3. Nico _____ on his towel in the warm sun.

4. He _____ to the songs of different birds.

5. Little children _____ sand castles along the shore.

C. Write a short passage about something fun to do with a friend. Use complete sentences.

Big Bad Wolves?

A. Read the paragraph. Above each underlined word or phrase, write *complete subject, simple subject, complete predicate,* or *simple predicate.*

Many people are afraid of wolves. "Big bad wolves" are

dangerous in many stories. In "Little Red Riding Hood," a wolf

threatens to eat a little girl. In "The Three Little Pigs," a wolf

bullies three helpless pigs. The truth is, wolves are very shy.

They live in places that have very few people.

B. What is missing to make each phrase below a complete sentence? Write *S* (for *subject*), *P* (for *predicate*), or *B* (for *both*) on the line.

1. A big fear of wolves   _____

2. is an endangered animal   _____

3. Need protection   _____

4. The U.S. government   _____

5. in packs with their pups   _____

C. Write a paragraph about an animal. Use five complete sentences.

Tadpoles and Frogs

A. Read each sentence. Decide whether it is a simple sentence or a compound sentence. Write *S* (for *simple*) or *C* (for *compound*) on the line.

1. Tadpoles are baby frogs or toads. _____

2. Tadpoles hatch from eggs, and they live in water. _____

3. The tadpole has no legs at first, but then back legs begin to form. _____

4. Skin grows over the tadpole's gills. _____

5. Then front legs appear on the tadpole's body. _____

6. The tadpole's lungs grow, and its tail shrinks. _____

7. Some tadpoles take up to two years to grow into frogs. _____

B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.

and but or

1. Frogs catch insects with their tongues _____ they don't swallow just anything.

2. Frogs have a strong sense of taste _____ they often spit out nasty-tasting bugs.

3. A frog may spend the winter in a hole in the ground _____ it may bury itself at the bottom of a pond.

C. Write a paragraph about an animal. Use both simple and compound sentences.

Damien's Dreams

A. Complete the story by writing *and, or,* or *but* in each space.

　　　Damien has been having strange dreams, _____ last

night he dreamed he was a giant balloon. He tried staying seated

during math class, _____ he kept floating out of his chair. He

bumped his head on the ceiling, _____ then he bumped into

a bookcase. Damien tried to float out the window, _____ the

window was closed. Damien might try drinking warm milk before

bedtime, _____ he might just stop snacking after dinner!

B. Draw a line from each sentence on the left to a sentence on the right.
Write the new compound sentences on the lines, adding commas and
conjunctions where they belong.

Sunita's dreams were boring.	She saw her sister popping bubble wrap.
Bubbles filled her bedroom.	One night she had an unusual dream.
Sunita finally woke up.	Each one exploded with a loud pop.

1. _____

2. _____

3. _____

C. Write a paragraph about a funny dream someone might have. Use simple
and compound sentences.

Notes

What is **theme**?

*The **lesson/moral/main message** of the text you are reading.

*Think about what the characters are doing in the story and *why* they are doing it.

*Sometimes it's **stated**: The author will tell you, the reader, straight out what the lesson is.

*Sometimes it's **implied**: The author will *not* tell you straight forward what the theme is. You have to infer what the lesson is that the author wants the reader to learn based on information from the text.

What does **1st and 3rd person point of view mean**?

***1st person point of view**: one of the characters in the story is actually telling the story.

**Clue words: I, me, my, we, our

***3rd person point of view**: The author or narrator is telling the story.

**Clue words: He, she, they, them, their, his, her, him

**Don't forget!! Sometimes, you'll find clue words in quotation marks while someone in the story is talking. Don't be fooled!! Ask yourself, who's the person telling the entire story?

You've got this!!

Week 1, Day 3

Name _____   Date _____

Summarize and Explain the Lesson or Message of a Work of Fiction as Its Theme

Read the passage before answering the question below.

Raymond and the Cow

1   "Please be careful on the way, Raymond," said Mother. "Sell the cow as soon as you can and come back home. I'll need you to cut some more wood. It is going to get cold again tonight. Your grandfather needs to stay warm. Here's a lunch pail to tide you over until you get home. It isn't much, but it's all we have until you sell the cow."

2   "Okay, Ma," said Raymond. "I'll get home as soon as I can. Tomorrow I'll go back to the market and get some food and seeds for the fields."

3   Raymond took hold of the rope tied around the cow's neck and shuffled off down the road toward the village. A bright sun rose in the cloudless sky, but a brisk wind kept a sharp chill in the air. Raymond soon grew hungry and stopped to eat a portion of his meager lunch. After a drink of cold water from a nearby stream, he continued his journey.

4   Nearing the village, Raymond saw a poor old man at the side of the road. He appeared to be begging. No one that passed by paid him any attention. As he got closer, the man asked Raymond if he could spare a few coins. The man said he was hungry and needed to buy food. The old man reminded Raymond of his own grandfather. He gave the man the rest of his lunch. In a few short moments, the food was gone. Raymond moved on with the gentle thank you from the old man still ringing in his ears.

5   Raymond sold the cow and pocketed the money. He began his trek home. No sooner had Raymond left the outskirts of the village when he spotted the old man again. On a log by the side of the road, the old man clutched at his thin cloak and shivered. Raymond did not hesitate. He picked up the old man and carried him back to the village. Finding an inn, Raymond paid for a night's lodging with money from the sale of the cow. Raymond said he would be back tomorrow to check on the old man. Raymond left as the old man waved a tearful thank you and goodbye.

6   Hours later, Raymond made it home ready to chop wood for the fire. As he approached the path up to his home, out rushed his mother.

7   "Raymond, the most wonderful things have happened," said his mother. "An old man came by our hut a few hours ago and left us some most wonderful gifts. We have chopped wood to last us all winter. There are three cows in our barn, enough seed to plant our fields, and money to fix our home. All the old man said was thank you for your help. He said no one else would help him. You went out of your way. These are his gifts to you."

2. What is the theme of this selection?

    F   Nothing is ever free.
    G   Hard work is good for you.
    H   Helping others can help you.
    J   Be watchful of your friends.

Name _____   Date _____

Summarize and Explain the Lesson or Message of a Work of Fiction as Its Theme

Read the passage before answering the question below.

Marsha's At Bat

1   "Why did I ever think I could play this game?" Marsha said to herself as she stepped up to the plate. "I can't ever hit any flies with the fly swatter. What made me think I could hit these kinds of flies?"

2   There was a runner on second base and Marsha's team had two outs. The other team hung on to a slim one run lead. Dragging on like the last month of school, the game had finally made it to the bottom of the ninth inning. The entire outcome of the game rested squarely on Marsha's batting skills. Not known for her hitting abilities, Marsha, however, was an excellent fielder. She played shortstop on the girls' softball team from Taylor Lumberyard. Most would agree that she was the best shortstop in town even though this was her first year to play on a team. Players had to play out in the field and hit as well. Marsha would rather not, but she had no choice.

3   The pitcher from the other team threw two quick strikes. Their speed made Marsha's eyes water.

4   "What am I going to do?" moaned Marsha. "Everyone's depending on me. They're expecting me to strike out. Just look at their faces."

5   To the last one, Marsha's teammates looked glum and forlorn. They tried to cheer her on and drum up some hope, but it was plain to see that their hearts were not in it. And now, Marsha was down to her last strike.

6   Marsha knew she couldn't just stand at the plate and let the pitcher throw three straight pitches right past her to strike her out. That would end the game. She had to keep trying. She took a long deep breath, set her feet, readied the bat, and looked out at the pitcher.

7   The pitcher wasted no time. The ball came in high and inside. Marsha closed her eyes and just stuck the bat out there.

8   CRACK!

9   Stunned, Marsha opened her eyes and saw the ball sailing over the center fielder's head.

10   When the dust settled, one run had scored and Marsha stood safe at second base. The game was over. Marsha's team had won.

---

3. What is the theme of this passage?

   A   Do not give up no matter what.
   B   Practice to get better.
   C   Winning is most important.
   D   Work together to get things done.

Name _____   Date _____

Read the passage before answering the question below.

Sani

1   Sani looked out the door of his family's hut. Rain poured from the dark skies. Sliding the raindrops almost sideways, the wind howled across the flat fields near his small home. His mother and little sister huddled in the center of the room, their faces streaked with fear.

2   Nestled among sturdy trees, the hut fared well enough in the storm. The grain fields had not done so well. Hours of heavy wind-blown rain had flattened the entire crop. The nearby river threatened to overflow its banks and flood the fields. Balling his hands into fists, Sani grew angry. He had thrown himself into taking care of his mother and sister ever since his father had died earlier in the year. It was hard. The fields had taken many days and much back breaking work to plant. Now, the crop lay ruined. Sani knew his anger had to be put to good use, but, for now, he could only wait as nightfall came. He joined his mother and sister to sit out the storm.

3   Sani rose early the next morning as the sun glowed bright in a now clear sky. He looked out across the fields and vowed to replant. The promise he had made to his father was most important to Sani. No matter what, he would care for his family and the farm. The farm had been handed down from father to son for many years. He was not going to lose it now.

4   Reaching down, Sani took hold of a bent and soaked stalk of grain. So many stalks. So much to do. Feeling the warm sun on his back, Sani stood up. He had done it once, and he could do it again.

5   As Sani turned to go back to his hut and prepare to clean up the fields, he heard the sound of bells jingling along the road up to his hut from the village. It almost sounded to him like the bells wrapped around the necks of the oxen used by the farmers to plow the fields. Why so many jingles? Then, Sani saw why. Plodding around the bend in the road near his hut were the farmers of the village and their oxen.

6   Ibrahim, the high chief of the village, approached Sani and said, "The village chiefs have decided to bring everyone together to replow and replant all of our fields. Sani, we will start with your family's fields. They are the closest to the village and in honor of your father who always was ready to help any one of us."

7   Sani was speechless. Shaking Ibrahim's hand, he knew his father's promise would be kept.

---

4. What is the lesson to be learned from this passage?

    F A farm is hard work.
    G Friends help those in need.
    H Keep your family safe.
    J Prepare yourself for hard times.

Summarize and Explain the Lesson or Message of a Work of Fiction as Its Theme

Read the selection before answering the question below.

The Bear

1   A rabbit asked a bear if he wanted to go fishing. The bear said he did indeed want to go fishing, but he wanted to go alone.

2   "I do not want to share any of what I catch with you," the bear said.

3   As the bear was leaving for the river, a bird, a raccoon, and a fox all stopped him to ask if he would like to have company fishing. To all, the bear said, "No, I do not want any company. I prefer to fish alone."

4   The bear lumbered down to the river. He found his spot and started to fish by himself. The bear could almost taste the fish as he searched the water. The rabbit, bird, raccoon, and all of the other animals went off together. They began to fish and have a fun time.

5   Before long, the bear had caught more than his share of fish. The more he fished, the more he caught. The bear wanted to tell someone, but there was no one around. The other group of animals had caught not one fish but were talking and laughing with each other.

6   The bear looked over at all of the fish he had caught. They would feed him for a while, but he was still not happy. He realized that he needed more than food to be happy.

---

1. What is the message of this passage?

    A   Friends are for sharing things.
    B   It is good to be alone.
    C   Learn to take care of yourself.
    D   Know what you do best.

Name _____   Date _____

Summarize and Explain the Lesson or Message of a Work of Fiction as Its Theme

Read the selection before answering the question below.

The Legend of William Harris

1   William Harris grew up in the mountains of Colorado. He learned to hunt, grow his own food, and make his own clothes. William learned to read and write with the help of an old fur trader, Harrison.

2   When William was a young man, he moved to a small town in western Colorado. His only living relative, an aunt, had asked him to come. She needed his help. William closed up his cabin, told Harrison goodbye, and made his way through snow-covered mountains to his aunt's house.

3   William arrived at Aunt May's house a week later. She welcomed him and remarked how much he had grown since she had last seen him, fifteen years earlier. Then, as she fed him a hot meal and let him warm up, Aunt May told William of her trouble.

4   The mayor of the town was also the richest man in town. He owned most of the businesses. He hand-picked the sheriff and controlled just about everything that happened in the town. The longer he was in charge, the worse he treated the people of the town. With the sheriff in his back pocket, there was little the people could do. That is why Aunt May asked for William to come. She thought he could help.

5   William was only one person, but he knew the mayor was doing wrong. The sheriff would be no help. William had to take matters into his own hands.

6   The mayor charged the townspeople to purchase goods and services much more then the actual value. Many of the safes in the businesses, including the bank's safe that was owned by the mayor, began to be short money soon after William arrived. The townspeople started to find envelopes of money mysteriously appear on their doorsteps. They did not know what to make of it. Neither did the mayor.

7   The mayor tried to protect his money even more. Each time he put extra people on guard at any of his businesses, money from others would end up missing. The mayor did not have enough guards to watch over every business. Keeping the money in safes did not work either. It disappeared no matter what.

8   Word began to get around that William had something to do with the money leaving the mayor's hands and ending up with the townspeople. He, of course, said he knew nothing about it. He was glad, however, that the people had the money they needed to not have to worry about the mayor any longer.

9   Not long afterward, the mayor was forced to sell his businesses. He had great debts to pay and just broke even. With barely a sound, he quit being mayor and left town. The sheriff was fired. The townspeople hired a new sheriff, elected a new mayor, and began to live fair and just lives again. William said goodbye to his aunt, promised to visit her more often, and went back to his cabin in the mountains. The people of the town wished William well and remember him to this day.

---

2. What is the lesson to be learned from this passage?

    F   Keep your money safe.
    G   Take what is yours.
    H   Work to help make things fair.
    J   Spend time with your family.

Week 1, Day 4

Summarize and Explain the Lesson or Message of a Work of Fiction as Its Theme

Read the passage before answering the question below.

Summer

1   Bubbles rose to the top of the water as it flowed over big rocks. The water gurgled on its way under a wooden bridge. Tiny fish popped up in search of food. Tall trees shaded the river on both banks. Malcolm yawned as he sat on the bank and peered at the early evening outdoor scene. He had never seen anything like it.

2   School was out for the summer. Malcolm had joined his grandparents for the month of June. He had been invited to visit with them. His parents taught at summer school and worked to get ready for the next school year. Malcolm had jumped at the chance. Time seemed to stand still up at his grandparent's house in the high forest.

3   Malcolm's grandparents had built their house several hundred feet up a gentle hill. The swiftly moving river raced along at the bottom of the hill. Floods had risen halfway up the hill but never reached the house. There was no rain in the future for at least a week. Even then it was predicted to be just mild rain showers. Great fishing weather.

4   Malcolm spotted a flock of birds making its way across the darkening sky. The lead bird dropped into one of the many trees standing on the banks of the river. The others followed. Soon, the air was filled with their singing. Every so often, one of the birds would fly out of the tree. It would grab a bug of some kind that Malcolm was not able to see and return to its spot among the leaves.

5   Long, soft shadows stretched along the banks of the river as the sun disappeared behind tree covered hilltops. Turning his head slowly from side to side, Malcolm saw a doe and her fawn approach a small pool of water at the edge of the river. As the mother watched, the fawn dipped its head into the cool water. After a long moment, the fawn lifted its head and wagged a stubby tail. The mother deer took several quick drinks of her own. She led her baby quietly back into the safety of nearby trees.

6   "Malcolm, it's time for supper," said a booming voice from up the hill.

7   "Coming, Grandpa," answered Malcolm. He looked around, breathed deeply, smiled, and rose from the ground. Malcolm climbed slowly up the hill.

---

3. What is the message of this passage?

    A   Obey members of your family.
    B   Do your best in school.
    C   Spend your summer in the country.
    D   Take time to enjoy nature.

Summarize and Explain the Lesson or Message of a Work of Fiction as Its Theme

Read the passage before answering the question below.

The Finish

1   Jamal kept his eyes staring at the top of the hill. He knew if he could get there, he would be able to make it the rest of the way. Thinking back, Jamal remembered several smaller hills on the course before the finish line. His father had walked the race course with him a month earlier. The whole race was three miles long. With only a small portion left, Jamal felt pretty good about finishing.

2   The gloves covering his hands were beginning to wear thin. He hadn't wanted to wear a new pair. They would be stiff. Jamal worried that they might rub his fingers raw. It would prevent him from doing his best. Not only would new gloves keep him from doing well, his fingers would hurt.

3   Suddenly, something charged past him. Jamal saw a brown shape out of the corner of his eye. He thought it looked like a bear. It was big. Looking around, Jamal saw one of the biggest dogs he had ever seen. The dog was rushing toward him. Its tail was wagging and a pink tongue flapped from side to side out of an open mouth. The dog brushed up against Jamal's wheelchair and knocked it over. Jamal sprawled onto the side of the road. Luckily, he fell on the grass strip that ran between the road and sidewalk. It cushioned his tumble. Still, he fell hard on his side. The wheelchair slid a few feet on the grass and stopped up against the sidewalk.

4   Jamal lay still for several minutes. He took several deep breaths. The dog was nowhere to be found. It had disappeared as quickly as it had come. Jamal had been alone on the course, so no one had seen him fall. As far as he could tell, he was not hurt. The wheelchair was scraped and scratched. One of the wheels spun slowly as the chair rested on its side. Nothing else seemed to be hurt. He worried that he would not be able to finish the race.

5   Jamal realized that if he wanted to finish he would have to get himself back into the wheelchair. He began to pull his body toward the chair. He reached out with his arms and dragged his hips and legs along the grass. With sweat dripping off of his face, Jamal made it to the chair. He set it up and climbed aboard. With a deep sigh, Jamal rested a moment.

6   The wheelchair slipped carefully over the curb. Jamal pushed against the wheels. Slowly, he built up speed going up the hill. Other racers were beginning to show up. Jamal paid them no mind as he kept his eyes once again on the top of the hill.

7   Jamal's arms ached as he pushed the wheelchair the last few feet to the top. A quick look back showed a long string of racers behind him on the hill. He had just a few more blocks to go. With a thin smile, Jamal sped off. He was going to finish and finish well ahead of most of the other racers.

---

4. What is the lesson to be learned from this passage?

    F   Keep what you own in good shape.
    G   No matter what, do not give up.
    H   Do not depend on luck.
    J   Practice hard to win.

Name _____   Date _____

Identify Whether the Narrator or Speaker of a Story is First or Third Person

Read the passage before answering the question below.

1   "I think I have an idea for a good surprise for Dad," said Pat to his mother at the breakfast table. "I think I'll wash the car."

2   "How come you get to surprise Dad?" asked Jeremy as he ate his cereal.

3   "He's always doing stuff for us. I figure it's time he gets something done for him," answered Pat.

4   "I never get to do anything like that," grumbled Jeremy. "Boy, would I sure like to surprise Dad, too."

5   "Do you want to help me?" smiled Pat.

6   Jeremy's mouth dropped wide open. His glass of milk slipped out of his fingers and fell to the floor. "You'd let me help you?" he asked. "Really? Honest?"

7   Jeremy's face suddenly turned dark and serious. "Are you kidding me, Pat?"

8   "No, Jeremy," chuckled Pat. "I can't pay you, but I'll let you use the new hose."

1. Who is the narrator of this passage?

    A   Jeremy
    B   Pat
    C   Dad
    D   Third person

Identify Whether the Narrator or Speaker of a Story is First or Third Person

Read the selection below before answering the question below.

1	"Is Aunt Lucy home yet?" I asked. "It's almost five o'clock. Is she okay?"
2	"She is fine, Shelia" said Mom. "Aunt Lucy will be here. Nothing could keep her away."
3	"I fixed everything to be done at five o'clock," I said. "If Aunt Lucy doesn't get here by then, everything will start to get cold or tough or hard to eat."
4	"Go look out of the front window," said Mom. "I think I hear her pulling up now."
5	I rushed to the window. Sure enough, it was her Aunt Lucy's car.
6	"Yeah! She's here! Aunt Lucy made it!" I shouted. "Could you take a picture of both of us? I want to show it to all of my friends."

2. Which one of these is the narrator of the passage?

    F   Aunt Lucy
    G   Shelia
    H   Mom
    J   Third person

Name _____ Date _____

Identify Whether the Narrator or Speaker of a Story is First or Third Person

Read the passage below before answering the question below.

---

1   "Is this going to take long?" Lisa asked as she slumped in her chair.

2   "We always have a family meeting on Friday night," said Dad. "You know that, Lisa. This one is especially important. We will plan where to go on our vacation."

3   "We've narrowed the choices to the mountains for camping, the beach for sailing, or the city for the museums," said Mom. "This could be a hard choice."

4   Lisa sat up, her eyes bright. "You mean we could go to the city and get to see all the museums including the art museum? I forgot that I had suggested that. Let's go there."

5   "Hold on, Lisa," said Michael. "I would like to go to the mountains for camping. I want to see snow."

6   "But I want to go to the beach and sail in a boat," said Diana. "We went to the mountains last year."

7   "And before that we went to the beach for sailing," added Lisa. "We haven't been to the city and the museums. If we are following a pattern, then the city should be next."

8   "I think Lisa is right," said Dad. "We have been to the other two places but not the city. Let's vote. All in favor of going to the city with its museums, vote by raising your right hand."

9   Lisa bolted straight up and waved her hand high. After a moment, Diana and Michael put their hands in the air. Mom and Dad joined in, too.

10   "Hooray!" shouted Lisa. "It's off to the city we go. I'm glad we had this family meeting."

---

1. Who is telling this story?

   A   Lisa
   B   Dad
   C   Mom
   D   Third person

Week 1, Day 5

Name _____   Date _____

Read the selection below before answering the question below.

1   "This is going to be the best chili in the cook-off," said Mitch. "We are going to beat the pants off of Amy's team."

2   "I don't know about that," replied Ann. "Vince and Amy's chili smelled pretty delicious that last time I walked by their booth."

3   "Their pot did smell good, didn't it?" agreed Mitch. "But we have a new family recipe this year. After talking with Grandma about it when we went to visit her last summer, I am glad she gave us a different recipe. It will be even better than before."

4   "It is such a long trip to get to her house," said Ann. "I am always so tired when we get there."

5   "I always hate to leave," said Mitch. "I miss Grandma all the rest of the year. She lives up there all by herself. I wish she would move down here with us."

6   "She has other grandchildren near her and she always tells us that she has a lot of nice friends," said Ann. "If we win the cook-off, maybe Mom and Dad will let us call her and tell her. That way it will almost be like visiting her."

    2. Which one of these is the narrator of
       the passage?

       F   Ann
       G Mitch
       H Grandma
       J   Third person

Identify Whether the Narrator or Speaker of a Story is First or Third Person

Read the passage below before answering the question below.

---

1   "This work is going to be so easy," I said to my lab partner, Jocelyn, as I opened my notebook and searched my pockets for a pencil.

2   "What makes you think that, Jason?" asked Jocelyn, handing me one of her pencils.

3   "I read about this stuff last year," I replied. "Thanks for the pencil. I know mine's around her somewhere."

4   "I know something about this, too, from the other school I went to until I moved here," said Jocelyn. "I think this will be more difficult than you think. Remember the test last week? It was hard."

5   I stopped rummaging through my notebook for the correct page and stared at Jocelyn. "Yeah, you're right. It was kind of hard."

6   "And remember the work the week before?" Jocelyn added. "I would ask a question and you would interrupt by asking Mr. Parker for help. I know because you kept knocking my book on the floor every time you raised your hand."

7   "That's true," I agreed. "You are right, so I guess we have to get to work on this. By the way, have you seen my pencil?"

---

3. Who is telling this story?

  A   Mr. Parker
  B   Jason
  C   Jocelyn
  D   Third person

Name _____   Date _____

Read the selection below before answering the question below.

---

1   "Here's another article to write for tomorrow's paper," said Bob.

2   "What?" I asked. "I already have four other ones to get ready. How am I going to get these all done? I don't think I can do it. I'm afraid I'll mess up. I've only got two hands. I know I'm good, but I'm not that good. Where's Marcy? Give this to her."

3   "Can't," Bob replied. "She's out sick. And so are David and Russell. Besides, Reggie, you are the only one here that can get the job done on time. Otherwise, the paper will just sit here late. I think you are that good. Remember, you've won awards for your writing."

4   "Thanks, Bob," I said. "I'll get right on it, just as soon as I finish these other articles."

5   "By the way, I'm beginning to feel sick myself. I will be going home in about half an hour," said Bob. "You could take these home to finish."

6   "I think I'll just stay here," I said. "I want to use the new computer. It's faster and will save me time."

---

4. Who is the narrator of this passage?

    F   Bob
    G   Reggie
    H   David
    J   Third person

Identify Whether the Narrator or Speaker of a Story is First or Third Person

Read the passage below before answering the question below.

1	I clapped my hands and slapped the backs of the two boys sitting next to me in the stands.
2	"Yippee! Way to go team!" I shouted. "Did you see that play, Joe, Jamal?" It was great. We have a four point lead and there are only fifteen seconds left in the game. I think we have this one wrapped up. What do you think, Joe?"
3	"Maybe," replied Joe. "We still have to kick off to the other team. They have already run one kickoff back for a score earlier in the game. Our players are beginning to look tired. I hope we have the lead for good, but I'm not so sure."
4	"Oh, Joe, you think too much," I said. "Just watch."
5	Joe, Jamal, and I stood in time to see the ball sail over the field to a player on the other team. Zigzagging across the grass, the player sped through untouched and made another score as time ran out.
6	I grabbed my hair with both hands and sat down hard. Tears began streaming down my cheeks.
7	"What happened?" I sobbed.
8	Around her, a suddenly silent crowd slowly made its way to the exits.
9	Jamal muttered to himself, "Maybe next year, Lily."

1. Who is the narrator of this story?

   A   Joe
   B   Lily
   C   Jamal
   D   Third person

Identify Whether the Narrator or Speaker of a Story is First or Third Person

Read the passage below before answering the question below.

1   "Can you get a fire started?" Ned asked. Rain washed over him like he was standing in a car wash. A thin cloth jacket did little to keep him dry.

2   "I can't find any dry wood," replied Jaelin. "I'm running out of matches. If I don't get this going soon, we are going to be in for a long night. The temperature keeps dropping. If it gets below freezing, this rain will turn to snow and get pretty heavy. We could be in for eight to ten inches by noon tomorrow."

3   "You keep trying," said Ned. "Josh will stay here and help. Linda and I are going to go up the hill a bit and see if we can find some place out of the rain for tonight. Linda thinks there are caves in these hills. Tomorrow we'll head for home."

4   "Okay," said Jaelin. "Be careful."

5   Ned and Linda slipped and slid as they tried to climb up the rain soaked side of the hill. Wet plants and muddy patches slowed their progress. It took only a few seconds for them to be swallowed up by the drizzle and fog that hugged the hillside. Jaelin and Josh watched the two hikers until they disappeared. Jaelin resumed her efforts to light a fire.

6   Josh used his backpack to try and shield the soggy pile of leaves and twigs that Jaelin kept trying to light. Every time Jaelin lit a match under the pile, it would catch for a moment but then die.

7   "It's no use," moaned Jaelin. "I have three matches left, and I don't want to waste them here. Ned and Linda will find us a shelter, and I'll try again there."

8   Josh agreed, drops of water scattering in all directions as he shook his head up and down. They hunched against a tree trying to keep out of the rains as they waited for Ned and Linda.

9   They settled in for a long wait. Josh spotted Linda scrambling down the hill. Ned followed close behind.

10   "We found a cave!" yelled Linda skidding to a stop. "Come on! It's just up the hill. Ned thinks he saw some dry wood near the entrance. We will be safe from the wind and be able to warm up."

2. Who is telling this story?

    F   Josh
    G   Linda
    H   Jaelin
    J   Third person

Name

Date

*   *

Submit for grade

      It's neither red
      nor sweet.
      It doesn't melt
      or turn over,

[5]   break or harden,

      so it can't feel
      pain,
      yearning,
      regret.

[10] It doesn't have

      a tip to spin on,
      it isn't even
      shapely —
      just a thick clutch

[15] of muscle,

      lopsided,
      mute. Still,
      I feel it inside
      its cage sounding

[20] a dull tattoo:

      I want, I want —
      but I can't open it:
      there's no key.
      I can't wear it

[25] on my sleeve,

      or tell you from
      the bottom of it
      how I feel. Here,
      it's all yours, now —

[30] but you'll have

      to take me,
      too.

1.   What is the theme of this poem? Use evidence to support your answer.

A. Love and Hardship
B. Loss and tragedy
C. Love and Happiness
D. Love and tragedy

2. What is this poem describing? Use evidence to support your answer.
   A. A human heart
   B. Love
   C. A shirt
   D. A person

3. Lines 28-32, "Here, it's all yours, now—but you'll have to take me, too" help the reader understand—
   A. That the poet is asking someone to accept her as she is
   B. That the poet wants to go somewhere
   C. That the poet is inviting someone somewhere
   D. That the poet is bossy

Notes

Lesson 2

Decomposing Mixed Numbers
(Break apart)   (whole #'s and fractions)

same

$\frac{9}{4} = 2\frac{1}{4}$ $\frac{4}{4} + \frac{4}{4} + \frac{1}{4}$ $\frac{4}{4}\ \frac{4}{4}\ \frac{4}{4}\ \frac{4}{4} = 1 = \frac{4}{4}$

$\frac{4}{4} + \frac{4}{4} + \frac{1}{4} = \frac{9}{4}$ $\frac{1}{4}\ \frac{1}{4}\ \frac{1}{4}\ \frac{1}{4} = 1 = \frac{4}{4}$

$\frac{1}{4} = \frac{1}{4}$

$\frac{9}{4} = 2\frac{1}{4} = \frac{6}{4} + \frac{3}{4}$

$\frac{1}{4}\ \frac{1}{4}\ \frac{1}{4}\ \frac{1}{4}\ \frac{1}{4}\ \frac{1}{4} = \frac{6}{4}$ $\frac{1}{4}\ \frac{1}{4}\ \frac{1}{4} = \frac{3}{4}$ $\frac{6}{4} + \frac{3}{4} = \frac{9}{4}$

$\frac{9}{4} = 2\frac{1}{4} = \frac{4}{4} + \frac{2}{4} + \frac{2}{4} + \frac{1}{4}$

$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$

$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ $\Big\}$ $\frac{9}{4}$ or $2\frac{1}{4}$

$\frac{1}{4}$

Notes

Composing	Decomposing
Connecting the pieces	Destructing into pieces

$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

$\frac{3}{4}$

$\frac{3}{4}$

$\frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{4}$
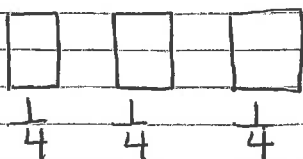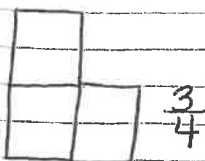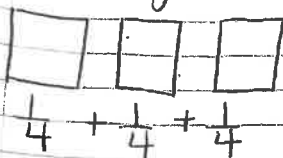
Finding all the ways to compose and decompose fractions.

$\frac{5}{6}$

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

$\frac{3}{6} + \frac{1}{6} + \frac{1}{6}$

$\frac{2}{6} + \frac{2}{6} + \frac{1}{6}$

$\frac{2}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

$\frac{4}{6} + \frac{1}{6}$

$\frac{3}{6} + \frac{2}{6}$

Name:_____

Monday

Parts of a fraction

$$\frac{2}{4}$$

Decomposing fractions using addition

Decompose the following fractions in two different ways

$\frac{3}{4}$	$\frac{4}{5}$
$\frac{3}{6}$	$\frac{5}{6}$

Decompose the following fractions in three different ways

$\frac{9}{8}$	$\frac{6}{7}$

The fraction $\frac{4}{6}$ can to be represented by this expression.

$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + ?$ What fraction needs replace the **?** to complete the expression?

Name:_____

Monday   <u>Module 5 Lesson 1 Independent Practice</u>

Decompose the following fractions in two different ways

$\frac{5}{9}$	$\frac{4}{7}$
$\frac{6}{6}$	$\frac{4}{9}$

Decompose the following fractions in three different ways

$\frac{8}{9}$	$\frac{7}{10}$
$\frac{9}{11}$	$\frac{6}{8}$
$\frac{9}{7}$	$\frac{10}{12}$

Monday

The fraction $\frac{3}{4}$ can be represented by this expression.

$$\frac{1}{4} + \frac{1}{4} + b$$

What fraction would be best to replace the, b, to complete the expression?

A. $\frac{3}{4}$

B. $\frac{2}{4}$

C. $\frac{1}{4}$

D. $\frac{1}{8}$

Which expression is equivalent to $\frac{7}{6}$?

A. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

B. $\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$
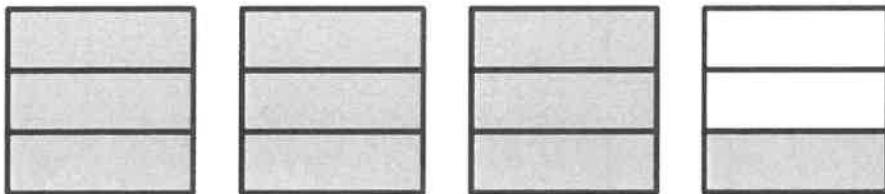
C. $\frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1}$

D. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{5}{6}$

Which fraction is represented by the sum of $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$?

A $\frac{1}{40}$

B $\frac{4}{8}$

C $\frac{8}{5}$

D $\frac{5}{8}$

$$\frac{5}{12} = \ ?$$

A. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

B. $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$

C. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

D. $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$

Which expression below is equal to $\frac{5}{8}$?

⊙ A. $\frac{3}{4} + \frac{1}{2} + \frac{1}{2}$

○ B. $\frac{2}{3} + \frac{3}{5}$

⊙ C. $\frac{2}{4} + \frac{3}{4}$

○ D. $\frac{3}{8} + \frac{1}{8} + \frac{1}{8}$

$$\frac{4}{5} = \ ?$$

A. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

B. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

C. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

D. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

Decompose $\frac{10}{12}$ Five different ways.

Name:_____

Monday

The fraction $\frac{3}{8}$ can be represented by this expression.

$$\frac{1}{8} + \frac{1}{8} + \square$$

Which fraction belongs in the $\square$ to complete the expression?

F $\frac{2}{8}$

G $\frac{3}{8}$

H $\frac{1}{8}$

J $\frac{1}{16}$

Which expression is equivalent to $\frac{6}{5}$?

A $\frac{1}{6} + \frac{1}{5}$

B $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

C $\frac{1}{5} + \frac{6}{1}$

D $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

Name:_____

Tuesday   <u>Module 5 Lesson 2 Guided Practice</u>

Parts of a fraction when it is equal to 1

$\dfrac{4}{4}$
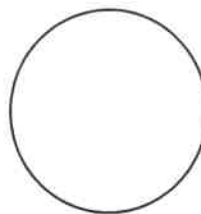
Decomposing fractions using addition

Decompose the following fractions in two different ways

$\dfrac{4}{4}$	$\dfrac{5}{5}$

Parts of a Mixed Number

$3\,\dfrac{2}{4}$

Decompose the following mixed numbers using fractions and wholes.

$2\,\dfrac{4}{5}$	$3\,\dfrac{6}{7}$
$1\,\dfrac{3}{6}$	$4\,\dfrac{5}{8}$

Name:_____

Tuesday

Decompose the following fractions in two different ways

$3\frac{1}{5}$	$2\frac{3}{7}$
$5\frac{4}{6}$	$1\frac{4}{9}$

Decompose the following fractions in three different ways

$\frac{8}{7}$	$\frac{5}{10}$
$\frac{8}{11}$	$2\frac{6}{8}$
$3\frac{4}{7}$	$\frac{10}{12}$

Tuesday

Which expression below is equivalent to $1\frac{5}{6}$?

A. $\frac{5}{5} + \frac{5}{5} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

B. $\frac{6}{5} + \frac{6}{5} + \frac{1}{6}$

C. $\frac{6}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

D. $\frac{5}{6} + \frac{5}{6} + \frac{1}{6} + \frac{1}{6}$

Which expression below is equivalent to $2\frac{5}{6}$?

A. $\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

B. $\frac{6}{6} + \frac{6}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

C. $\frac{6}{5} + \frac{6}{5} + \frac{1}{6} + \frac{1}{6}$

D. $\frac{5}{6} + \frac{5}{6} + \frac{1}{6} + \frac{1}{6}$

Which expression below is equivalent to $3\frac{7}{10}$?

A. $\frac{3}{10} + \frac{3}{10} + \frac{3}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$

B. $\frac{10}{10} + \frac{10}{10} + \frac{10}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$

C. $\frac{7}{10} + \frac{7}{10} + \frac{7}{10}$

D. $\frac{10}{3} + \frac{10}{3} + \frac{10}{3} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$

Name:_____

Tuesday

Which expression is equivalent to $\frac{9}{8}$?

F $\frac{3}{8} + \frac{3}{8}$

G $\frac{1}{2} + \frac{2}{3} + \frac{6}{3}$

H $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9}$

J $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

Name:_____

Wed

Decompose this fraction 3 different ways.

Decompose this fraction 3 different ways.

Decompose this fraction 3 different ways.

Decompose this fraction 3 different ways

Module 5 Lesson 3 Guided Practice

This model can be shaded to represent the fraction $\frac{7}{4}$.
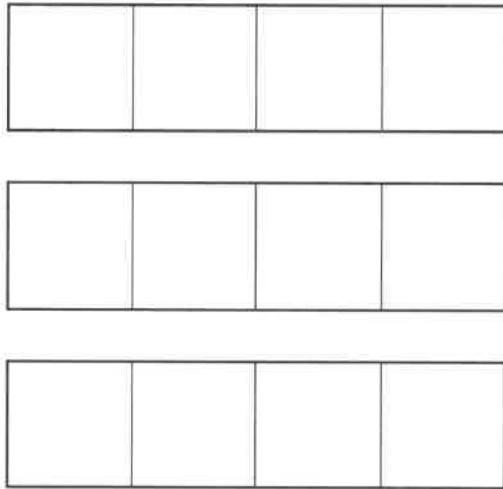
Which number sentence represents two different ways that $\frac{7}{4}$ can be represented with shaded fractions on the model?

A $\frac{2}{4} + \frac{2}{4} + \frac{3}{4} = \frac{5}{4} + \frac{2}{4}$

B $\frac{3}{4} + \frac{4}{4} = \frac{1}{4} + \frac{4}{4} + \frac{1}{4}$

C $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4} + \frac{4}{4}$

D $\frac{2}{4} + \frac{3}{4} + \frac{2}{4} = \frac{7}{4} + \frac{1}{4}$

The two models are shaded to represent the same fraction, $\frac{5}{7}$.

Model 1   Model 2

$=$
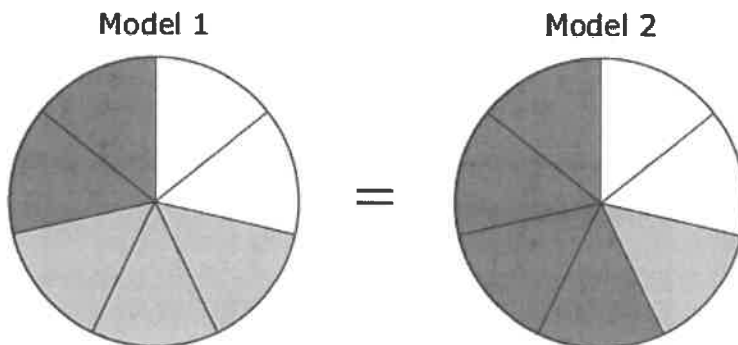
Write the addition sentence that matches the models above.

Name:_____

Module 5 Lesson 3 Independent Practice

Decompose this fraction 3 different ways.
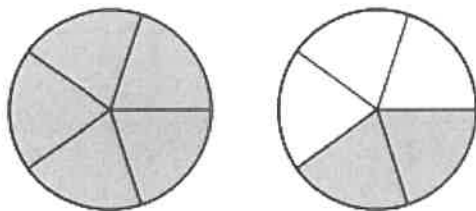
Decompose this fraction 3 different ways.
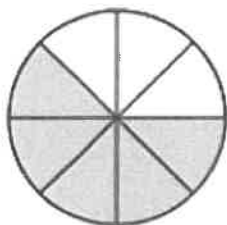
Decompose this fraction 3 different ways.

Decompose this fraction 3 different ways
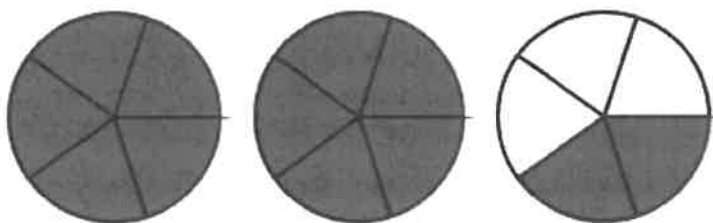
Wed

This model can be shaded to represent the fraction $\frac{6}{3}$.
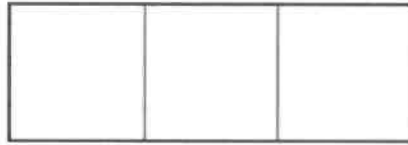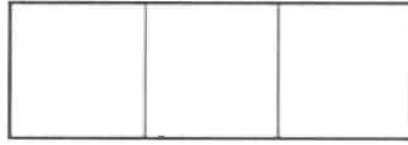
A. $\frac{2}{6}+\frac{2}{6}=\frac{1}{6}+\frac{1}{6}+\frac{1}{6}$

B. $\frac{1}{6}+\frac{1}{6}+\frac{1}{6}=\frac{3}{6}+\frac{1}{6}$

C. $\frac{1}{6}+\frac{2}{6}=\frac{1}{6}+\frac{1}{6}+\frac{1}{6}$

D. $\frac{2}{6}+\frac{1}{6}=\frac{1}{6}+\frac{1}{6}$

The two models are shaded to represent the same fraction $\frac{5}{6}$.
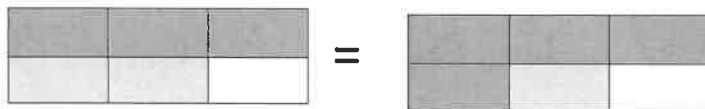
Which addition sentence matches the model.

A. $\frac{3}{6}+\frac{2}{6}=\frac{3}{6}+\frac{1}{6}$

B. $\frac{3}{6}+\frac{2}{6}=\frac{4}{6}+\frac{1}{6}$

C. $\frac{1}{3}+\frac{2}{3}=\frac{4}{3}+\frac{1}{3}$

D. $\frac{4}{3}+\frac{2}{3}=\frac{4}{3}+\frac{1}{3}$

Name:_____

Wed

The model is shaded to represent one whole.

Model Z is shaded to represent a number greater than one.
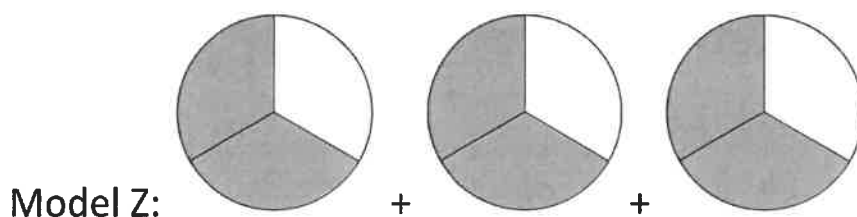
Model Z: + +

Which expression CANNOT be used to represent his number?

A. $\frac{2}{3} + \frac{2}{3} + \frac{2}{3}$

C. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

B. $\frac{3}{3} + \frac{3}{3}$

D. $\frac{2}{3} + \frac{2}{3} + \frac{1}{3} + \frac{1}{3}$

Two models represent the same fraction, $\frac{4}{5}$.

 =

A. $\frac{2}{5} + \frac{2}{5} = \frac{1}{5} + \frac{1}{5}$

C. $\frac{1}{5} + \frac{1}{5} = \frac{1}{5} + \frac{1}{5}$

B. $\frac{1}{5} + \frac{2}{5} = \frac{3}{5} + \frac{1}{5}$

D. $\frac{2}{5} + \frac{2}{5} = \frac{3}{5} + \frac{1}{5}$

1 Which model shows $\frac{8}{9}$ decomposed into a sum of fractions?

A

B

C

D
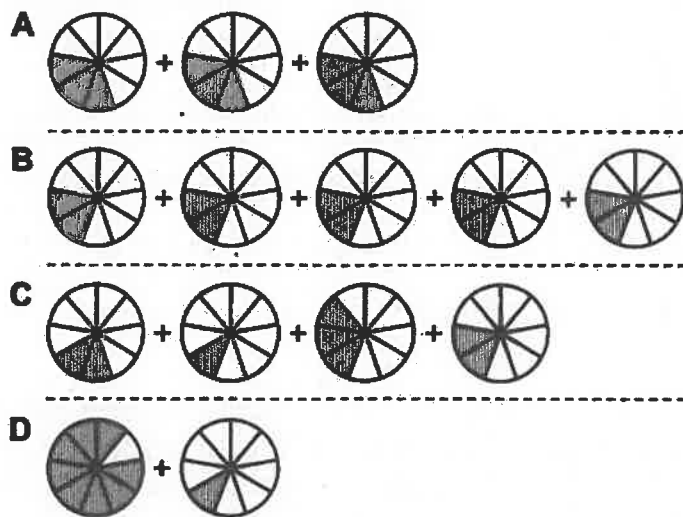
2 The model shown on the right represents ten sixths. Which model shows a correct way to decompose ten sixths?

F

G

H

J
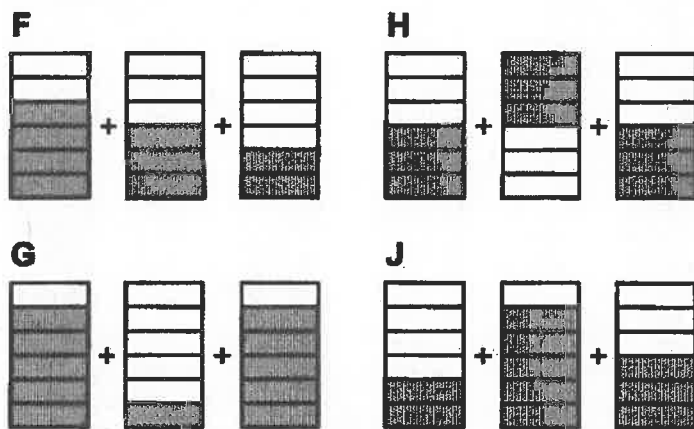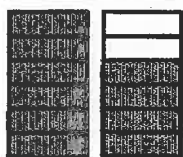
3 This model represents seven thirds.

Which expression represents the model as a sum of fractions?

A $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

B $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

C $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

D $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

1 Monica drew a model of a fraction.

Which shows 2 correct ways to represent the model as a sum of fractions?

A $\frac{4}{12} + \frac{6}{12} + \frac{2}{12}$ and $\frac{3}{12} + \frac{5}{12} + \frac{3}{12}$

B $\frac{1}{12} + \frac{3}{12} + \frac{5}{12}$ and $\frac{7}{12} + \frac{1}{12} + \frac{5}{12}$

C $\frac{3}{12} + \frac{4}{12} + \frac{4}{12}$ and $\frac{1}{12} + \frac{8}{12} + \frac{3}{12}$

D $\frac{2}{12} + \frac{7}{12} + \frac{2}{12}$ and $\frac{9}{12} + \frac{1}{12} + \frac{1}{12}$

2 Which expression represents $\frac{5}{8}$ as a sum of fractions?

F $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

G $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

H $\frac{5}{8} + \frac{3}{8}$

J $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

3 The model shown on the right represents eleven fifths. Which model shows another way to represent the fraction?
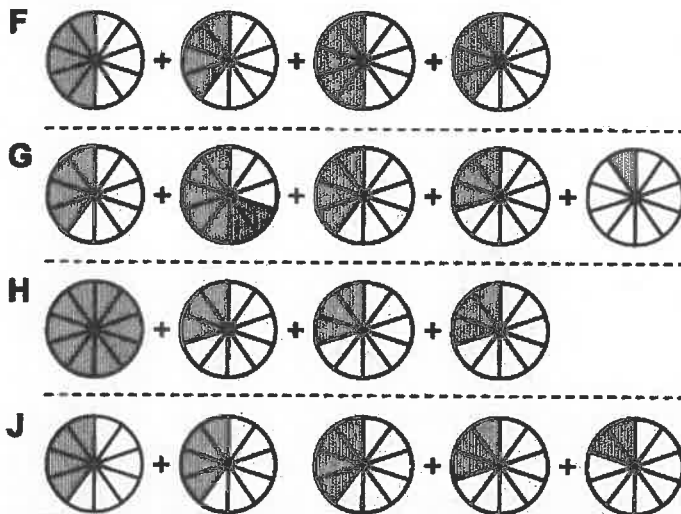

A

C

B

D
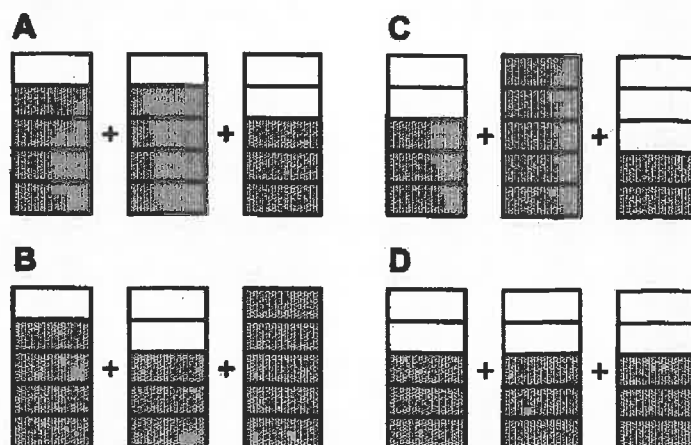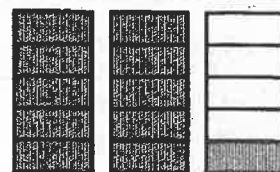
1 The expression below represents a fraction as a sum of fractions.

$$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$$
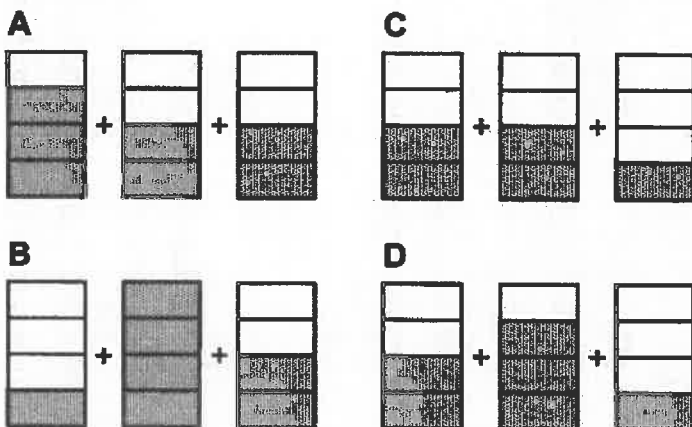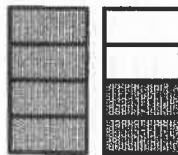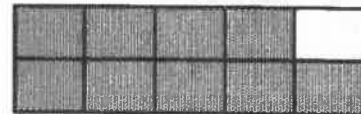
Which model represents the fraction?

A

B

C

D
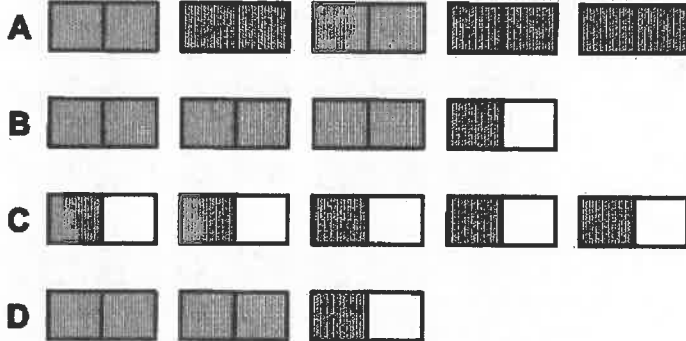
2 Which model shows $\frac{18}{10}$ decomposed into a sum of fractions?

F

G

H

J

3 The model shown on the right represents six fourths. Which model shows a correct way to decompose six fourths?

A

C

B

D

1 Which expression represents $\frac{9}{9}$ as a sum of fractions?

A $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9}$

B $\frac{9}{9} + \frac{9}{9} + \frac{9}{9}$

C $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9}$

D $\frac{1}{9} + \frac{1}{9} + \frac{1}{9}$

2 Nathan drew a model of nine tenths.

Which shows 2 correct ways to represent nine tenths as a sum of fractions?
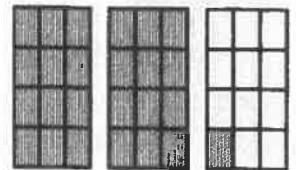
F $\frac{2}{10} + \frac{3}{10} + \frac{4}{10}$ and $\frac{2}{10} + \frac{6}{10}$

G $\frac{1}{10} + \frac{4}{10} + \frac{5}{10}$ and $\frac{5}{10} + \frac{5}{10}$

H $\frac{2}{10} + \frac{3}{10} + \frac{4}{10}$ and $\frac{3}{10} + \frac{6}{10}$

J $\frac{1}{10} + \frac{3}{10} + \frac{5}{10}$ and $\frac{2}{10} + \frac{8}{10}$

3 The model shown on the right represents twenty-five twelfths. Which model shows another way to represent the fraction?
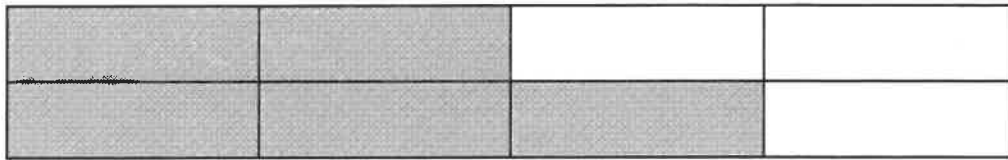

A

C

B

D
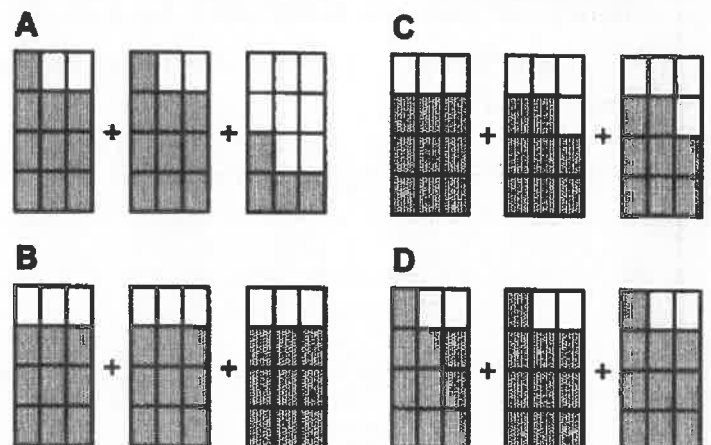
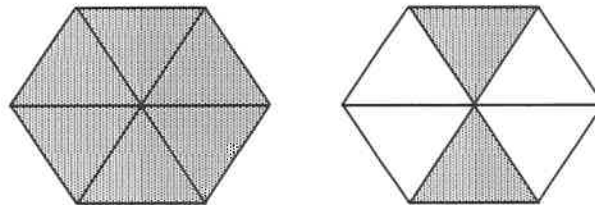NAME_____ DATE_____ SCORE ____/10

Friday

4.3A Mini-Assessment 1

1. A fraction is represented by the shaded part of the rectangle shown below.

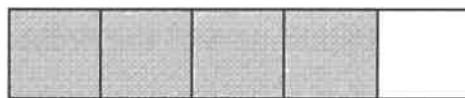Which of the following represents the shaded part of the rectangle?

A $\dfrac{5}{8} = \dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8}$

B $\dfrac{5}{8} = \dfrac{3}{8} + \dfrac{1}{8}$

C $\dfrac{5}{8} = \dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8}$

D $\dfrac{5}{8} = \dfrac{2}{8} + \dfrac{2}{8} + \dfrac{1}{8}$

2. Does the fraction $\dfrac{8}{6}$ correctly represent the shaded part of this model?

F No, because $\dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} = \dfrac{8}{6}$ does not represent the shaded part of the model.

G Yes, because the model has a total of 8 equal parts.

H No, because $\dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} = \dfrac{4}{6}$ represents the shaded part of the model.

J Yes, because $\dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} = \dfrac{8}{6}$ represents the shaded part of the model.

3. A fraction is represented by the model shown below.

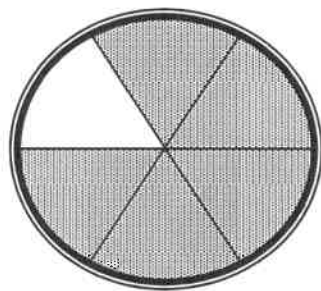Which of the following represents the shaded part of the model?

A $\dfrac{4}{4} = \dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4}$

B $\dfrac{4}{5} = \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5}$

C $\dfrac{5}{4} = \dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4}$

D $\dfrac{5}{5} = \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5}$

4. Kurt and Owen shared a whole pizza that was cut into 6 equal slices. The shaded part of the model shows what part of the pizza they ate together.

Which of the following represents the part of the pizza they ate together?

F $\dfrac{1}{6} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5}$

G $\dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5}$

H $\dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6}$

J $\dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6} + \dfrac{1}{6}$

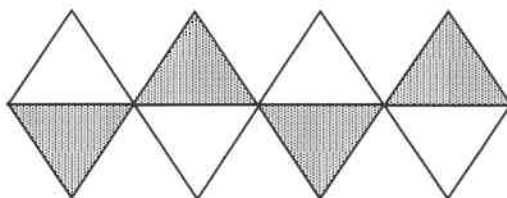5. Which fraction is represented by the sum of $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$?

   A $\frac{1}{20}$

   B $\frac{4}{20}$

   C $\frac{5}{4}$

   D $\frac{4}{5}$

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6. A fraction is represented by the shaded part of the figure shown below.

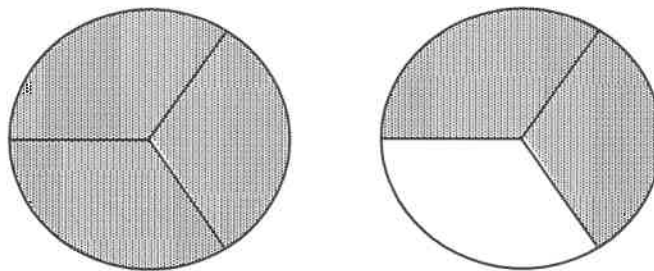   Which of the following is true?

   F The shaded part of the figure is $\frac{4}{8}$ because $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{4}{8}$.

   G The shaded part of the figure is $\frac{2}{8}$ because $\frac{1}{8} + \frac{1}{8} = \frac{2}{8}$.

   H The shaded part of the figure is $\frac{6}{8}$ because $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{6}{8}$.

   J The shaded part of the figure is $\frac{7}{8}$ because $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{7}{8}$.

7. A fraction greater than 1 is represented by the shaded part of the model shown below.

Which statement is **NOT** true?

A One circle has $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$ shaded and the other circle has $\frac{1}{3} + \frac{1}{3}$ shaded.

B $\frac{5}{3}$ represents the shaded parts of the model because $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{5}{3}$.

C $\frac{5}{6}$ represents the shaded parts of the model because $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{5}{6}$.

D The model has a total of 5 equal parts shaded and each part represents $\frac{1}{3}$ of a whole.

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8. A fraction is represented by the shaded part of the group of happy faces shown below.
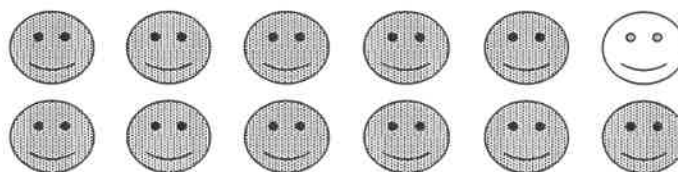
Which of the following is a true statement about the groups of happy faces?

F The shaded part represents $\frac{5}{9}$ because $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} = \frac{5}{9}$.

G The shaded part represents $\frac{5}{6}$ because $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{5}{6}$.

H The shaded part represents $\frac{8}{9}$ because $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} = \frac{8}{9}$.

J Not here

9. A fraction greater than 1 is represented by the shaded parts of the model below.
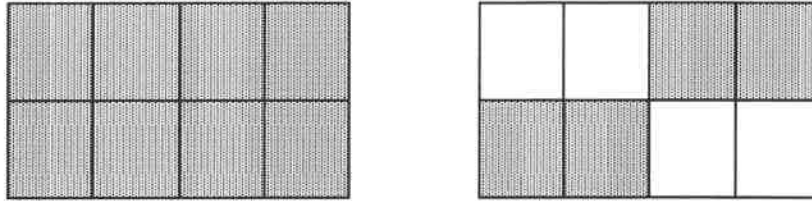
Which of the following represents the shaded part of the model?

A $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{12}{8}$

B $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{10}{8}$

C $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{4}{8}$

D Not here

10. Which mixed number is represented by the sum of $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$?

F $7\frac{1}{3}$

G $2\frac{1}{3}$

H $3\frac{2}{3}$

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