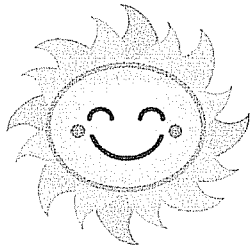
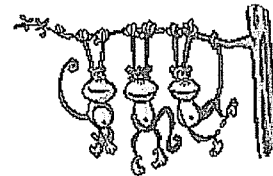


It's the super-exciting,
more-fun-than-a-barrel-of-monkeys

Summer Fun Packet!



Happy Summer!!!



To help prevent your brain cells from taking a permanent vacation over Summer Break, give them a workout once a week (or more often if you like!) with some of the work in this packet. Your brain cells (and 5th grade teachers!) will thank you!!!

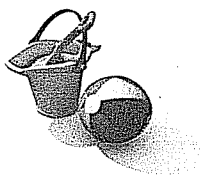
Have a fun and safe summer!

I will miss you!!!

E-mail me! Lindsay.miller@sccpss.com

Visit the class website and write in the "Former Student" blog!

<http://missmiller.weebly.com>



Lots of Love,
Mrs. Buck ☺

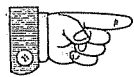


Recognizing Prime Numbers

Prime Puzzlers

A prime number is a whole number that is greater than 1 and can only be equally divided by 1 and itself.

Example: The number 7 is a prime number. It can only be equally divided by 1 and 7.

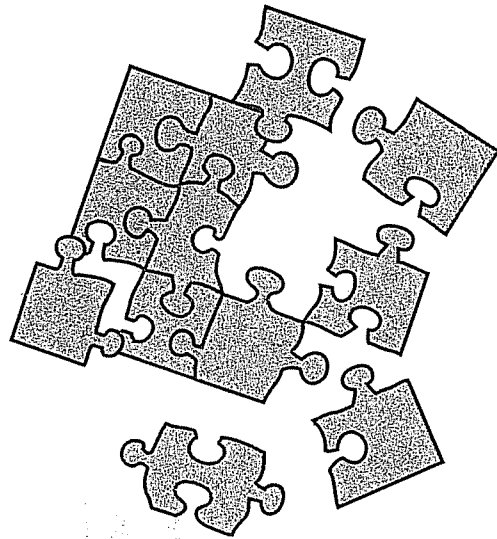


Directions: Circle each prime number and the letter below it. Cross out all of the other numbers and letters to read the answer to the riddle.

RIDDLE: Name a table that you don't learn in math class.

14	13	26	29	2	24	19	15	17	18	11
G	D	O	I	N	H	N	A	E	T	R

19	16	3	7	0	5	22	31	27
T	B	A	B	W	L	N	E	D



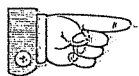
FUN FACT

Currently, the largest known prime number is 6,320,430 digits long!

Recognizing Factors

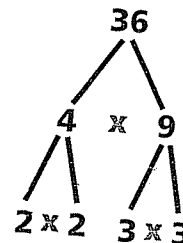
Fun with Factors

A factor is a whole number that can be divided equally into another number.
 Example: 1, 2, and 4 are factors of 4.



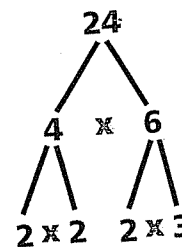
Directions: Follow the directions below.

1. Write all of the factors of 32 on the line.



2. Circle the numbers below that are not factors of 20.

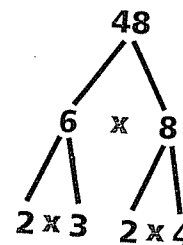
1 2 3 4 5 7 9 10 12



3. Write all the factors of 16 on the line:

4. Circle the numbers below that are not factors of 12.

12 3 5 6 1 9 2 10 4



FUN FACT

Of the numbers 1 through 20, the number 12 has the most factors. It has six: 1, 2, 3, 4, 6, and 12.

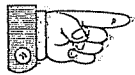
Decimal Word Problems

Money Matters

To add or subtract decimals, we line up the decimal points.

Example: To subtract $9.07 - .46$, we line up the decimal points.

$$\begin{array}{r} 9.07 \\ - .46 \\ \hline 8.61 \end{array}$$



Directions: Solve the following word problems. Write your answers on the lines provided.

1. Mark had \$30. He bought a pack of baseball cards that cost \$1.05, a baseball cap that cost \$15.78, and food that cost \$4.29. How much money does Mark have left?

2. Rob brought three coupons with him to the grocery store to save money on his grocery bill. The coupons were for \$.75 off, \$1.25 off, and \$3.50 off his total bill. If Rob's original total bill was for \$86.13, what was his total bill after the coupon discounts?

3. Willem wants to buy 4 comic books. They cost \$4.50, \$2.99, \$1.99, and \$5.25. He has \$12. Does Willem have enough money to buy the comics he wants?

4. Keisha got \$40 for her birthday. She went to the toy store and bought a doll that cost \$15.99, a game that cost \$10.50, and a pack of stickers that cost \$2.99. How much money does Keisha have left?



On the Big Screen

Word problems that give you a large group and ask you to make smaller, equal groups require division. Write a division problem. Solve.

<p>A. The movie theater holds 988 people. It has 38 rows with an equal number of seats. How many seats are in each row?</p>	<p>B. A box of popcorn holds 972 kernels. If 18 friends share a box equally, how many kernels will each friend get?</p>
<p>C. The box office sold 4,020 tickets to 6 shows. The same number of people attended each show. How many tickets did they sell to each show?</p>	<p>D. The theater sold 4,315 tickets over 5 days. The same number of tickets were sold each day. How many tickets did they sell each day?</p>
<p>E. The soda fountain serves 7 types of drinks. On Saturday night, the theater served 952 drinks of the 7 drinks in equal amounts. How many drinks of each type were served?</p>	<p>F. The ticket office had 657 extra tickets. They were donated equally to 9 charities. How many tickets did each charity receive?</p>

Name _____

Dividing with 3-digit dividends
without remainders

Surfing the Web



When the divisor has a remainder in the middle of a problem, follow these steps.

1.
$$\begin{array}{r} 10 \\ 8 \overline{)816} \\ \underline{80} \\ 80 \end{array}$$
 $8 \times \underline{\quad} = 81$
 $8 \times 10 = 80$

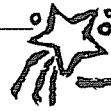
2.
$$\begin{array}{r} 10 \\ 8 \overline{)816} \\ \underline{-80} \\ 16 \end{array}$$
 Subtract.
 Bring down
 the ones digit.

3.
$$\begin{array}{r} 102 \\ 8 \overline{)816} \\ \underline{-42} \\ 07 \\ \underline{-7} \\ 0 \end{array}$$
 $8 \times \underline{\quad} = 16$
 $8 \times 2 = 16$
 Subtract
 again.

Divide. Use another piece of paper to work the problems.

Then connect each problem to its answer to learn the definitions of some computer terms.

- | | | | |
|------------------------|----------|-----|---|
| A. $5 \overline{)375}$ | browser | 82 | an amount of data equal to 8 bits |
| B. $6 \overline{)492}$ | byte | 75 | a program to help get around the Internet |
| C. $2 \overline{)216}$ | download | 54 | a place on the Internet's World Wide Web where text and pictures are stored |
| D. $3 \overline{)246}$ | gigabyte | 106 | a group of computers linked together so they can share information |
| E. $9 \overline{)243}$ | Internet | 36 | an amount of information equal to 1,048,516 bytes |
| F. $8 \overline{)288}$ | megabyte | 27 | a worldwide system of linked computers |
| G. $4 \overline{)424}$ | network | 108 | to transfer information from a host computer to a personal computer |
| H. $6 \overline{)564}$ | program | 82 | an amount of information equal to 1,024 megabytes |
| I. $7 \overline{)532}$ | scanner | 78 | a program that damages other programs and data; often transmitted through telephone lines or shared disks |
| J. $4 \overline{)312}$ | virus | 94 | instructions for a computer to follow |
| K. $9 \overline{)486}$ | web site | 76 | a device that can transfer words and pictures from a printed page into the computer |



The Music Store

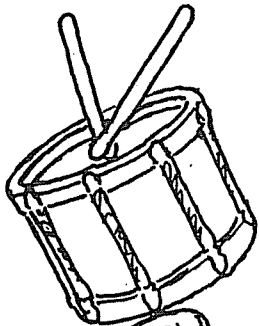


When a multiplication problem involves money, the product must have a dollar sign and a decimal point. The decimal point is placed between the ones digit and the tenths digit.

$$\begin{array}{r}
 6 \\
 2 \\
 \$3.71 \\
 \times \quad 94 \\
 \hline
 14.84 \\
 + 333.90 \\
 \hline
 \$348.84
 \end{array}$$

Remember to use a dollar sign and a decimal point.

Multiply. Then use the code to answer the riddle below.



N. $\begin{array}{r} \$1.94 \\ \times 23 \\ \hline \end{array}$

M. $\begin{array}{r} \$0.79 \\ \times 25 \\ \hline \end{array}$

L. $\begin{array}{r} \$2.06 \\ \times 64 \\ \hline \end{array}$

O. $\begin{array}{r} \$0.68 \\ \times 45 \\ \hline \end{array}$

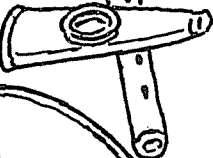


A. $\begin{array}{r} \$3.68 \\ \times 32 \\ \hline \end{array}$

T. $\begin{array}{r} \$9.54 \\ \times 19 \\ \hline \end{array}$

F. $\begin{array}{r} \$0.88 \\ \times 72 \\ \hline \end{array}$

D. $\begin{array}{r} \$0.93 \\ \times 94 \\ \hline \end{array}$

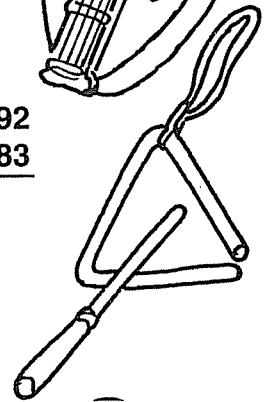
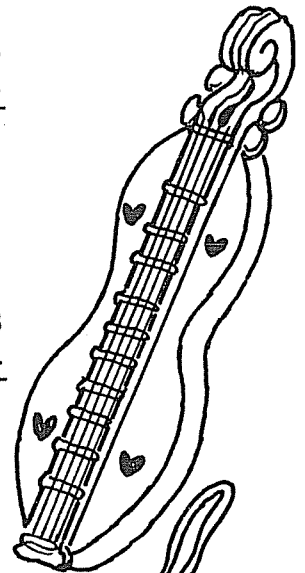


E. $\begin{array}{r} \$8.15 \\ \times 67 \\ \hline \end{array}$

S. $\begin{array}{r} \$7.43 \\ \times 92 \\ \hline \end{array}$

R. $\begin{array}{r} \$0.87 \\ \times 75 \\ \hline \end{array}$

H. $\begin{array}{r} \$6.92 \\ \times 83 \\ \hline \end{array}$



Where do musicians buy instruments?

\$117.76

\$181.26

\$181.26

\$574.36

\$546.05

\$63.36

\$131.84

\$63.36

\$546.05

\$117.76

\$44.62

\$87.42

\$87.42

\$131.84

\$19.75

\$546.05

\$683.56

\$181.26

\$30.60

\$65.25

\$546.05



Price your favorite CD. Imagine that you buy one for each of your classmates. How much would you spend?

Problem-Solving Application: Use Operations

Use the table for Problems 1–5. Name the operation(s) you used.

Mrs. Monroe's Vegetable Garden		
Plant	Number of Plants	Selling Cost
Tomatoes	20	\$1 each
Lettuce	14	\$3 each
Carrots	22	\$3/bunch
Celery	16	\$2/bunch
Peppers	48	\$1 each

Show Your Work

1. How many tomato and lettuce plants does Mrs. Monroe have?

2. How many plants does Mrs. Monroe have that are not peppers?

3. If Mrs. Monroe opens up a vegetable stand and sells 37 peppers, how much money will she earn?

4. Will Mrs. Monroe make more money if she sells 15 bunches of celery, or if she sells 13 bunches of carrots? Explain.

5. Next year, Mrs. Monroe plans to have the same total number of plants but an equal number of each kind of plant. How many of each plant will she have?

Zeros in the Quotient

Divide and check.

1. $4 \overline{)241}$

2. $7 \overline{)725}$

3. $9 \overline{)2,748}$

4. $7 \overline{)45,504}$

5. $6 \overline{)62,432}$

6. $8 \overline{)336,242}$

7. $721 \div 4$

8. $203 \div 8$

9. $9,020 \div 9$

10. $7,201 \div 6$

11. $60,800 \div 8$

12. $43,024 \div 5$

13. $34,007 \div 5$

14. $144,368 \div 9$

15. $752,013 \div 5$



16. Elise has 2,432 shells divided evenly into 8 jars. How many shells are in each jar?

- A 34 shells C 304 shells
- B 300 shells D 340 shells

17. Eric paid \$840 for 6 antique rings. Each ring cost the same amount. How much did each ring cost?

Division With Greater Numbers

Divide and check.

1. $24 \overline{)7,230}$

2. $18 \overline{)3,450}$

3. $72 \overline{)7,368}$

4. $37 \overline{)8,023}$

5. $82 \overline{)55,362}$

6. $24 \overline{)18,095}$

7. $4,233 \div 11$

8. $9,721 \div 58$

9. $12,480 \div 51$

10. $387,422 \div 16$

Algebra • Equations If q is the quotient and r is the remainder, write and solve a division problem for each equation.

11. $36q + r = 2,599$

12. $12q + r = 448$

 **Test Prep**

13. Louisa earns \$48,880 a year. There are 52 weeks in a year. How much does she earn a week?

A \$94

C \$940

B \$840

D \$1,040

14. Find $72,450 \div 85$. Show how to check your work.

Fractions

Name _____

Change these improper fractions to mixed numbers. Show your work on another sheet. Write your answers here.


Total Problems 50
Problems Correct _____

1. $\frac{36}{6} =$

2. $\frac{14}{6} =$

3. $\frac{28}{9} =$

4. $\frac{13}{5} =$

5. $\frac{17}{8} =$

6. $\frac{51}{10} =$

7. $\frac{13}{6} =$

8. $\frac{43}{8} =$

9. $\frac{24}{5} =$

10. $\frac{34}{6} =$

11. $\frac{29}{4} =$

12. $\frac{91}{10} =$

13. $\frac{37}{7} =$

14. $\frac{21}{4} =$

15. $\frac{83}{9} =$

16. $\frac{15}{6} =$

17. $\frac{37}{5} =$

18. $\frac{49}{6} =$

19. $\frac{25}{4} =$

20. $\frac{48}{5} =$

21. $\frac{23}{7} =$

22. $\frac{15}{2} =$

23. $\frac{39}{6} =$

24. $\frac{56}{9} =$

25. $\frac{47}{6} =$

26. $\frac{23}{3} =$

27. $\frac{63}{8} =$

28. $\frac{75}{8} =$

29. $\frac{62}{7} =$

30. $\frac{42}{5} =$

31. $\frac{73}{9} =$

32. $\frac{47}{8} =$

33. $\frac{59}{10} =$

34. $\frac{78}{9} =$

35. $\frac{46}{5} =$

36. $\frac{87}{12} =$

37. $\frac{95}{9} =$

38. $\frac{111}{11} =$

39. $\frac{89}{11} =$

40. $\frac{123}{10} =$

41. $\frac{147}{12} =$

42. $\frac{113}{10} =$

43. $\frac{135}{12} =$

44. $\frac{114}{10} =$

45. $\frac{59}{6} =$

46. $\frac{47}{4} =$

47. $\frac{134}{11} =$

48. $\frac{112}{10} =$

49. $\frac{36}{5} =$

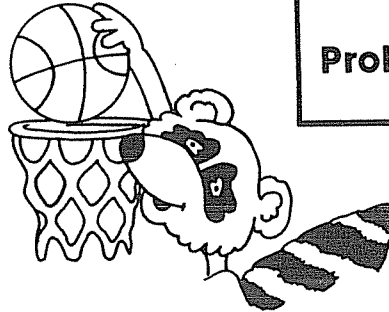
50. $\frac{88}{10} =$

Anything's possible with practice!


Mixed Numbers

Name _____

Change these mixed numbers to improper fractions. Show your work on another sheet. Write your answers here.

Total Problems 42
Problems Correct _____


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

2. $6\frac{2}{5} =$

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

4. $7\frac{3}{8} =$

5. $4\frac{2}{7} =$

6. $12\frac{3}{4} =$

7. $8\frac{2}{3} =$

8. $4\frac{1}{8} =$

9. $3\frac{2}{4} =$

10. $5\frac{2}{7} =$

11. $8\frac{2}{5} =$

12. $4\frac{3}{7} =$

13. $2\frac{3}{8} =$

14. $9\frac{2}{3} =$

15. $4\frac{3}{9} =$

16. $8\frac{3}{5} =$

17. $15\frac{1}{3} =$

18. $17\frac{1}{2} =$

19. $32\frac{1}{3} =$

20. $3\frac{2}{6} =$

21. $8\frac{2}{5} =$

22. $6\frac{2}{8} =$

23. $7\frac{3}{5} =$

24. $4\frac{6}{7} =$

25. $8\frac{2}{7} =$

26. $9\frac{3}{4} =$

27. $6\frac{2}{8} =$

28. $8\frac{2}{6} =$

29. $5\frac{2}{8} =$

30. $3\frac{7}{8} =$

31. $9\frac{2}{5} =$

32. $4\frac{3}{7} =$

33. $8\frac{3}{6} =$

34. $6\frac{2}{9} =$

35. $8\frac{7}{12} =$

36. $5\frac{3}{9} =$

37. $3\frac{2}{11} =$

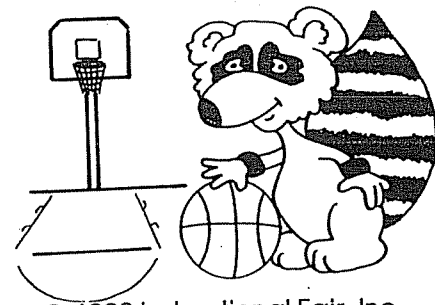
38. $9\frac{6}{12} =$

39. $7\frac{2}{8} =$

40. $11\frac{2}{12} =$

41. $15\frac{2}{3} =$

42. $5\frac{3}{6} =$

Practice hard. You'll win!


Fractions

Name _____

Reduce these fractions to lowest terms.
Show your work on another sheet. Write
your answers here.

Total Problems 50
Problems Correct _____


1. $\frac{4}{8} =$

2. $\frac{6}{12} =$

3. $\frac{3}{9} =$

4. $\frac{8}{12} =$

5. $\frac{4}{16} =$

6. $\frac{5}{15} =$

7. $\frac{3}{12} =$

8. $\frac{5}{10} =$

9. $\frac{9}{18} =$

10. $\frac{2}{6} =$

11. $\frac{2}{10} =$

12. $\frac{16}{18} =$

13. $\frac{6}{9} =$

14. $\frac{10}{25} =$

15. $\frac{2}{4} =$

16. $\frac{2}{14} =$

17. $\frac{8}{16} =$

18. $\frac{6}{10} =$

19. $\frac{3}{6} =$

20. $\frac{10}{20} =$

21. $\frac{10}{12} =$

22. $\frac{6}{30} =$

23. $\frac{4}{24} =$

24. $\frac{14}{16} =$

25. $\frac{4}{20} =$

26. $\frac{7}{14} =$

27. $\frac{8}{8} =$

28. $\frac{5}{20} =$

29. $\frac{2}{8} =$

30. $\frac{4}{10} =$

31. $\frac{14}{20} =$

32. $\frac{8}{10} =$

33. $\frac{4}{6} =$

34. $\frac{8}{24} =$

35. $\frac{3}{18} =$

36. $\frac{20}{25} =$

37. $\frac{6}{8} =$

38. $\frac{10}{16} =$

39. $\frac{10}{22} =$

40. $\frac{6}{18} =$

41. $\frac{12}{20} =$

42. $\frac{5}{30} =$

43. $\frac{4}{12} =$

44. $\frac{12}{24} =$

45. $\frac{16}{20} =$

46. $\frac{3}{24} =$

47. $\frac{5}{25} =$

48. $\frac{18}{20} =$

49. $\frac{13}{26} =$

50. $\frac{12}{16} =$

Practice and anything's possible!


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Decimals

Name _____

Show your work on another sheet. Write your answers here.



Total Problems	<u>45</u>
Problems Correct	_____

1. $4 \overline{) 10.32}$

2. $6 \overline{) 8.34}$

3. $8 \overline{) 5.44}$

4. $2 \overline{) 13.74}$

5. $9 \overline{) 7.02}$

6. $7 \overline{) 10.22}$

7. $6 \overline{) 23.7}$

8. $3 \overline{) 1.962}$

9. $5 \overline{) 40.7}$

10. $8 \overline{) 34.24}$

11. $4 \overline{) 29.56}$

12. $2 \overline{) 18.74}$

13. $5 \overline{) 4.735}$

14. $7 \overline{) 48.79}$

15. $9 \overline{) 0.783}$

16. $8 \overline{) 20.32}$

17. $3 \overline{) 4.107}$

18. $6 \overline{) 1.188}$

19. $4 \overline{) 3.416}$

20. $7 \overline{) 17.29}$

21. $5 \overline{) 0.89}$

22. $3 \overline{) 2.622}$

23. $8 \overline{) 52.72}$

24. $9 \overline{) 110.7}$

25. $6 \overline{) 0.42}$

26. $4 \overline{) 37.08}$

27. $7 \overline{) 177.8}$

28. $3 \overline{) 13.17}$

29. $9 \overline{) 292.5}$

30. $8 \overline{) 25.36}$

31. $2 \overline{) 6.516}$

32. $6 \overline{) 2.19}$

33. $4 \overline{) 0.396}$

34. $8 \overline{) 190.4}$

35. $7 \overline{) 2.779}$

36. $4 \overline{) 26.28}$

37. $3 \overline{) 109.5}$

38. $6 \overline{) 0.54}$

39. $8 \overline{) 58.08}$

40. $2 \overline{) 15.78}$

41. $5 \overline{) 0.73}$

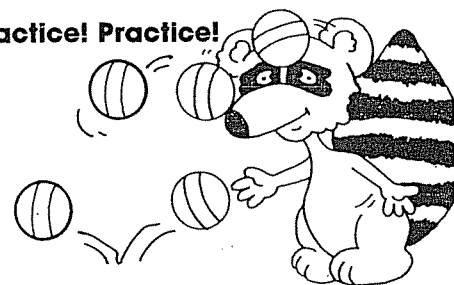
42. $7 \overline{) 24.36}$

43. $6 \overline{) 325.26}$

44. $4 \overline{) 148.56}$

45. $2 \overline{) 0.316}$

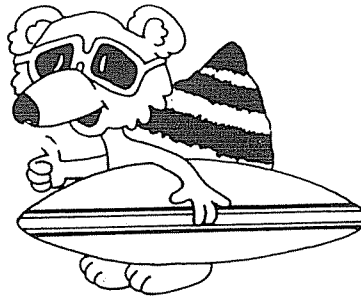
Practice! Practice! Practice!



Decimals

Name _____

Show your work on another sheet.
Write your answers here.



Total Problems	<u>42</u>
Problems Correct	_____

1.
$$\begin{array}{r} 36.5 \\ \times 8.4 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 516.24 \\ \times 0.3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 3.614 \\ \times 0.57 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 516.4 \\ \times 0.04 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 462.3 \\ \times 7.1 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 742.01 \\ \times 3.4 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 0.316 \\ \times 1.7 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 486.1 \\ \times 5.6 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 56.01 \\ \times 0.8 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 20.147 \\ \times 3.8 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 43.4 \\ \times 0.67 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 64.8 \\ \times 3.2 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 1.015 \\ \times 0.3 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 61.3 \\ \times 5.4 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 4621.4 \\ \times 0.42 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 874.7 \\ \times 4.3 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 0.148 \\ \times 0.7 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 23.52 \\ \times 7.8 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 51.6 \\ \times 4.9 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 8.64 \\ \times 3.4 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 6.454 \\ \times 5.6 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 1.462 \\ \times 0.83 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 21.362 \\ \times 5.7 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 7.218 \\ \times 0.68 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 6.145 \\ \times 7.4 \\ \hline \end{array}$$

26.
$$\begin{array}{r} 92.32 \\ \times 0.94 \\ \hline \end{array}$$

27.
$$\begin{array}{r} 314.6 \\ \times 0.7 \\ \hline \end{array}$$

28.
$$\begin{array}{r} 864.25 \\ \times 8.5 \\ \hline \end{array}$$

29.
$$\begin{array}{r} 57.328 \\ \times 0.64 \\ \hline \end{array}$$

30.
$$\begin{array}{r} 74.25 \\ \times 0.8 \\ \hline \end{array}$$

31.
$$\begin{array}{r} 3.145 \\ \times 9.6 \\ \hline \end{array}$$

32.
$$\begin{array}{r} 2.145 \\ \times 0.4 \\ \hline \end{array}$$

33.
$$\begin{array}{r} 624.9 \\ \times 8.5 \\ \hline \end{array}$$

34.
$$\begin{array}{r} 326.1 \\ \times 9.2 \\ \hline \end{array}$$

35.
$$\begin{array}{r} 43.15 \\ \times 0.08 \\ \hline \end{array}$$

36.
$$\begin{array}{r} 59.46 \\ \times 8.2 \\ \hline \end{array}$$

37.
$$\begin{array}{r} 926.8 \\ \times 3.7 \\ \hline \end{array}$$

38.
$$\begin{array}{r} 8.41 \\ \times 0.7 \\ \hline \end{array}$$

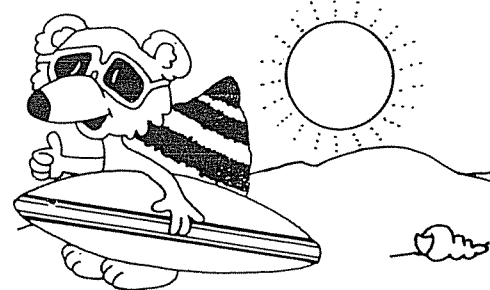
39.
$$\begin{array}{r} 4.361 \\ \times 0.7 \\ \hline \end{array}$$

40.
$$\begin{array}{r} 5.004 \\ \times 0.65 \\ \hline \end{array}$$

41.
$$\begin{array}{r} 37.48 \\ \times 0.21 \\ \hline \end{array}$$

42.
$$\begin{array}{r} 214.61 \\ \times 0.08 \\ \hline \end{array}$$

Practice hard. You'll win!



Name

REVISING: LIVEN UP DULL SENTENCES

Dull sentences can be made more vivid and lively. Here is an example:

Dull sentence: *The girl had her lunch.*

Better sentence: *The hungry girl wolfed down a taco in two huge bites.*

Make each dull sentence better. Add precise nouns and vivid verbs and adjectives.

1. The first day of vacation is so good.



2. It's nice to get a chance to be lazy.

3. There will be no homework tonight. _____

4. I don't have to get up early unless I want to. _____

5. Well, it is harder to see my friends. _____

6. Truthfully, vacation can get boring after a while.

Name

TOPIC SENTENCE AND SUPPORT

Read each topic sentence. Then read the three sentences that follow it. Circle the letter next to the sentence that best supports the topic sentence.

1. **Topic sentence:** A gas well in Oklahoma is the deepest well in America.
 - a. Natural gas is used for heating and cooking in homes and businesses.
 - b. The well goes down 31,441 feet into the earth—nearly six miles!
 - c. Oklahoma became a state in 1907.

2. **Topic sentence:** The community of Climax, Colorado, holds an unusual record.
 - a. It is located west of the capital city of Denver.
 - b. Mining has been important to the area for nearly a century.
 - c. Perched at 11,360 feet above sea level, it's the highest settlement in America.

3. **Topic sentence:** Yellowstone is the oldest national park in the world.
 - a. President Grant established it on March 1, 1872.
 - b. It includes parts of Wyoming, Montana, and Idaho.
 - c. Wildfires there in 1988 burned over a million acres of land.

4. **Topic sentence:** Mt. Waialeale in Hawaii is the wettest place on Earth!
 - a. It is located on the small island of Kauai.
 - b. This soggy spot gets about 480 inches of rain every year.
 - c. In the Hawaiian language, the word *waiialeale* means "rippling water."

5. **Topic sentence:** The exact geographic center of Connecticut is in Hartford.
 - a. Perhaps this is one reason why Hartford is the state capital.
 - b. Connecticut is one of the New England states.
 - c. The city of Hartford has a population of about 122,000 people.

6. **Topic sentence:** The United States and Canada share a long and friendly border.
 - a. Canada, to our north, is America's largest neighbor.
 - b. The border between Mexico and the United States is about 1,933 miles long.
 - c. The U.S.-Canada border runs a total length of about 5,525 miles.

Name

USE FIGURES OF SPEECH

Mark the answer that has the same meaning as the expression in boldface.

1. Don't beat around the bush anymore.
 A avoid the main point
 B rake the leaves
 C repeat yourself
 D get frustrated
2. Let's wait until all this blows over.
 A comes apart
 B gets worse
 C exhales
 D passes
3. It's an enjoyable way to break the ice.
 A climb a mountain
 B relax and interact
 C chill the room
 D stop the arguing
4. We must never cut corners on safety.
 A be foolish
 B disagree
 C take shortcuts
 D get excited
5. Dan got cold feet at the last minute.
 A became brave
 B wore heavy socks
 C lost his nerve
 D stepped in a puddle
6. I'm totally ready to hit the hay.
 A go to bed
 B be a farmer
 C do my exercises
 D take a break
7. He's sick of playing second fiddle.
 A practicing country music
 B counting his blessings
 C hurrying
 D being the next best
8. That attitude makes them see red!
 A feel embarrassed
 B get angry
 C want to read
 D blush
9. Okay, it's time to throw in the towel.
 A do the laundry
 B give up
 C calm down
 D ask for seconds
10. That movie was really for the birds.
 A about nature
 B breezy and light
 C terrible
 D scary

Name

USE VERB TENSES

Write the correct form of the verb in **boldface** to finish each sentence. The first one has been done for you.

1. Yesterday I **fed** the cat tuna, but today I will feed her liver.
2. At last year's water balloon fight, Jack **broke** only two balloons.
This year, he hopes to _____ all six of them!
3. Today Jed **draws** with pastels, but yesterday he _____
with markers.
4. Can you **hang** this painting as high as the one we _____
over there?
5. Peg **sleeps** on the top bunk tonight since Jill _____
there last night.
6. Ed **spent** his allowance on candy, but I'll _____
mine only on books.
7. Claire **leaves** for the bus early, but I don't _____
until almost nine.
8. Greg **grew** two inches this summer, but I haven't _____
an inch since spring!
9. I **thought** the movie was much too sad. What did you _____?
10. He has **written** a fine story—far better than the one I _____.

RETEACHING: An **adverb** describes a verb, an adjective, or another adverb. Some adverbs tell how. Many adverbs that tell how end in *-ly*.

ADVERBS

A. Underline the verb once. Then circle the adverb that describes the verb and tells how.

1. Grandma talked happily to the frolicking sea lions.
2. The sea birds squawked sharply as they dived.
3. Andy greeted the girl and Grandma warmly.
4. He guided them expertly through the Galápagos Islands.
5. Grandma wrote about the islands regularly in her diary.
6. The girl recorded the trip faithfully in her diary.
7. She responded personally to everything she saw.
8. Andy and the girl looked eagerly at the creatures on the shore.
9. Grandma and the girl jumped quickly off the boat.
10. They snorkeled easily with their breathing tubes and fins.
11. The girl saw sea creatures clearly through her face mask.
12. She gazed intently at the yellow-tailed surgeonfish.
13. Swiftly the sea lions surrounded Grandma and the girl.
14. The sea lion pups chased and nipped one another playfully.

B. Complete each sentence with an action verb and an adverb that describes it and tells how.

1. The big male sea lion _____
2. The girl and her grandmother _____

RETEACHING: An adjective is a word that tells more about a person, place, or thing.

ADJECTIVES

A. In the following sentences, circle the adjectives that tell what kind. Underline the adjectives that tell how many.

1. We watched many colorful creatures swim through the dark water.
2. A few tilefish were building small burrows.
3. Suddenly one strange and unusual fish swam by us.
4. Eugenie swam over to the mysterious fish.
5. It looked like a jawfish with a big head and four dark patches on its back.
6. Was this rare fish a new species?
7. We put the tiny fish in a large bucket of cold seawater.
8. Eugenie has made several amazing discoveries.

B. Complete each sentence with an adjective that tells what kind or how many.

1. The _____ fish was named after David.
2. The fish had a _____ head.
3. The fish lived in a _____ burrow at the bottom of the ocean.
4. The tiny fish turned out to be a _____ species.
5. David took _____ photographs that appeared in magazines.

C. Write two sentences. Use adjectives that tell what kind and how many in each sentence.

1. _____
2. _____

RETEACHING: An action verb is a word that shows action. Some action verbs, such as *jump*, name actions you can see. Others, such as *think*, name actions you can't see.

ACTION VERBS

A. Underline the action verb in each sentence, and then write it on the line.

1. Judy Hindley wrote a book about the history of string.
2. An illustrator painted funny pictures about string.
3. Long ago people twisted vines into long, strong ropes.
4. People still weave long, thin fibers into cloth.
5. My sister knits sweaters from thick wool yarn.
6. We stretched the rope hammock from tree to tree.
7. I always tie a ribbon around a birthday package.
8. We learned about different kinds of knots.
9. He made a belt from three different colors of string.
10. We wished for another book by Judy Hindley.

B. Underline the action verb that is more vivid.

1. The rabbit quickly (moved, hopped) across the lawn.
2. I (pounded, touched) the nail with my hammer.
3. The thirsty dog (drank, slurped) the water noisily.
4. I (made, sewed) a quilt from scraps of fabric.

C. Write two sentences about how someone did something. Include a vivid action verb in each sentence.

1. _____
2. _____

MAIN AND HELPING VERBS

RETEACHING: Main verbs show the main action in a sentence. Helping verbs help the main verb show tense. Helping verbs, such as *am, is, are, was, were, has, have, had, or will*, work with main verbs to tell when an action occurs.

A. Read each sentence. Underline the helping verb once and the main verb twice.

1. What will happen to the doughnuts?
2. Uncle Ulysses has equipped the lunchroom with labor-saving devices.
3. Homer was polishing the metal trimmings.
4. Uncle Ulysses had tinkered with the inside workings.
5. The Ladies' Club was gathering.
6. Homer will handle everything.
7. Mr. Gabby was talking to Homer about his job.
8. A chauffeur had helped a woman out of a black car.
9. Now she is wearing an apron.
10. She will need some nutmeg.

B. In each sentence, circle the main verb and underline the helping verb. Then identify when the action occurs by writing *past, present, or future*.

1. The lady had asked for baking powder.
2. The rings of batter will drop into the hot fat.
3. Homer is learning about the doughnut machine.
4. People will enjoy the doughnuts later.
5. Everyone has eaten Homer's doughnuts.
6. We are taking doughnuts for friends.

SIMPLE AND COMPLETE SUBJECTS AND PREDICATES

RETEACHING: The **simple subject** is the main noun or pronoun that tells whom or what the sentence is about. The **complete subject** is the simple subject and all of the words that go with it. The **simple predicate** is the verb that tells what the subject does or is. The **complete predicate** is the verb and all the words that tell what the subject does or is.

A. Draw a line between the complete subject and the complete predicate. Underline the complete subject once and the simple subject twice.

1. A small family lived on a faraway planet.
2. The family's two children played near the space launch.
3. The little girl dreamed about life on Earth.
4. Huge spaceships landed daily on the planet.
5. The spaceship mechanics repaired huge cargo ships.
6. Twinkling stars appeared in the black sky.

B. Draw a line between the complete subject and the complete predicate. Underline the complete predicate once and the simple predicate twice.

1. The planet's inhabitants lived in underground homes.
2. A special machine manufactures air inside the family's home.
3. The athletic girl jumped high into the air.
4. Many toys and games cluttered the children's playroom.
5. The children's father described weather on Earth.

C. Circle the complete subject in each sentence. Underline the complete predicate.

1. The underground home contained large, comfortable rooms.
2. The playful child rolled his clay into a ball.

Reading Skills Practice Test 2

READING COMPREHENSION

Read each story. Then fill in the circle that best completes each sentence or answers each question.



SAVING Many people get nosebleeds. That's because the lining inside the nose is very **sensitive**. Dry air or sneezing can irritate it. If one of the small blood vessels in the lining should break, the blood starts to flow!

1. What is the best title for this story?
 - A. "Eyes, Ears, Nose, and Throat"
 - B. "How the Nose Works"
 - C. "The Sense of Smell"
 - D. "Why You Get Bloody Noses"
2. In this story, the word **sensitive** means
 - A. pinkish-red.
 - B. often bloody.
 - C. easily hurt.
 - D. very tough.

A. Labor Day is a special day for many Americans. They get to take the day off! The holiday honors everyone who works in America—even kids!

The first Labor Day was celebrated in 1882. A carpenter named Peter McGuire decided that workers should have a special day to honor them. So he planned a parade for all of the workers in his hometown of New York City. Ten thousand people marched proudly through the streets. That day, they enjoyed music, picnics, and fireworks.

In 1894, President Grover Cleveland made Labor Day a national holiday. It is always the first Monday in September.

1. What is the best title for this story?
 - A. "My Favorite Labor Day"
 - B. "Hooray for Parades!"
 - C. "The History of Labor Day"
 - D. "Holidays Around the World"
2. Labor Day became a national holiday
 - A. in 1882.
 - B. in 1994.
 - C. last September.
 - D. in 1894.
3. Which is an *opinion* about Labor Day?
 - A. It always takes place on a Monday.
 - B. It is a great holiday.
 - C. It was started by Peter McGuire.
 - D. Its purpose is to honor workers.

B. If one of your classmates made fun of you in the schoolyard, or cheated at a game you were playing together, what would you do? Many people would get angry. Some might even start yelling, pushing, or punching.

At 75th Street School in Los Angeles, California, kids in every grade learn how to solve problems without fighting. The school has a team of students called conflict managers who are specially trained.

How do students become conflict managers? First, they must be in grades 4 or 5. Then, teachers and other students must choose them. In the playground, these conflict managers keep an eye out for arguments. They help solve problems when students disagree.

1. This article is mainly about
 - A. why kids argue.
 - B. schools in California.
 - C. one solution to playground fighting.
 - D. violence in the community.
2. The conflict managers are
 - A. college students.
 - B. teachers at 75th Street School.
 - C. in 1st or 2nd grade.
 - D. in 4th or 5th grade.
3. The story would probably go on to talk about
 - A. popular playground games.
 - B. how conflict managers handle arguments.
 - C. how to do first aid outdoors.
 - D. downtown Los Angeles.

C. In honor of Fire Safety Week, here are some fire-safety tips for you to follow:

- Never play with matches or lighters.
- Ask your parents to make sure your home has smoke detectors and a fire extinguisher.
- Make a plan for escaping from your home in case of fire. Learn two ways out of every room. Pick a spot outside where your family will meet. Practice!
- If there is a fire in your home, get out and stay out! Use a neighbor's phone to call for help.
- Find a **route** out of the building that is free from smoke and flames. If you have to go through a smoky area to escape, crawl on your hands and knees. The air near the floor will be cooler and less smoky.
- If your clothes catch fire, do not run. Drop to the ground, and roll back and forth to put out the flames.

1. The purpose of this article is to
 - A. explain why fires start.
 - B. teach fire safety.
 - C. describe what a fire is like.
 - D. show how fire can be used safely.
2. In this story, the word **route** means
 - A. path.
 - B. place.
 - C. door.
 - D. air.
3. To escape a smoky area, you should
 - A. run.
 - B. scream.
 - C. crawl.
 - D. roll back and forth on the ground.
4. Which is a *fact* about fire safety?
 - A. You should have fire drills often.
 - B. In case of fire, save your toys first.
 - C. In a fire, the air is cooler near the floor.
 - D. Children should never use matches.

D. Once upon a time, a man lived in a gloomy basement, where he worked all day long. Even so, he was happy because he sang as he worked.

Above the poor man lived a rich man, who worried all day long about his money. This made him miserable. Being in a bad mood, he really hated to hear the poor man singing.

He wanted the poor man to feel bad, like he did. He thought if the poor man felt bad, he might stop singing. He thought if the poor man had money, he too might worry. So the rich man gave the poor man a big sack of money.

The poor man was happier than ever—until he realized that someone might steal the money from him. So he decided to hide it. But no place seemed safe enough. There was nothing he could do—except worry.

The poor man worried until he grew thin and pale. He no longer felt like singing.

One day, he gave the money back to the rich man. “I can live without this money,” he said. “But I cannot live without my song.”

E. Once the howl of the wolf was heard all over the United States’ wilderness. But by 1900, only a few thousand wolves roamed free in the U.S. In 1973, the government put wolves on the endangered-species list.

Today, animal activists are working to bring back the wolf. As an experiment, 31 wild wolves from Canada were released in Yellowstone National Park. Nine wolf pups were born there. Now, animal activists want to repeat this success story in New York, Maine, New Mexico, and Arizona.

But, some farmers and ranchers worry that this meat eater will hunt their **livestock**. In New York, dairy farmers worry that wolves will attack their dairy cows. In New Mexico, ranchers worry about wolf attacks on their cattle and sheep.

1. This story tells why
 - A. a poor man had no money.
 - B. money made a poor man unhappy.
 - C. a rich man loved his money
 - D. money made a poor man sing.

 2. The rich man gave the poor man money
 - A. to make him happy.
 - B. to make him sing more.
 - C. to make him worry.
 - D. to make him move away.

 3. Which happened last?
 - A. The rich man worried all day long.
 - B. The poor man gave back the money.
 - C. The poor man stopped singing.
 - D. The rich man gave the poor man a big sack of money.
-
1. What is the main idea of this story?
 - A. The wolf program in Yellowstone was a big success.
 - B. Although wolves are endangered, not everyone wants to help them.
 - C. Wolves are meat-eaters.
 - D. Ranchers and farmer dislike wolves.

 2. In this story, the word **livestock** means
 - A. farmers. B. barns.
 - C. farm animals. D. grass.

 3. From this article, you could guess that wolves
 - A. are dangerous to people.
 - B. like sheep better than cows.
 - C. are happier in Canada.
 - D. might roam into ranches or farms.

VOCABULARY

Synonyms

Read the underlined word in each phrase.
Mark the word below it that has the same (or close to the same) meaning.

Sample:

mend the fence

- A. break C. fix
 B. banana D. climb

1. rapidly stir
 A. shake C. mix
 B. quickly D. slowly
2. the student's task
 A. smart C. school
 B. job D. book
3. tore paper
 A. glued C. ripped
 B. sheet D. wrote
4. an imaginary friend
 A. best C. real
 B. kind D. make-believe
5. a log cabin
 A. wood C. brown
 B. house D. room
6. loud wail
 A. song C. bang
 B. siren D. cry
7. tilt sideways
 A. hoe C. straighten
 B. lean D. tile

Antonyms

Read the underlined word in each phrase.
Mark the word below it that means the opposite or nearly the opposite.

Sample:

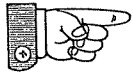
useless tool

- A. metal C. helpful
 B. sharp D. hammer

1. loud chuckle
 A. laugh C. radio
 B. car D. sob
2. feel ashamed
 A. embarrassed C. sick
 B. happy D. proud
3. silent classroom
 A. noisy C. warm
 B. teacher D. quiet
4. beneath the roof
 A. under C. above
 B. raise D. below
5. a sudden shriek
 A. scream C. whisper
 B. reply D. noise
6. a great triumph
 A. success C. failure
 B. trial D. finish
7. widen the road
 A. narrow C. curve
 B. pave D. straighten

The Sun

The *details* of a story are the facts that make up the whole story.



Directions: Read the paragraph about the Sun and answer the questions below.

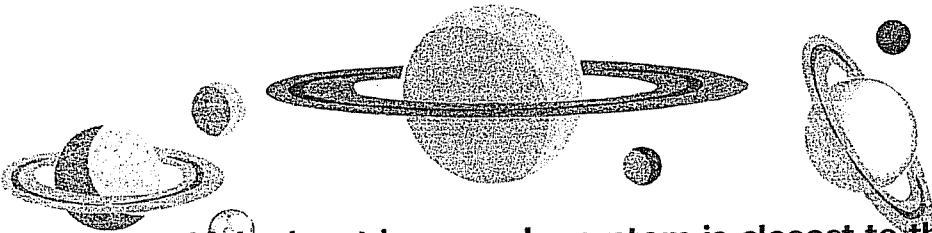
Our sun is actually a star located at the center of our solar system. It is a large, spinning ball of hot gases that provides light and heat for Earth. The distance around the Sun is more than 100 times the distance around Earth. Experts believe that the temperature at the core, or center, of the Sun is around 28,080,000° Fahrenheit (155,999,82° Celsius). Considering that your body temperature is 98.6° F, the Sun is very hot!

1. Where is our sun located? _____

2. What does the Sun provide for Earth? _____

3. Is the distance around Earth greater than the distance around the Sun?

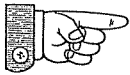
4. What is the temperature of your body? _____



Find out which planet in our solar system is closest to the Sun.

Skill Check—Following the Story

Main Idea and Details



Directions: Read the paragraph below. Then answer the questions that follow.

Gibbons are small, long-armed apes that live in trees in the rain forests of Southeast Asia. They live in small groups made up of a mother gibbon, a father gibbon, and their babies. A gibbon family stays within a set area of a rain forest. Each morning, the members of a gibbon family wake up and call out loudly. These calls warn other gibbon families to stay away from that area. Each gibbon family wants to protect the food supply in its part of the rain forest.

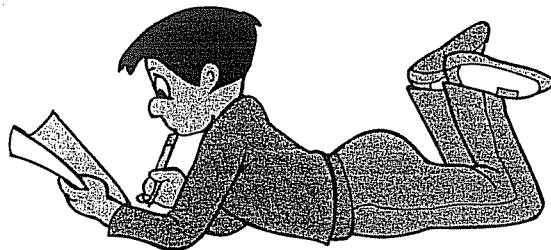
1. What is the main idea of this paragraph? _____

2. Where do gibbons live? _____

3. Name the members of a gibbon group. _____

4. What do the members of a gibbon group do each morning? _____

5. Why do gibbons warn other gibbon groups to stay away? _____





SQ3R

Do you know about SQ3R? It is a formula to help you understand what you read. It can be useful for any reading assignment. SQ3R is especially helpful when you are reading a textbook, like your social studies or science book. Each letter of the formula tells you what to do.



S = Survey

Survey means to look over the assignment. Look at the pictures. Look at the title and the headings, if there are any. Read the first sentence or two.

Q = Question

Question means to ask yourself, "What is this assignment about? What is the author trying to tell me?" Once you get an idea of what you are going to read, then you can read with a better understanding.

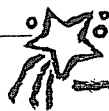
3R = Read, Recite, Review

1. Read the assignment, looking for the answers to the questions you had. Concentrate. Picture in your mind what the words are saying.
2. Recite in your mind, or write on paper, the main ideas of what you have just read. Write the main ideas in your own words.
3. Review what you have learned. Make notes to help you review.



Now you have a valuable study tool. Use it to help study for a test. Use it to help remember what you read. Use it to help understand important information.

Let's practice. Read the assignment on page 5. Use the SQ3R formula step by step.



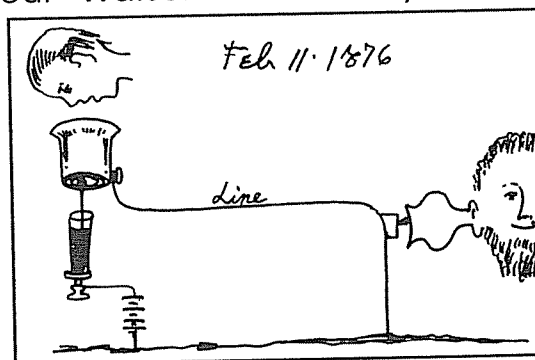
The Invention of the Telephone



Alexander Graham Bell invented the telephone. He was a teacher of the deaf in Boston. At night, he worked on experiments using a telegraph. Once when the metal in the telegraph stuck, Bell's assistant plucked the metal to loosen it. Bell, who was in another room, heard the sound in his receiver. He understood that the vibrations of the metal had traveled down the electric current to the receiver. He continued to work on this idea.

March 10, 1876, was the first time Alexander Graham Bell successfully spoke words over a telephone line. He was about to test a new transmitter when he spilled some battery acid on his clothes. He cried out to his assistant who was in another room, "Mr. Watson, come here! I want you!" Watson heard every word clearly on the telephone and rushed into the room.

Bell demonstrated his invention to many people. Over time, more and more telephone lines were installed, and people began to use the invention in their homes and businesses.



partial page from inventor's notebook

Did SQ3R help you? Let's find out.

1. Who invented the telephone? _____
2. What was his regular job? _____
3. What did Mr. Bell say to Mr. Watson during the first telephone conversation?

4. Who was Mr. Watson? _____
5. How did people first learn about the telephone? _____



On another piece of paper, write a paragraph telling why you are glad the telephone was invented. Read your paragraph to a friend.