



Lesson 13 **Unfamiliar Words**

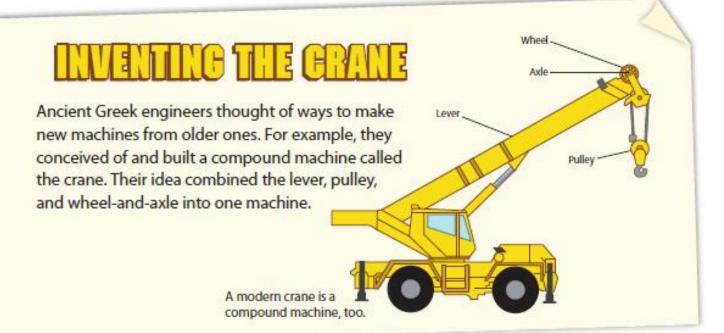


Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

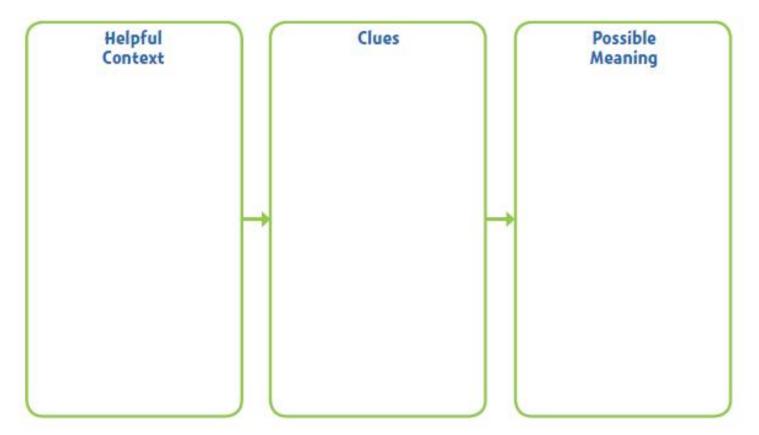
- Read Informational texts often have words people don't use in everyday life.
 - Some words usually appear only in texts in one subject area. For example, you'll see the word fossil in science texts and the word geography in social studies texts.
 - Other words, called academic words, are useful in many subject areas. For example, the academic word process often appears in both science and social studies texts.

As you read, you can use context clues to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.



Think What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase <u>conceived of</u> as it is used in the passage. Then explain what the phrase most likely means.



The meaning of the phrase: _____

- Talk Share your chart and meaning with a partner.
 - Did you agree about the helpful context?
 - Did you agree about the meaning of the phrase?
 - Academic Talk

Use these phases to talk about the text.

- subject area
- academic words
- context clues



by Johanna Joyner

- Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.
- 2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.
- To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

- 4 Materials You Will Need
 - Most important: A Teacher Helping You
 - three small candles (tealights)
 - · three saucers
 - two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, circle unfamiliar words or phrases. Then underline words or phrases that give you clues about their meanings.

Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?



Think

 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word. A chart will help you identify the parts of the text that provide context clues.

Combust means:

Helpful Context

 "Starting a fire is a bit like following a recipe..."

Clues

Possible Meaning

Monitor means:

Helpful Context

- 1. "Pay attention to the candles..."
- 2. "... happens over time."

Clues

1. attention

Possible Meaning

Talk

Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?



🧗 Write

3 Short Response Briefly explain how you figured out the meaning of <u>combust</u> and <u>monitor</u>. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense. Read

Over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words. Think Use what you learned from reading the science article to respond to the following questions.

- What is the meaning of <u>obstacles</u> as it is used in paragraph 1 of the text?
 - A things made below or above ground
 - B things that slow or stop movement
 - C things that help people travel
 - D things built through mountains or over water
- Underline four context clues in paragraph 2 that best help you understand the meaning of the word <u>renowned</u>.

A bridge is built over a body of water, a highway, or a railroad track.... Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

Talk

Discuss the meaning of the word <u>subterranean</u> as it is used in this sentence from paragraph 3:

It is hard to get a good view of a <u>subterranean</u> passage.

HINT Use a chart to organize your thoughts about context clues.



Write

Short Response Write a definition of the word <u>subterranean</u>. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.

07





Write Use the space below to write your answer to the question on page 205.



| | Short Response Briefly explain how you figured out |
|--|---|
| | the meaning of combust and monitor. Use text details to |
| | support your answer. |

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.

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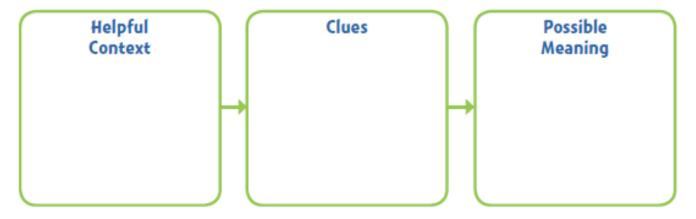
Don't forget to check your writing.

Check Your Writing

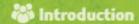
- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Use the chart below to organize your ideas.



- Write Use the space below to write your answer to the question on page 207.
- Short Response Write a definition of the word <u>subterranean</u>. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.



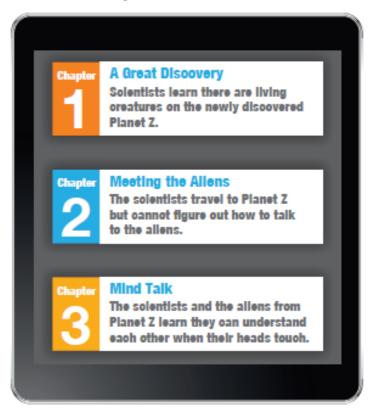
Lesson 13 What Are Stories Made Of?



Knowing how parts of a story are organized can help you better understand how events and ideas connect and build on each other.

Read All stories have a beginning, a middle, and an end. To make longer stories easier to read, authors often divide them into parts or sections. The sections are called chapters. Every chapter adds new events and information to the story.

Read the table of contents and chapter summaries from the book What They Found on Planet Z.

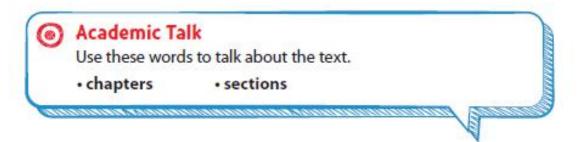


Look again at the summaries. How do these chapters build on each other?

Think Reread the chapter titles and summaries. Then finish the chart below to see how the chapters build on each other.

| Details from What They Found on Planet Z | | | |
|--|---|--|--|
| Chapter 1: A Great Discovery | Scientists discover that there is life on Planet Z. | | |
| Chapter 2: Meeting the Aliens | | | |
| Chapter 3: Mind Talk | | | |

Talk How does each chapter of What They Found on Planet Z add something new to the story?





Keeping the **BOST** LOST

by Siri Johnson

CHAPTER 1: Finding a Lost Dog

- 1 Three weeks ago I found a lost dog on my way home from school. Mom and I couldn't figure out whom he belonged
- he could stay with us forever.

 Then one night, Mom sat down next to me and said, "Jillian, what if we can't find Mystery's owner? Do you think you're ready to become a

to, so we called him "Mystery." There was no mystery, though, about what happened next. I fell in love with the dog and started hoping that

3 I said, "Yes, yes! Of course!" But then a darker thought crept into my brain: What if we do find the owner?

Please call 555-1432

CHAPTER 2:

pet owner?"

Mystery's Real Name

- The next day, I was taking Mystery for a walk when I spotted, tacked to a telephone pole, a poster with a picture of a lost dog on it. I thought, Oh no, it can't be! But there was no question, it was Mystery—or I should
 - say Barney, because it seemed that was his real name. "Are you Barney?" I asked, and he barked three times, wagging his tail happily.
- 5 Then we walked all over the neighborhood, and I tore down ten more posters from ten more poles. I knew that what I was doing was selfish and wrong, but I couldn't bear to lose . . . Barney.

Close Reader Habits

Underline phrases and sentences that tell important events. Then think about how each event builds on what came before it. Explore

How does the second chapter of "Keeping the Lost Dog Lost" build on the first one?



Think

1 Finish the chart with details from the story that help you understand Jillian's problem. The beginning of a story usually introduces the main characters and a problem. The next chapters build on that problem.



Chapter 1:

Finding a Lost Dog

Chapter 2:

Mystery's Real Name

Talk

What happens in Chapter 2 that connects to Jillian's worry in Chapter 1?



Short Response Explain the problem Jillian faces in Chapter 2.
Use the space provided on page 220 to write your answer.

HINT Why does Jillian tear down the posters even though she knows doing it is wrong?



Keeping the **Bost LOST** Continued

CHAPTER 3:

Home at Last

- 6 After I took down all the posters I could find, though, my happiness vanished. I knew someone else loved Barney, and I even knew her name from the poster: Carol Greene
- 7 It was wrong to keep a lost dog lost, and I realized what I had to do. That night, my Mom said, "Mystery sure seems happy in his new home."
- 8 "His name is Barney, Mom," I said.
- 9 "Barney?" she said. "Are you changing his name?"
- 10 Then I told her the truth. Mom was upset with me at first, but she knew I'd only behaved that way because I loved Barney so much.
- 11 Mom called the phone number on the poster, and we headed over to Carol Greene's house. The minute we got out of the car, Mrs. Greene burst out of the house, crying "Barney!"
- Mrs. Greene told us how it happened that Barney got lost. She had been out of town for a month and had put Barney in a kennel, but somehow he escaped. "He couldn't find me," Mrs. Greene said to me, "but I guess he found you."
- Then Mrs. Greene surprised us. She told us she had to move out of state for a new job, and she wouldn't be able to take Barney with

her. She announced, "Jillian, do you think Barney could live with you?" She was blinking back tears, but she was smiling.

- "I think that would make everyone very happy," Mom said.
- 15 I grinned and then Barney barked and wagged his tail. Apparently, he agreed.



Close Reader Habits

How do the events in Chapter 3 build on the events in the first two chapters? **Number** several key events from this chapter in the order that they happen.

Think

This question has two parts. Answer Part A. Then answer Part B.

Part A

How do the ideas in Chapter 3 build on the ideas from Chapter 2 in "Keeping the Lost Dog Lost"?

- A In Chapter 2, Jillian finds out that Barney has an owner. Chapter 3 shows why she decides to keep the dog anyway.
- B In Chapter 2, Jillian realizes she has to return the dog. Chapter 3 builds on this by telling how she plans to find Barney's owner.
- C In Chapter 2, Jillian is trying to find a way to keep Barney. In Chapter 3 she feels guilty about what she's done and looks for the owner.
- D In Chapter 2, Jillian is trying to find a way to keep Barney. Chapter 3 shows how those actions lead to sadness.

Part B

Choose **one** detail from Chapter 2 and **one** detail from Chapter 3 that **best** support the answer to Part A.

- A "I spotted, tacked to a telephone pole, a poster with a picture of a lost dog on it." (Chapter 2)
- B "But there was no question, it was Mystery—or I should say Barney." (Chapter 2)
- C "I knew that what I was doing was selfish and wrong, but I couldn't bear to lose ... Barney." (Chapter 2)
- D "... she knew I'd only behaved that way because I loved Barney so much." (Chapter 3)
- E "It was wrong to keep a lost dog lost ..." (Chapter 3)
- F "She was blinking back tears, but she was smiling." (Chapter 3)

Talk

Why did Jillian feel guilty after tearing down the posters?

Mrite

Short Response Tell how Jillian's feelings change between Chapter 2 and Chapter 3. What causes the change? Use the space provided on page 221 to write your answer.



Think about how events in a story build on each other. Ask questions like "What caused this?" or "Why did she act that way?"

HINT What did Jillian think about before she told her mother the truth?



Lesson 14 What Are Plays Made Of?



Describing how each scene of a drama builds on the one before it will help you understand what you read.

Read A drama, or play, is a story that is performed by actors on a stage. Most plays are divided into parts, called scenes. The events and actions build from one scene to the next to tell the story.

The pictures below show four scenes from a play about Cinderella. How do the four scenes build on each other?









Think Look again at the scenes from Cinderella. Complete the chart by describing each scene.

| | Scenes from Cinderella | | |
|---------|--|--|--|
| Scene 1 | Cinderella is dressed in rags and washing the floor. | | |
| Scene 2 | | | |
| Scene 3 | | | |
| Scene 4 | | | |

▶ Talk Using the information in your chart, take turns with your partner describing how each scene builds on the one before it.



Academic Talk

Use these words to talk about the text.

- scenes
- · drama
- play





Scene 1: The deck of a spaceship. A young woman, Commander Lyla, is standing at the control panel, talking to the pilot. A robot-like figure enters and walks to her side.

Lyla: (to robot) Well, Sam, I hope we don't have any trouble getting to Planet Juno. The people there are desperate for our help.

Sam: Yes. We must get the medicine to them as soon as possible. (Just then an alarm sounds, and a red light flashes over the control panel.)

Lyla: (looking at controls) There's someone—or something—in the cargo bay! Come on, Sam. We need to make sure that medicine is safe.



Scene 2: Lyla and Sam slowly enter the cargo bay of the spaceship.

Sam: (to Lyla) If there's trouble, let's hope our plan works. (Just then a huge creature enters. It has an octopus-like head and six arms. It wears a white lab coat.)

Creature: I am Dr. Blurg from the Planet Mord, and I will be taking your precious supplies. But first, I will put you to sleep.

(Dr. Blurg sprays a green smoke toward Lyla, who falls to the floor. Then he pulls a handful of wires from Sam's back. Sam falls next to Lyla.)

Close Reader Habits

Underline key events in Scene 1 and one in Scene 2.

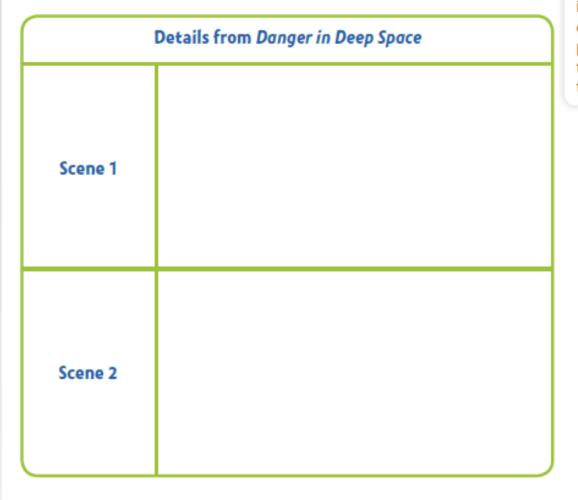
Explore

How does the second scene of *Danger in Deep Space* build on the first scene?

90

Think

1 Complete the chart with details from each scene of the play that help you understand the situation on the spaceship.



The beginning of a play usually shows where the story takes place. It also introduces the main characters and a problem. The scenes that follow build on that problem.

Talk

Think about the text. Talk to your partner about what problems Lyla and Sam will have to solve.



Short Response How could the events in Scene 2 affect the mission that was described in Scene 1? Use the space provided on page 234 to write your answer.

HINT Why are supplies needed on Planet Juno?

Danger in Deepspace Continued

Scene 3: Back on the deck of the spaceship. Dr. Blurg is at the spaceship's controls, all six arms working at once.

Dr. Blurg: My plan is working perfectly! I'll dump Lyla and her helpless robot on some safe planet. Then I will return to my own planet with the medicine. I'll be a hero! (Sam enters. Then Lyla appears, makes an impossible leap through the air, and lands next to Dr. Blurg.)

Sam: I think there's been a change of plans, Dr. Blurg.

Dr. Blurg: But this is impossible! (He looks to Lyla.) My secret sleeping gas should have put you to sleep for at least 24
Earth hours! (Dr. Blurg sprays Lyla again with the green gas. She fakes a yawn. Then she jumps

ten feet in the air, lands, and shrugs.)

Dr. Blurg: And you, robot. I cut your power supply! How . . . ?

Sam: Things are not what they seem, Dr. Blurg. (Sam takes off his "head," which is more like a space helmet.) You see, you've got things

backwards. I'm the human. And Lyla, she's the most amazing "machine" in space.

Dr. Blurg: Why, she's hardly more than a girl! I'll take care of her. (He goes after Lyla, who grabs Dr. Blurg and lifts him over her head with one hand. Dr. Blurg shouts.) You tricked me!

Sam: The spies we have on your planet told us that you might try something like this. We were ready for you.

Dr. Blurg: But my poor planet! We won't survive without your special medicine.

Sam: If you're willing to make peace, we will get medicine to your people. Now let's take this ship to your Planet Mord.

(Lyla sets Dr. Blurg down and gently brushes him off.)



How do the events in Scene 3 build on Scenes 1 and 2 to solve the problem? **Underline** events that help solve the problem. **Draw a box** around the sentence that describes the solution.

Think

This question has two parts. Answer Part A. Then answer Part B.

Part A

How do the events in Scene 3 build on the events from Scene 2 in Danger in Deep Space?

- A Scene 2 shows that Lyla and Sam are afraid of Dr. Blurg, but Scene 3 shows them finding the courage to fight back.
- B Scene 2 shows that Lyla and Sam were not prepared for a problem, and Scene 3 shows the result of that mistake.
- C Scene 2 describes the plan Lyla and Sam have ready, and Scene 3 shows them putting that plan into action.
- D Scene 2 makes it seem that Dr. Blurg has overcome Lyla and Sam, but Scene 3 shows that they actually had tricked him.

Part B

Which two details from the play best support the answer to Part A?

- A "Lyla and Sam slowly enter the cargo bay of the spaceship." (Scene 2)
- B "'If there's trouble, let's hope our plan works." (Scene 2)
- C "Dr. Blurg sprays a green smoke toward Lyla, who falls to the floor." (Scene 2)
- D "'Then I will return to my own planet with the medicine.'" (Scene 3)
- E "'The spies we have on your planet told us that you might try something like this.'" (Scene 3)
- F "'If you're willing to make peace, we will get medicine to your people." (Scene 3)

Talk

Talk to your partner about what surprised you in Scene 3. What details in earlier scenes caused you to feel that way?

Write

Short Response How do Lyla and Sam trick Dr. Blurg? Show how details in Scene 2 lead to Dr. Blurg being fooled. Use the space provided on page 235 to write your answer.



To see how events in a play build on each other, look for the problem and then the solution.

HINT What does Dr. Blurg say in Scene 3 after Sam and Lyla enter the room?







Write Use the space below to write your answer to the question on page 231.



Short Response How could the events in Scene 2 affect the mission that was described in Scene 1?

HINT Why are supplies needed on Planet Juno?



Don't forget to check your writing.



Write Use the space below to write your answer to the question on page 233.



| 3 | Short Response How do Lyla and Sam trick Dr. Blurg? Show | | | |
|---|--|--|--|--|
| | how details in Scene 2 lead to Dr. Blurg being fooled. | | | |

HINT What does
Dr. Blurg say in
Scene 3 after Sam and
Lyla enter the room?

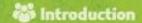
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Check Your Writing

| | Did | you | read | the | prompt | carefully? | |
|--|-----|-----|------|-----|--------|------------|--|
|--|-----|-----|------|-----|--------|------------|--|

- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?





Lesson 15 What Are Poems Made Of?



When you understand the parts of a poem, you can see how each line and stanza builds on what came before it.

Read Many poems tell stories. Like stories, they have a speaker who talks to the reader. They also have a beginning, a middle, and an end. Poems are made up of lines that are called verses. A group of verses is called a stanza. The stanzas in a poem work together to tell a story. Each stanza tells an important part of the poem's story, and the stanzas build on each other to present ideas and tell a story.

Read the poem below. Tell who the speaker is. Then think about the idea in each stanza. How does the second stanza build on the first stanza?

A Penguin's Life

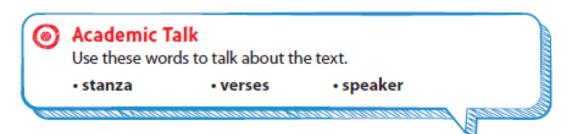
- I'm a bird with little wings, but they don't make me fly. The air above is not for me. The ocean is my sky.
- 2 In icy seas I swoop and soar, a swimmer fast and bold. You'd swim fast, if you were methe water sure is cold!



Think You've learned what verses and stanzas are and how stanzas make meaning in a poem. How do the stanzas in "A Penguin's Life" work together to present an idea about penguins? Complete the chart to show how the stanzas work together and what idea they develop.

| Idea of Stanza 1 | Penguins cannot fly. |
|--------------------|----------------------|
| Idea of Stanza 2 | |
| Idea of Whole Poem | |

Talk Reread the last two lines of the poem. How do these lines change how the poem makes you feel?

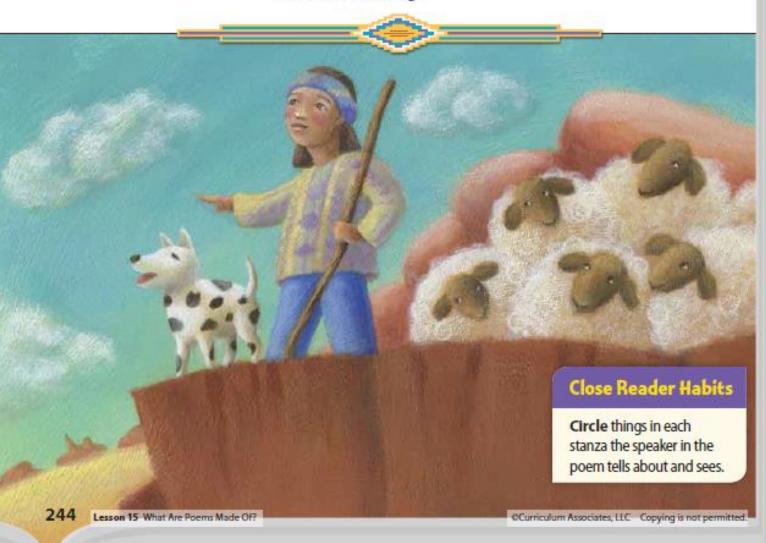






FROM THE NAVAJO

- 1 Little puppy with the black spots, Come and herd the flock with me. We will climb the red rocks And from the top we'll see The tall cliffs, the straight cliffs, Where the eagles live.
- 2 We'll see the dark rocks, The smooth rocks, That hold the rain to give us Water, when we eat our bread and meat, When the sun is high.



Explore

How do the two stanzas of "Little Puppy" work together to build meaning?



Think

Finish the chart to figure out what this Navajo poem is saying about nature.

As you read, summarize each stanza to help you understand the poem.

| Idea of Stanza 1 | The speaker and dog will climb the red rocks. They will see tall, straight cliffs where eagles live. |
|--------------------|---|
| Idea of Stanza 2 | |
| Idea of Whole Poem | |

Talk

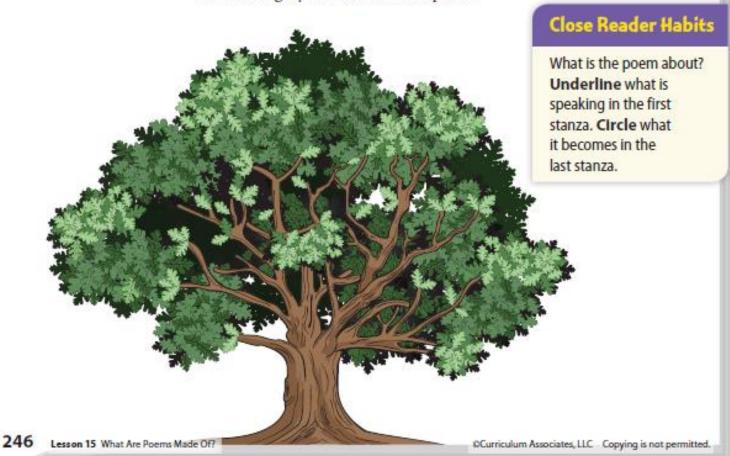
What do the "dark rocks" make the speaker think about?



Short Response How are the ideas in the first stanza and the second stanza connected? How does that help you understand what the poem is about? Write your answer in the space provided on page 248. HINT How do the rocks help the speaker and the dog? Read Genre: Poem

Little by Little

- 1 "Little by little," an acorn said, As it slowly sank in its mossy bed, "I am improving every day, Hidden deep in the earth away."
- 2 Little by little, each day it grew; Little by little, it sipped the dew; Downward it sent out a thread-like root; Up in the air sprung a tiny shoot.
- 3 Day after day, and year after year, Little by little the leaves appear; And the slender branches spread far and wide, Till the mighty oak is the forest's pride.



Think

- What key idea is presented in the first stanza?
 - A The acorn is improving every day.
 - B The acorn knows it is very small.
 - C The acorn knows it has to stay hidden.
 - D The acorn believes it is slowly disappearing.
- 2 How does the second stanza build on the first one?
 - A It shows that the acorn remains small.
 - B It shows how the acorn is improving.
 - C It describes the mossy bed where it disappeared.
 - D It explains why the acorn needed to be hidden.
- Describe how the acorn starts to change in the second stanza.
 Use examples from the poem in your answer.



As you read, stop and summarize what is happening in each stanza. This will help you understand the story the poem is telling.

Talk

Which words are repeated in every stanza? What do these words add to the meaning of the poem?



Write

5 Short Response What story does this poem tell the reader? Use details from each stanza in your answer. Write your answer in the space provided on page 249.

HINT How long does it take the acorn to grow into an oak?







Write Use the space below to write your answer to the question on page 245.

LITTLE PURPY

| 3 | Short Response How are the ideas in the first stanza and the |
|---|--|
| | second stanza connected? How does that help you understand |
| | what the poem is about? |

HINT How do the rocks help the speaker and the dog?



Don't forget to check your writing.



Write Use the space below to write your answer to the question on page 247.

Little by Little

| 5 | Short Response What story does this poem tell |
|---|---|
| | the reader? Use details from each stanza in your answer |

HINT How long does it take the acorn to grow into an oak?

| Check Y | our W | riting |
|---------|-------|--------|
|---------|-------|--------|

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



Relative Pronouns and Adverbs

Introduction A clause is a group of words with a subject and a predicate. Some sentences include a dependent clause, which depends on, or gives more information about, the main clause. A dependent clause cannot stand alone as a sentence.

dependent clause

Some restaurants offer meals that come from different countries.

The pronouns who, whose, whom, which, and that can introduce a dependent clause. Use who, whose, and whom when talking about people. Use that and which when talking about things or places.

Many immigrants have a recipe that they brought from another country.

The recipe might have come from relatives who lived long ago.

The adverbs where, when, and why can also introduce a dependent clause.

When Gina's parents lived in Italy, they owned restaurants.

Guided Practice

Underline the dependent clause in each sentence. Circle the pronoun or adverb that introduces the clause.

HINT A dependent

clause can come at middle, or end of the beginning,

a sentence.

- Chinese restaurants are popular in San Francisco, where many
 - Chinese Americans live. 7

People who live in the Northeast can enjoy wonderful Italian

restaurants.

- Tex-Mex, which became popular in the 1950s, is a blend of Mexican and American food. 8
- Now I understand why there are so many Tex-Mex restaurants in the Southwest. 4
- When I go out to eat, I love to try new foods. 2
- My friend Kanti, whose family is from India, took me to a great Indian restaurant. 9

Independent Practice

sentence introduces a dependent clause? For numbers 1 and 2, which word in each

- San Francisco is one place where you will find Chinese hot pot dishes.
- one
- No No
- where
- find ٥
- of the ingredients that might go into 2 Chicken, pork, and fish are just some the hot pot.
- that
- are
- might
- just

For numbers 3 and 4, which group of words in each sentence is a dependent clause?

- I have a good friend whose family comes from China.
- A a good friend whose

B I have a good friend

- family comes from China
- whose family comes from China
- 4 When I eat at his house, his mother serves hot pot dishes
- serves hot pot dishes pot dishes

8

his mother serves hot

A

- When I eat at his house, his mother
- When I eat at his house ۵

Lesson 2

Progressive Verb Tenses

Introduction The tense of a verb helps tell when something is happening. The progressive tenses show action that continues, or is ongoing. They combine a form of the helping verb be with a main verb that ends in -ing.

helping verb main verb She [is] [walking] in the woods today. Present Progressive Tense: To show continuing action in the present, use the
present tense of be. Use am with the pronoun I. Use is with he, she, it, and singular
nouns. Use are with we, you, they, and plural nouns.

I am walking with a friend. The sun is shining. We are strolling.

 Past Progressive Tense: To show continuing action in the past, use the past tense of be. Use was with I, he, she, it, and singular nouns. Use were with we, you, they, and plural pouns.

She was walking here yesterday. The birds were chirping.

 Future Progressive Tense: To show continuing action in the future, use the future tense of be.

I will be coming back tomorrow.

Guided Practice

Write the correct form of the verb in parentheses () to show continuing action in each sentence.

| | Our scout troop | o |
|---|------------------------|---|
| | a hike next week. (go) | |
| 2 | llast night to get | |

ready for the trip. (pack)

yesterday, now, and next week, to know

time words and phrases, such as

HINT Look for

Right now, I

m

when the action

takes place.

| the weather forecast. (wonder) | At the moment, it | and very cold! (rain) |
|--------------------------------|-------------------|-----------------------|
| | 4 | |

about

Independent Practice

For numbers 1–5, which words should replace the underlined part of the sentence to make it correct?

Testerday, we will be hiking to the top of a mountain.

Right now, I is feeling sore but proud.

- a mountain.

 A was hiking
- B are hiking
- C were hiking
- D is hiking
- 2 At first, I are struggling with my heavy backpack.

Tomorrow, my troop were taking

2

will be feeling

are feeling were feeling

8

am feeling

an even longer hike.

will be taking

A

was taking

are taking

am taking

8

- A is struggling
- 8 was struggling
- C were struggling
- D will be struggling
- 3 When we reached the top, my back
 - am aching.
 - A were aching
- B will be aching
- C are aching
- D was aching

Modal Auxiliaries

Introduction You know that a helping verb works with a main verb, or the verb that phrase. Helping verbs can also be called auxiliary verbs. One special group of helping verbs names a specific action or state of being. The helping verb and main verb create a verb includes the following: can, could, will, would, might, may, must, and should.

You [should] [exercise] regularly. Sports [can] [improve] your health. helping verb main verb helping verb main verb

These special helping verbs show different conditions, or meanings.

| Helping Verb | Meaning | Example |
|---------------------|----------------------------------|-----------------------------|
| can | "able to" | I can play softball today. |
| could | "able to" or "possibly" | I could play later. |
| will | "definitely, in the future" | I will play softball later. |
| would | "under a certain condition" | I would be on your team. |
| might | "possibly, now or in the future" | I might play Monday. |
| may | "possibly" or "allowed to" | You may play if you wish. |
| must | "definitely need to" | We must practice hard. |
| plnods | "expect to" or "need to" | We should win the game. |
| | | |

Guided Practice

Circle the helping verb in each sentence. Underline the main verb

HINT The word

not is an adverb. It is not a helping verb.

to make the sentence verb and a main verb between a helping But it can come

that goes with the helping verb.

People must play softball according to certain rules.

A team should have nine players on the field.

In slow-pitch softball, there might be one more player.

Teams may play from three to seven innings.

A tied score can push the game into extra innings. 2

With the creation of softball, people could play year-round. Baseball players would enjoy softball in the off-season. 9

In summer 2016, softball will not be an Olympic sport.

Independent Practice

Read the paragraph. The writer would like to replace the underlined phrases. Which verb phrase best replaces the underlined portion of each sentence in numbers 1-4?

ages of eight and seventy. Many schools have softball teams, but so do many businesses. People are able to enjoy softball all year round. Most players are usually between the Companies often have softball teams. Businesses play against other teams for fun or to raise money for charities. Most people definitely agree that the game is great fun.

People are able to enjoy softball all year

must enjoy A

should enjoy

will enjoy

can enjoy

2 Most players are usually between the ages of eight and seventy.

will not be A

must be

may be

would be

3 Companies often have softball teams.

must have

should not have 8

could have

may not have ۵

4 Most people definitely agree that the game is great fun.

will agree

could agree

must agree

should not agree

Lesson 4

Order of Adjectives

"Introduction An adjective is a word that describes a noun or a pronoun. Some adjectives describe by telling what kind or how many.

Sometimes more than one adjective describes a noun or a pronoun.

We saw three interesting wooden statues at the museum.

Notice how the adjective three comes before interesting and wooden. When you use
more than one adjective, it is important to place them in a certain order. Put the
different kinds of adjectives in the order shown in this chart, going from left to right.

| tty huge oval green leather te tall round vellow plastic |
|--|
| n Size Shape huge oval |
| n Size S huge |
| _ |
| tty te |
| Opinion pretty cute |
| Number three several |

Look at this example.

two huge square
There are square two huge murals near the exit.

Guided Practice

Read each sentence. Then write the underlined adjectives in the correct order.

The museum has metal beautiful blue vases on display.

HINT When you use more than one adjective before

Round one crystal vase comes from India.

S I see tiny wonderful many paintings on that wall.

see if you've put the

adjectives in the

correct order.

look at the chart to

sentence aloud. If it doesn't sound right,

a noun, say the

4 That painting includes brick several tall buildings.

Independent Practice

For numbers 1–5, choose the answer that has the underlined adjectives in the correct order.

- 1 A This artist created square small green
- paintings.

 B This artist created green square small paintings.
- C This artist created square green small paintings.
- D This artist created small square green paintings.
- 2 A She also drew graceful some gray
- B She also drew graceful gray some birds.
- C She also drew some gray graceful birds.
- She also drew some graceful gray birds.
- 3 A That watercolor has beautiful blue wavy lines.
- **B** That watercolor has wavy beautiful blue lines.
- C That watercolor has beautiful wavy blue lines.
- D That watercolor has wavy blue beautiful lines.

- 4 A I love the two silver small teapots in this picture.
- B I love the silver two small teapots in this picture.
- C I love the two small silver teapots in this picture.
- D I love the small two silver teapots in this picture.
- 5 A Did you notice the red long silk
- tablecloth?

 B Did you notice the long red silk
- tablecloth?
 - C Did you notice the silk red long tablecloth?
- Did you notice the red silk long tablecloth?

Prepositional Phrases Prepositions and

- words in a sentence. Words such as about, after, at, behind, by, during, for, in, on, and under are Introduction A preposition is a word that shows the relationship between other prepositions.
- · A prepositional phrase includes a preposition, a noun or pronoun that is the object of the preposition, and any words in between.

object of preposition Myka looked [at] the large [tree] A prepositional phrase can describe a noun or a verb. It sometimes describes by telling how, when, where, or what kind.

| Examples | What They Tell |
|--|----------------------|
| Myka and Lily went outside after lunch. | when they went |
| They sat under the oak tree. | where they sat |
| It was a good spot for a tree house. | what kind of spot |
| Lily showed Myka a book about tree houses. | what kind of book |
| They could build a tree house by themselves. | how they could build |

Guided Practice

Underline each prepositional phrase, and circle the preposition. Then finish the last two sentences by adding a prepositional phrase to each.

the beginning, in the middle, or at the end phrase can come at A prepositional

of a sentence.

The tall oak tree was behind the house.

- Myka and Lily would build their tree house in its branches. 7
- During dinner, they discussed different ideas m
- "Should we draw our plans after school?" Myka asked. 4
- Their dad could buy wood and nails 2

Myka and Lily decided to start building

9

Independent Practice

For numbers 1-3, identify the prepositional phrase in each sentence.

- The girls used solid wood planks for the tree house floor.
- used solid wood A
- planks for 8
- The girls used
- for the tree house floor ۵
- 2 Lily made a small window in one wall.
- one wall
- Lily made 8
- in one wall U
- a small window
- 3 Myka put curtains over the window.
- over the window
- put curtains 8
- Myka put U
- the window

underlined prepositional phrase tell? For numbers 4 and 5, what does the

- 4 Myka and Lily hung a "Members Only" sign on the door.
- when they hung the sign A
- where they hung the sign 8
- what kind of sign they hung
- how they hung the sign
- Then the girls had a discussion about safety rules. 2
- what kind of discussion A
- when the discussion took place B
- where the discussion took place
- how the discussion started

Complete Sentences and Fragments

- **lintroduction** A **sentence** is a group of words that tells a complete thought.
- A complete sentence has a subject and a predicate. The subject tells whom or what
 the sentence is about. The predicate tells what the subject does or is.

subject

 $ig[\mathsf{Nick} \ \mathsf{and} \ \mathsf{his} \ \mathsf{friends} ig] \ ig[\mathsf{listen} \ \mathsf{to} \ \mathsf{jazz} \ \mathsf{music.} ig]$

A sentence fragment is a group of words that is written as a sentence, but it does
not tell a complete thought. It does not have a subject and a predicate. When you
write, be sure your sentences are complete!

| Sentence Fragments | Complete Sentences |
|------------------------|--------------------------------------|
| Played the trumpet. | Two friends played the trumpet. |
| My brother and sister. | My brother and sister are in a band. |

Guided Practice

Read each group of words. Write S if it is a sentence or F if it is a fragment. Then write each fragment correctly as a complete sentence.

HINT The subject

of a sentence will always have a noun or pronoun. The predicate will always

have a verb.

1 Jazz all over the world.

In the early 1900s, jazz became popular.

3 Was very different from other music at the time.

4 Big bands played a kind of jazz called swing.

5 Dancing to swing.

Independent Practice

For numbers 1 and 2, which group of words is a complete sentence?

- A Louis Armstrong influenced other musicians.
- B Louis Armstrong, one of the greatest jazz musicians.
- C Was one of the greatest jazz musicians of all time.
- D Was a huge influence on jazz music in general.
- 2 A His music also exciting for dancing.
- B Because his music was so happy and lively.
- C Danced and listened to his upbeat music.
- D People loved to dance to his music.

For numbers 3 and 4, which choice changes the fragment into a complete sentence?

- B Developed a new way of playing.
- Developed a new way of playing jazz music.
- **B** Developed a new way of playing his trumpet.
- C In the 1920s, developed a new way of playing.
- Louis Armstrong developed a new way of playing.
- 4 Armstrong's jazz style.
- A Becoming famous, Armstrong's jazz style.
- B Armstrong's jazz style became famous.
- C Famous over the years, Armstrong's jazz style.
- Armstrong's jazz style famous for years.

7 HOSSO

Run-on Sentences

"Vision of the contraction of t

Run-on: Julia is always helping other people she hardly has time for herself.

Run-on: She tutors kids after school, she volunteers at a food pantry on weekends.

One way to fix a run-on sentence is to split it into two sentences.

Correct: Julia is always helping other people. She hardly has time for herself.

 Another way to fix a run-on sentence is to use a conjunction, such as and, but, so, because, or while, to join the two thoughts. Correct: She tutors kids after school, and she volunteers at a food pantry on weekends.

Guided Practice

Read each sentence. Write R for run-on sentence or C for correct. Fix the run-on sentences by adding a conjunction or by dividing the thoughts into two sentences.

- 1 My friends and I want to have a party for Julia's birthday.
- We hope to keep it a surprise, we will have to be careful.
- 3 The party will be at Stella's house her parents will help.

use a comma before

the conjunction

conjunction. Do not

a comma before the

combine two sentences, put

use the conjunction and, or, so, or but to

HINT When you

4 Stella will invite Julia over for a nice lunch that day.

Independent Practice

For numbers 1 and 2, which choice is a run-on sentence?

- A My friends and I admire Julia, but we worry about how busy she is.
- **B** She doesn't have time for sports or movies.
- C Donica and I decided that we could help Julia, we could take turns tutoring after school.
- D I could tutor on Tuesdays, and Donica could tutor on Thursdays.
- A Julia could still tutor on Mondays, there is no tutoring on Fridays.
- B Julia needs a break so she can have more time to see friends.
- C Donica and I will talk to Julia and ask for her opinion.
- D We know that she enjoys her volunteer work, and we don't want her to stop doing it.

For numbers 3 and 4, what is the best way to fix each run-on sentence?

- Julia agreed to our plan she was happy to have the help.
- A Julia agreed to our plan, she, was happy to have the help.
- B. Julia agreed to our plan. She was happy to have the help.
 Lulia agreed to our plan she
- Julia agreed to our plan, she was happy to have the help.
- Julia agreed to our plan, She was happy to have the help.
- 4 Lenjoyed tutoring I decided to sign up for more days.
- A lenjoyed tutoring, I decided to sign up for more days.
- B I enjoyed tutoring but, I decided to sign up for more days.
- C lenjoyed tutoring, so I decided to sign up for more days.
- **D** I enjoyed tutoring and, I decided to sign up for more days.

Commonly Confused Words

Introduction Homophones are words that sound alike but have different meanings and spellings. Homophones are easy to confuse because they sound the same!

 Watch out for the homophones two, too, and to in your writing. The homophones there, their, and they're are also easy to confuse.

| Word | Meaning | Example |
|---------|----------------------------|--|
| two | "a number" | Kira is excited about two things. |
| too | "also" | She loves swimming, but she loves writing, too. |
| to | "in a certain direction" | She goes to the pool almost every day. |
| there | "in that place" | The swim team practices there. |
| their | "belonging to them" | They try to improve their speed. |
| they're | "contraction for they are" | hey're "contraction for <i>they are</i> " Next week they're having a big meet. |

Learn the spellings and meanings of these homophones, too!

| right "correct" or "opposite of <i>left</i> " write "to put down on paper" | would "under a certain condition" wood "part of a tree" | new "opposite of old" knew "past tense of <i>know"</i> |
|--|--|---|
| no "opposite of yes" know "to be aware of" | it's "contraction for it is" its "belonging to it" | hours "units of time" ours "belonging to us" |

Guided Practice

HINT If you're not sure which spelling

homophone, check spellings and their the different to use for a

Circle the correct homophone in parentheses ().

They (wood, would) not want to compete against her if they did!

Not many people (know, no) how fast Kira is.

- She has a (knew, new) coach who is helping her train.
- He thinks (it's, its) possible for her to be on the Olympic team. 4
- Kira is working hard to prove him (write, right) 2
- (Their, There, They're) goal is for Kira to beat her own time.

a dictionary.

Independent Practice

For numbers 1-5, in which sentences are the underlined homophones spelled correctly?

- Kira spends at least two hours at the pool every day. A
- Kira spends at least too hours at the pool every day. 8
- Kira spends at least to ours at the pool every day. U
- Kira spends at least two ours at the pool every day.
- Her teammates practice with their A 7
- Her teammates practice with their team, too. 8

- Her teammates practice with there team, too.
- Her teammates practice with they're team, two.
- Its not easy to be there each day after school. A М
- Its not easy to be their each day after school 8
- It's not easy to be they're each day after school
- It's not easy to be there each day after school.

- Kira new she would have less time for writing. 4
- Kira knew she would have less time for writing.
 - Kira knew she wood have less time for writing.
- Kira new she wood have less time for writing.
- swimming someday," she says. "I know I will right about my A 2
- swimming someday," she says. "I no I will write about my
- swimming someday," she says. "I know I will write about my
- swimming someday," she says. "I no I will right about my

Capitalizing Names of People

A noun that names a particular person, place, or thing is a proper noun. When you write, Introduction A noun that names any person, place, or thing is a common noun. capitalize proper nouns.

- The names of people are proper nouns.
- Some names include a title or initials. Capitalize them also.

| People | Ms. Eileen M. Bryant | Dr. Kuri Suzuki | Martin Luther King, Jr. |
|--------|----------------------|-------------------|-------------------------|
| | Mr. Gomez | President Lincoln | P. F. Ling |

Family titles such as mom, dad, grandma, grandpa, aunt, and uncle are capitalized only when they are used as a person's name. When they are used as common nouns, do not capitalize them.

I like visiting my aunt. Her name is Aunt Shana.

Guided Practice

Write each sentence correctly. Add capital letters where they are needed.

1 Our uncle, dr. castillo, told us about a civil rights leader.

used with names are HINT Some titles

abbreviations. They end with a period.

Rev. dr. martin luther king, jr., was born on January 15, 1929. 7

for Mister, and Jr. is an Mr. is an abbreviation For example, the title

abbreviation for Junior.

His parents were rev. michael king, sr., and alberta williams king. m

Independent Practice

For numbers 1–4, in which sentence are capital letters used correctly?

- King studied about the famous civil rights leader, mahatma gandhi. A
- King studied about the famous civil rights leader, Mahatma gandhi. 8
- King studied about the famous civil rights leader, mahatma Gandhi.
- King studied about the famous civil rights leader, Mahatma Gandhi. ٥
- King's Father asked his son to become a pastor with him in Atlanta. A 7
- King's father asked his son to become a Pastor with him in Atlanta. 8
- King's father asked his son to become a pastor with him in Atlanta. U
- King's Father asked his son to become a Pastor with him in Atlanta.
- Many people admired King, including President John F. Kennedy. A М
- Many people admired King, including president John f. Kennedy. 8
- Many people admired King, including President John f. kennedy. U
- Many people admired king, including president John F. kennedy.
- Both King and his wife, Coretta scott king, worked hard for civil rights. A 4
- Both King and his Wife, Coretta Scott King, worked hard for civil rights. 8
- Both King and his wife, Coretta Scott King, worked hard for civil rights. U
- Both King and his Wife, Coretta scott King, worked hard for civil rights. ٥

Capitalizing Names of Places and Things

Introduction You know that a common noun names any person, place, or thing. A proper noun names a particular person, place, or thing. Remember to capitalize proper nouns. When a proper noun contains more than one word, begin each important word with a capital letter.

| Places | Things |
|--------------------------|------------------------------|
| West Park Avenue | Veterans Day |
| Durham | Pen and Pencil Company, Inc. |
| Hanging Rock State Park | Green Bay Packers |
| United States of America | Saturday |
| Asia | February |

Guided Practice

Write each sentence correctly. Add capital letters where they are needed.

HINT When you write the name of a place or thing, do not capitalize small words, such as a, and,

or of.

1 We have a big party in our town on the fourth of july.

2 Before the holiday, people put up flags along kinsman drive.

S This july, the event will begin on monday afternoon.

4 There will be fireworks that night in eagle creek park.

Independent Practice

For numbers 1–5, in which sentence are capital letters used correctly?

- 1 A In the United States, Thanksgiving is celebrated in November.
- In the united states, Thanksgiving is celebrated in november.
- C In the United States, Thanksgiving is celebrated in november.
- D In the united states, thanksgiving is celebrated in November.
- 2 A A similar holiday is celebrated in Canada on the second monday of october.
- B A similar holiday is celebrated in Canada on the second Monday of october.
- A similar holiday is celebrated in Canada on the second Monday of October.
- D A similar holiday is celebrated in Canada on the second monday of October.
- 3 A In north america, families give thanks as their ancestors from Europe did.
- **B** In North america, families give thanks as their ancestors from europe did.
- C In north America, families give thanks as their ancestors from Europe did.
- In North America, families give thanks as their ancestors from Europe did.
- 4 A Last year we went to my aunt's house on scudder st. in Amarillo.
- **B** Last year we went to my aunt's house on Scudder St. in Amarillo.
- C Last year we went to my aunt's house on scudder St. in Amarillo.
- D Last year we went to my aunt's house on Scudder st. in amarillo.
- 5 A My aunt served pie from Albert And Sons Baking company.
- B My aunt served pie from Albert and Sons baking company.
- C My aunt served pie from Albert and Sons Baking Company.
- My aunt served pie from Albert and sons Baking Company.

Punctuating Direct Ouotations

your writing come alive. You can write the exact words of a character in a story, or you can Introduction Using a direct quotation, or a person's exact words, can help make write what someone in real life has said or written. Use quotation marks ("") before and after the exact words of a speaker or author.

- A direct quotation can come at the beginning of a sentence.
- "I can't wait to see the Washington Monument!" said Elena.
- A direct quotation can also come at the end of a sentence. Use a comma (,) to separate the beginning of the sentence from the quotation.

Author Rachel White wrote, "The Washington Monument is one of the most popular tourist attractions in the United States." · Use quotation marks only when you are showing a person's exact words, not when you are explaining what the person said.

Nathan said, "I look forward to the trip to Washington."

Nathan said that he looks forward to the trip to Washington.

Guided Practice Add the correct punctuation where it is needed in each sentence.

HINT Be sure the

words is inside the quotation marks. end punctuation after a speaker's

Example:

Len asked, "Where have you been?" here!" I shouted. "I've been right

- I'm almost ready to go! exclaimed Kris.
- Mr. Mendez said Before we go, we need to learn about the Washington Monument. 7
- Why did they build the monument? Alva asked. m
- Kris replied It was built to honor George Washington. 4
- 5 The monument is a symbol of his leadership wrote author

Independent Practice

For numbers 1-4, which sentence in each group uses the correct punctuation?

- The Washington Monument is huge!" Anna exclaimed.
- "The Washington Monument is huge! Anna exclaimed. 8
- "The Washington Monument is huge"! Anna exclaimed.
- "The Washington Monument is huge!" Anna exclaimed.
- The tour guide said, "The monument is more than 555 feet tall." A 7
- The tour guide said "The monument is more than 555 feet tall." 8
- The tour guide, said "The monument is more than 555 feet tall." The tour guide said, The monument is more than 555 feet tall. U
- Author Carter Bailey wrote, More than 500,000 visitors go to the top of the monument in most years." A m
- Author Carter Bailey wrote, "More than 500,000 visitors go to the top of the monument in most years." 8
- Author Carter Bailey wrote "More than 500,000 visitors go to the top of the monument in most years." U
- Author Carter Bailey wrote More than 500,000 visitors go to the top of the monument in most years.
- 4 A The monument is temporarily closed for repairs, the officer said.
- "The monument is temporarily closed for repairs, the officer said. 8
- "The monument is temporarily closed for repairs," the officer said.
- The monument is temporarily closed for repairs," the officer said.

Coordinating Conjunctions **Using Commas with**

sentences joined together by the coordinating conjunction and, but, or, or so. There is combining two sentences into a compound sentence. A compound sentence is two Introduction Sometimes you can make your writing sound less choppy by usually a comma before the conjunction.

The United States has many national parks. Yosemite is one of the oldest.

The United States has many national parks, and Yosemite is one of the oldest.

It is home to many animals. It also has unusual plant life.

It is home to many animals, but it also has unusual plant life.

You can camp at Yosemite. You can stay in a hotel.

You can camp at Yosemite, or you can stay in a hotel.

I love seeing wildlife. I want to visit Yosemite.

I love seeing wildlife, so I want to visit Yosemite.

Guided Practice

Combine each pair of sentences to make a compound sentence. Choose the correct coordinating conjunction in parentheses ().

- on paved trails. (or, but)
- There are wild animals in the park. You need to be careful as you hike. (so, but) 2
- give a reason or show

show a choice. Use so "also." Use but when a difference. Use or when you want to when you want to you want to show HINT Use and when you mean

- You may bring your dog to Yosemite. Dogs are only allowed
- You should never leave food out in the open. You must remove your garbage. (but, and) m

Independent Practice

For numbers 1–4, what is the correct way to write the underlined part of each sentence?

1 Yosemite became a national park in 1890 and today millions of people explore it.

The park is open all year round but some of the roads close in winter.

- in 1890 but today millions A
- in 1890 and, today millions 8

all year round, but some

8 A

all year round or some

all year round, or some

all year round but, some

٥

- in 1890, and today millions
- in 1890 so, today millions ٥
- books so you can look at photographs 2 At Yosemite's museum you can read
 - on the walls.
- books, so you can look at A books, or you can look at 8
 - books or, you can look at U
- books but, you can look at Δ

- Yosemite is filled with natural wonders, or enjoy it when you visit! 4
- natural wonders, but, enjoy A
- natural wonders so enjoy
- natural wonders, so enjoy
- natural wonders, and enjoy

Precise Words and Phrases

If you just used the term dog, a reader would never know you meant a brown bulldog puppy. Introduction What is the difference between a dog and a puppy? Maybe 10 years! It is important to choose words and phrases that tell precisely the meaning you wish

Using precise words helps to convey your ideas exactly as you intended.

| agu Sap |
|------------|
|------------|

Using precise phrases will help readers picture and understand what you mean.

Vague: Many fruits grow in Hawaii.

Precise: Tropical pineapples, mangos, and bananas grow in Hawaii.

Guided Practice

Read each sentence. Circle the word or phrase that conveys a more precise meaning for the vague underlined words. Tell a partner what additional information each phrase adds to the original sentence

HINT Ask yourself

which word or phrase understand what is best helps you to picture or

Hawaii has a lot of the coral reefs in the world.

a large number a majority

Oahu is filled with tourists who want to enjoy the island's beautiful beaches. 7

pretty white-sand

being described.

The North Shore is the ideal location to watch big-wave surfing, as waves go up more than 30 feet high m

stretch move

Hanauma Bay, with its nice waters, is popular for snorkeling. 4

pleasant clear blue

Tall mountains can be found on the "Big Island" in Hawaii. 2

Towering High

Independent Practice

For numbers 1-3, read each sentence. Which word or phrase best replaces the underlined text in the sentence?

- Maui has good rainforests.
- nice
- special 8
- wide and large
- lush and fertile
- The big cliffs on the island of Kauai were in the movie Jurassic Park 3.
- Ę A
- great 8
- steep
- large
- One waterfall on the "Big Island" goes down into a large bowl-shaped gulch. m
- falls
- jumps 8
- moves
- plunges

For numbers 4 and 5, read the paragraph and choose the correct answer.

Most volcanoes, like Diamond Head, rarely An inactive volcano, Diamond Head, is the most famous place on the island of Oahu. erupt. But when they do, hot lava can blaze wildly.

- 4 Choose a word to replace place that better describes what Diamond Head is.
- area
- spot
- section
- landmark
- Choose a word to replace hot that better describes volcanic lava. 2
- fiery
- grand
- warm
- heavy

Punctuation for Effect

"Simple of Section of Section 19" You know that a sentence is a group of words that expresses a complete thought. Sentences can end with a period (.), a question mark (?), or an exclamation point (!). Using a variety of sentence types will make your writing more interesting to read.

| Sentence Type | Example |
|---------------|--|
| Statement | Summer is my favorite time of year. |
| Question | What season do you like best? |
| Exclamation | This summer, I went white-water rafting! |
| Command | Tell me when you get my photos. |

- Instead of beginning a report with a statement, try beginning with a question.
 Statement: At the end of the summer, we went kayaking.
 Question: Have you ever tried kayaking on a hot summer day?
- If you want to express strong emotion, consider writing an exclamation instead of a statement.

Statement: Kayaking is an exciting sport.

Exclamation: What an exciting sport kayaking is!

Guided Practice

Rewrite each sentence as either a question or an exclamation. Tell a partner how the change in punctuation changes the meaning of the sentence.

1 You all must wear lifejackets. (question)

HINT Think about

2 Kayaking is easy to learn. (question)

choose will affect the

way the reader

"hears" your

sentences and

understands

ounctuation you

how the end

3 There are rocks ahead. (exclamation)

your meaning.

4 I enjoy kayaking. (exclamation)

Independent Practice

Read the passage on kayaking. For numbers 1–4, choose the most effective way to rewrite the sentences.

- (1) I like nature and adventure. (2) Kayaking is a great way to experience both. (3) We set out on a sunny clear day. (4) It was easy paddling, and we were having a good time. (5) Someone shouted, "Rocks ahead." (6) Then I shouted back. (7) "Can you move to the left of them now?" (8) We were lucky to escape the rocks. (9) Suddenly, I saw lightning and heard a huge clap of thunder. (10) "Oh no, we're going to be struck by lightning."
- Which rewrite of sentence 1 makes the most engaging opening?
- A You like nature, and you like adventure.
- B Do you like nature and adventure?
- You should like nature and adventure.
- D What about nature and adventure?
- Which rewrite of sentence 5 shows strong emotion?
- A Someone shouted, "Rocks Ahead."
- B Someone shouted, "Rocks ahead?"
- C Someone shouted, "Rocks ahead!"
- D Someone shouted that rocks were ahead.

- Which rewrite of sentence 7 best gives the effect of a command, or orders?
- A "You could now move to the left of them."
 - of them."

 B "Move to the left of them now."
- "Why not move to the left of them now?"
- D "You would now move to the left of them."
- 4 What rewrite of sentence 10 best shows strong emotion?
- A "Oh, no. We're going to be struck by lightning?"
- B "Oh, no? We're going to be struck by lightning!"
- C "Oh, no! We're going to be struck by lightning!"
- D "Oh no? We're going to be struck by lightning?"

Formal and Informal Language

Introduction You probably don't think much about the words you use or the way you speak when talking with friends. You probably take shortcuts, using contractions, oneword answers, and incomplete sentences. You might even use slang expressions, such as hey, cool, and awesome.

Informal language is the language you use with friends in small-group discussions
or in casual situations.

Two friends talking on the playground:

Ben: Hey, how was the field trip?

Sachi: Pretty neat, dude. Like the museum's got all this totally cool old stuff.

Formal language is the language you use in school or in other important situations.
 When you use formal language, you use words correctly and speak in complete sentences.

From Jacob's report about the class field trip:

On Monday, we visited the North Carolina Museum of History. We were able to visit many interesting exhibits about the history of our state.

Guided Practice

Read each sentence. Label the sentence either F for formal or I for informal. Then talk with a partner about a situation or setting in which the language might be appropriate.

At the museum, we saw a full-size model of the 1903 Wright Flyer.

HINT More serious

occasions and fancy

Formal language is

formal language.

settings require

also used to show respect for others,

such as teachers

Man, I can't believe the model wasn't the real thing.

The first successful flight took place in Kitty Hawk, North Carolina.

4 What a short flight! Just twelve seconds, but so awesome. _

Orville and Wilbur Wright had invented the first airplane, and now people could fly.

Independent Practice

For numbers 1 and 2, in which situation or setting would you use formal language?

- A at a family cookout
- 8 speaking in front of the class
- C making plans with friends
- D at summer camp
- 2 A at the beach
- at a soccer game
- C speaking to a mayor or other official
- D talking about a movie with a friend

For number 3, which sentence is the most formal request?

- S A Can I go see the coolest movie ever with my friends?
- B It would be super cool for me to see a movie with my friends, okay?
- C May I please go to see a movie with my friends?
- D Let me go to a movie with my friends, please?

For numbers 4 and 5, in which situation or setting would you use informal language?

- 4 A sharing a project at a science fair
- B sharing great news with your family
- presenting a report in your class
- asking a librarian to help find a book
- 5 A at an event honoring your aunt ial
- B asking a police officer for directions
- speaking with the school principal
- at baseball practice with your friends

Using Context Clues

Introduction
Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using context clues.

| Kinds of Context Clues | Examples |
|------------------------------------|---|
| look for a definition in the text | In high school, Jim Lovell built his first rocket, |
| COOK IOI O GETTING III UIE IEAL. | a jet engine that could fly to great heights. |
| Find an example that will give you | Find an example that will give you Lovell's first attempt was a failure. His rocket |
| clues about the word's meaning. | flew into the air but then exploded and |
| | crashed. |
| Look for a restatement. | A rocket is pushed upward by materials that |
| A restatement happens when the | are combustible. These materials burn and |
| word is discussed in a way that | release gases. |
| makes its meaning dear. | |

Guided Practice

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

Jim Lovell had always been <u>fascinated</u> by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was <u>rejected</u>. After failing to get into the Academy, Lovell did not give up. He <u>persisted</u>, or kept trying, and finally succeeded.

fascinated:

After the Academy, he joined the NASA space program.

rejected:

persisted:

Independent Practice

For numbers 1-4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

- What does the word command mean?
- A to study
- B to fly with others on
- C to be at the head of
- D to be part of
- What words help you understand the meaning of command?
- A "in charge of"
- B "two men"
- C "space mission"
- D "chose Lovell"

- 3 What does the word explosion mean?
- A a leak
- B a bursting of something
- C a lack of oxygen
- D leaving outer space
- 4 What does the word <u>capable</u> suggest about Lovell as a leader?
- A He is a gentle and patient leader.
- B He is skillful at leading others.
- C He is harsh to those he leads.
- D He is weak when leading others.

T uossa.

Greek and Latin Word Parts

Introduction English words come from many languages, including Greek and Latin.

A root is a word part that usually can't stand alone as a word. Sometimes one root is
added to another root to make a word, as in the word photograph.

| Meaning | "op" | "light" | "carry" |
|---------|---------|---------|----------------------------|
| Root | act | photo | port |
| | | | |
| Meaning | "write" | "see" | shon, phono "sound, voice" |

 Affixes are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root vis to -ible to make visible.

| Prefix | Meaning | Suffix | Meaning |
|--------|------------|----------------|-------------------|
| auto- | "self" | -ist, -er, -or | "someone who" |
| tele- | "distance" | -able, -ible | "able or capable" |
| | | | |

As you learn Greek and Latin roots and affixes, your vocabulary will grow.

Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

Remember,

HINT Remember, words may have two roots or a root and

- 1 My favorite <u>actor</u> is Jesse B.
- 2 I have five photographs of Jesse B. on my wall.
- 3 One even has an autograph on it.
- 4 I've asked my mom if I could <u>telephone</u> Jesse B.
- 5 She said I could just watch Jesse B. on television.

Independent Practice

For numbers 1-4, read each sentence. Then answer the question.

1 I decided to compose a letter to Jesse B.

The prefix com- means "with," and the root poser means "to put or set down."
What is the meaning of compose as used in the sentence?

- A to think
- B to write
- C to talk
- D to mail
- Dear Jesse B., I just read a biography

about you.

The prefix bio-means "life," and the root graph means "write." What is the meaning of biography as used in the sentence?

- A writing about the life of an actor
- B writing about someone else's life
- writing about the beauty of life
- D writing about how to live your life

Your life story inspires me and many other fans.

The prefix in- can mean "within," and the root spir means "breathe." What is the meaning of inspires as used in the sentence?

- A causes people to become alive
- B causes a heavy wind to blow
- C causes people to faint
- D causes strong lungs
- 4 I hear you are a very benevolent person, giving to many charities.

The prefix bene-means "well," and the root velle means "wish." What is the meaning of benevolent as used in the sentence?

- A surrounded by good people
- B showing good will to others
- C liked by many good people
- D hoping others are good

Using a Dictionary or Glossary

Introduction There are many places you can look to find information about words.

A dictionary and a glossary are two kinds of references you can use.

 A dictionary lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) v. 1. to smash 2. to disobey 3. to do better than: Ina broke the record for the high jump. n. 4. time off 5. luck break into 1. to disturb 2. to start to do suddenly 3. to start a new job: He broke into acting

 A glossary is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kăr'ē) 1. to move 2. to hold carry on 1. to continue 2. to act excitedly

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is v. for verb.

When there is more than one meaning, each definition is numbered.

Sometimes a sample sentence helps make the meaning of a word or phrase dearer.

Guided Practice

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

Hank Aaron broke into major league baseball in the 1950s.

A big break came for him in 1954 when he replaced an injured

player. Aaron's talent helped him break Babe Ruth's record of

word or phrase, read

HINT To find the right meaning of a

meaning makes the

most sense in the sentence.

all the definitions first. Decide which

714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he

retired in 1976.

Independent Practice

Use the dictionary entries to answer numbers 1-4.

material (ma tir' e a l) n. 1. fabric or cloth 2. ideas and facts used in writing something adj. 3. made of matter 4. having great meaning or effect

Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

- A Definition 1
- B Definition 2
- C Definition 3
- Definition 4

hammer (hắm´ər) n. 1. a tool used for pounding objects, such as nails 2. a part of a piano ν . 3. to hit hard 4. to join with nails

Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

- A Definition 1
- B Definition 2
- C Definition 3
- Definition 4

stand (stănd) n. 1. a display area
2. an opinion or a position on an issue
v. 3. to be on one's feet 4. to endure, put up
with stand for 1. to represent, be

and support: He stands for equality. 4. an

abbreviation for

a symbol of 2. to allow 3. to believe in

3 Which definition matches how <u>stand</u> is used in this sentence?

Aaron could stand a lot of pressure, too.

- A Definition 1
- B Definition 2
- Definition 3
- Definition 4

4 Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

Similes and Metaphors

- Introduction

 Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.
- A simile makes a comparison using the word *like* or as. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

 A metaphor makes a comparison without using the word like or as. In this metaphor, the dog's size is compared to a mountain.

| Metaphor | What It Means | |
|----------------------------------|----------------------------|--|
| e is a <i>mountain</i> of a dog. | Ollie is a very large dog. | |

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

- 1 Ollie's mouth was a trap that held a giant stick.
- 2 Ollie leapt toward Alicia like a clumsy ballerina.

being compared, ask yourself, *How are they*

find the two things

HINT After you

answer to figure out

what each simile or

metaphor means.

the same? Use your

- Ollie raced past Alicia like a strong wind.
- 4 Suddenly, Ollie was a freight train racing into the house.

Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

The stick in Ollie's mouth was a sword, knocking over one object after another.

4 The floor was as sticky as glue.

Glue covered the floor.

- The stick was heavy.
- 3 The stick was dangerous.
- : Ollie was dangerous.
- D The stick was made of metal.
- The plates on the table became flying saucers that Alicia had to dodge.

Alicia was a whirlwind as she cleaned

2

up the mess.

Glue made the floor sticky.

The floor was a glue stick.

The floor was very sticky.

- A Flying saucers came from outer space.
- B Alicia had to play dodge ball.
- C Alicia had to fly across the kitchen.

Alicia was breathing hard.

Alicia was getting tired.

U

Alicia spun wildly. Alicia worked quickly.

- D Plates flew through the air.
- Salad covered the floor like a large blanket.
- A The salad was warm.
- B The salad tasted awful.
- . There was a large blanket on the floor.
- D A layer of salad covered the floor.

Lesson 20 Idioms

Introduction Have you ever been "in hot water"? When you hear these words, you might think about taking a hot bath. Or you might think about being in trouble. Phrases in English sometimes have more than one meaning.

 An idiom is an expression whose meaning is different from the meaning of its individual words. The idiom up to my ears means "very busy with."

I was up to my ears in homework when my friend Mai called.

The phrase up to my ears has a literal meaning, too. The meaning of the phrase
is the same as the meaning of the individual words.

I was chilly, so I pulled my sweater up to my ears.

Guided Practice

Read each sentence. Underline the idiom. Then circle the correct meaning of the idiom.

I knew Mai would talk my ear off if she had the chance.

- talk until my ear fell off talk a long time talk loudly
- So I said, "My mom will fly off the handle if I'm on the phone and not studying."

throw a pot get angry take a trip

meaning of idioms in

a dictionary.

use context clues to help you understand

it. Sometimes you can also find the

HINT If an idiom doesn't make sense,

- S I explained, "I'm in the doghouse because I didn't do well on my last spelling test."
 in trouble sitting in a doghouse playing with the dog
- 4 Mai said, "I don't want to rock the boat, so come over later." go boating throw rocks cause problems
- It rained cats and dogs as I biked to Mai's house.
 was dark was foggy rained heavily
- 6 I knew I had to make tracks, or I'd soon be completely wet.

 slow down hurry take a train

Independent Practice

For numbers 1-5, read each sentence. Then choose the correct meaning of each underlined idiom.

- 1 I was <u>all ears</u> when Mai shared her news.
 - A feeling my ears grow
- B getting a headache
- Listening carefully
- D unable to hear
- Mai said, "I've just heard it from the horse's mouth. Our school is going to have an auction to raise money."
- A from a horse trainer
- B from an animal doctor
- C from the mouth of a horse
- D from a trustworthy person
- I held my tongue even though I knew that Mai probably found out from her mom, our school principal.
- A kept quiet
- B grabbed my tongue
- C stuck out my tongue
- D made a funny face

- 4 Mai continued, "Let's put our heads together and think of something to contribute to the auction."
- A whisper quietly
- B sit next to one another
- work together to make a plan
- D put our heads on the table
- Mai is head and shoulders above me at cooking. I suggested that she bake a cake to sell at the auction.
- A much taller than I am
- B much better than I am
- standing above me
- D faster than I am

Adages and Proverbs

- meanings of these expressions can help you better understand what an author has written. cannot understand just by knowing the meanings of the individual words. Learning the Introduction Like idioms, adages and proverbs are also expressions that you
- An adage is a well-known saying that people have come to believe because

| e. | Meaning | Trying different things makes life interesting |
|----------------------------------|---------|--|
| it has been used for a long time | Adage | Variety is the spice of life. |

· A proverb is also an old, well-known saying. It sometimes gives advice about how to behave.

| Meaning | Think carefully about what you are going to | do hafora volt do it |
|---------|---|-----------------------|
| Proverb | 1 | Look berore you leap. |

Guided Practice

proverb. Then write the meaning of each on the lines provided. Read the paragraph. Number and underline each adage and

without pain. When I thought I would faint, I stopped to rest. After athlete, but I never judge a book by its cover. Last week, we went running together. I thought I'd be able to keep up with him, but I My friend Omar is a great runner. He doesn't look like an couldn't. I told myself to keep going because there's no gain all, it's better to be safe than sorry.

you understand what

context clues to help

meaning of a saying

isn't clear, use

HINT If the

the words mean. You

can also search

adages and proverbs.

meanings of many

m

~

Independent Practice

For numbers 1-4, read each sentence. Then choose the correct meaning of each underlined adage or proverb.

Omar said, "Remember, slow and steady wins the race. Run a little each day, and

Then I thought, "If I want to be a good

runner, I have to practice. I know that

- soon you'll become a good runner."
- If you run slowly, you will win races. A
- It is better to run slowly than to win 8
- Slow workers have the most success. U
- Patience and hard work bring success.
- 2 I promised to run every day, but that was easier said than done.
- easily said A
- easily done 8
- easier to talk about than to do
- easier to run than to promise

- Practicing is the way to get good You must practice something You must practice perfectly. Being perfect is important. practice makes perfect!' at something. every day. A 8
- 4 When I won my first race, I gave credit where credit was due, and I thanked Omar for helping me.
- used a credit card to pay a bill
- gave thanks to someone who deserved it
- gave money that was owed to someone
- had to give away the prize ٥

Synonyms and Antonyms

Introduction Words in English can have meanings that are similar or different. If you know how two words are related, you can sometimes use the meaning of a word you already know to understand the meaning of an unfamiliar word.

 A synonym is a word that has the same or almost the same meaning as another word. The words select and choose are synonyms.

I try to select foods from all five food groups.

I often seem to choose the same foods, though.

 An antonym is a word that has the opposite meaning of another word. The words forget and remember are antonyms.

Sometimes I forget to eat different kinds of vegetables.

I need to remember to vary my diet.

 If you find yourself using the same word again and again, replace the repeated word with a synonym. This will make your writing more interesting.

Guided Practice

Read each sentence. Write 5 next to the synonym for the underlined word. Write A next to the antonym.

I made a large salad with many vegetables.

HINT You can use

a thesaurus to find synonyms and

enormous_____tiny____

A salad is a meal that is easy to make.

challenging simple

antonyms for many words. Sometimes a

dictionary also lists

synonyms and antonyms.

3 I used vegetables that are commonly grown in our area.

unusually_____normally_____

4 I bought them at our local farmer's market.

distant nearby

Independent Practice

For numbers 1–3, which word is a synonym for the underlined word as it is used in each sentence?

- 1 My doctor asked me about my diet.
- A answered
- B questioned
- C told
- D informed
- She said that healthy food can also be <u>tasty</u>.
- A sweet
- B sour
- C enjoyable
- D delicious
- She gave me a few interesting recipes.
- A dull
- B exciting
- C boring
- D tiring

For numbers 4 and 5, which word is an antonym for the underlined word as it is used in each sentence?

- 4 Is it important to eat foods that have protein?
- A unnecessary
- B required
- C needed
- D helpful
- Can you get protein from meat, eggs, and fish?
- A gather
- B gain
- C lose
- o collect

Using a Thesaurus

Introduction A thesaurus, like a dictionary, is another kind of reference you can use to learn about words.

A thesaurus lists words in alphabetical order. Each entry has an entry word, the part
of speech, the word's meaning, and synonyms. Sometimes antonyms are listed at the
end of the entry.

conceal v. to hide someone or something: Bushes conceal the entrance to the cave. camouflage, hide, shield Antonyms: reveal, uncover

principal adj. 1. the main, or most important: Drawing is my principal hobby. major, main, chief, prime Antonyms: lesser, minor n. 2. someone who is the head of a school: The principal enforces our school rules. head, chief, leader

 You can use a thesaurus to find precise words or to replace vague words. Learning synonyms for an unfamiliar word can also help you understand the word's meaning.

A sample sentence helps make a word's meaning clearer. Synonyms for the word follow the sample sentence.

When there is more than one meaning, each definition is numbered and includes the abbreviated part of speech.

Guided Practice Rea

Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.

Cougars are powerful hunters. They often <u>conceal</u> themselves among rocks or in trees before attacking their prey. Deer are their <u>principal</u> prey, but cougars hunt other animals, too.

Which words are synonyms for the word conceal as used in the paragraph?

meaning. Antonyms

have opposite

HINT Remember, synonyms are words

that have the same or almost the same Which definition number helps you understand the meaning of the word *principal* as it is used in the paragraph?

Which words are antonyms for the word *principal* as it is used in the paragraph?

Independent Practice

For numbers 1-4, read the sentence. Then use the thesaurus entry to answer the question.

uncertain adj. doubtful: I'm uncertain if it will rain tomorrow. unsure, unclear, doubtful, unpredictable Antonyms: certain, predictable, sure

The future of cougars is uncertain.

Which is a synonym for <u>uncertain</u> as it is used above?

- A sure
- B certain
- **C** clear
- D unclear

defend ν. to keep safe from harm: Dogs defend their puppies. protect, guard, shield Antonyms: attack, assault

Ranchers defend their livestock against cougars.

Which is an antonym for <u>defend</u> as it is used above?

- A guard
- B protect
- C attack
- D shield

decrease v. 1. to become smaller: The size of the ice cube decreased as it melted. Iessen, reduce, shrink Antonyms: increase, grow, rise n. 2. the process of getting smaller drop, decline, shrinking, reduction Antonyms: increase, growth

Cougar populations decrease partly because of hunting.

Which is a synonym for <u>decrease</u> as it is used above?

- A rise
- B shrink
- grow
- D increase

4 Destroying areas where cougars live also decreases the population.

Which is an antonym for <u>decreases</u> as it is used above?

- A grows
- B shrinks
- C drops
- D lessens

Precise Words for Actions and Feelings

Introduction Vague words, like went, mad, and nice, do not often paint a picture in a reader's mind. Precise words, like stumbled, fuming, and gentle, give more information. Often, you can use a thesaurus to find the precise word you need.

Use precise action words and phrases to tell exactly what is happening.

| Vague | | Precise | |
|-------|---------|----------|---------|
| ask | inquire | question | quiz |
| cry | whine | weep | wail |
| stop | halt | panse | wrap up |

Use precise words and phrases to describe emotions and states of being.

| Vague | | Precise | |
|-------|---------|----------|--------------|
| happy | content | thrilled | tickled pink |
| sad | grim | woeful | suffering |
| shy | afraid | modest | pashful |

Guided Practice

Read each sentence. Circle the precise word or phrase that best replaces the underlined text.

sces the underlined text.

walk move crawl

HINT Ask yourself which word or phrase

creates the strongest

Also, look for clues in

image in your mind.

2 Confused sea turtles will not lay eggs on brightly lit beaches.

Shy Bewildered Mysterious

Sind people turn off their outdoor lights.

Gentle Good Caring

decide which words

to choose.

the surrounding words to help you 4 After laying eggs, a sea turtle goes away from her nest of eggs and returns to the sea.

rejects quits on deserts

5 Volunteers have to put up fences to protect nest sites.

prepare construct form

Independent Practice

For numbers 1–5, read each sentence. Then choose the most precise word or phrase that best replaces the underlined text in the sentence.

 Many people <u>see</u> sea turtles hatching from their nests.

4 Many predators, such as crabs,

eat hatchlings.

prey on

A

have

- A spy
- B observe
- C note
- D eye
- Volunteers protect the hatchlings by keeping overly excited visitors away from

Pollution causes problems for

2

snack on

nibble

sea turtles, too

pains

A

A content

the hatchlings.

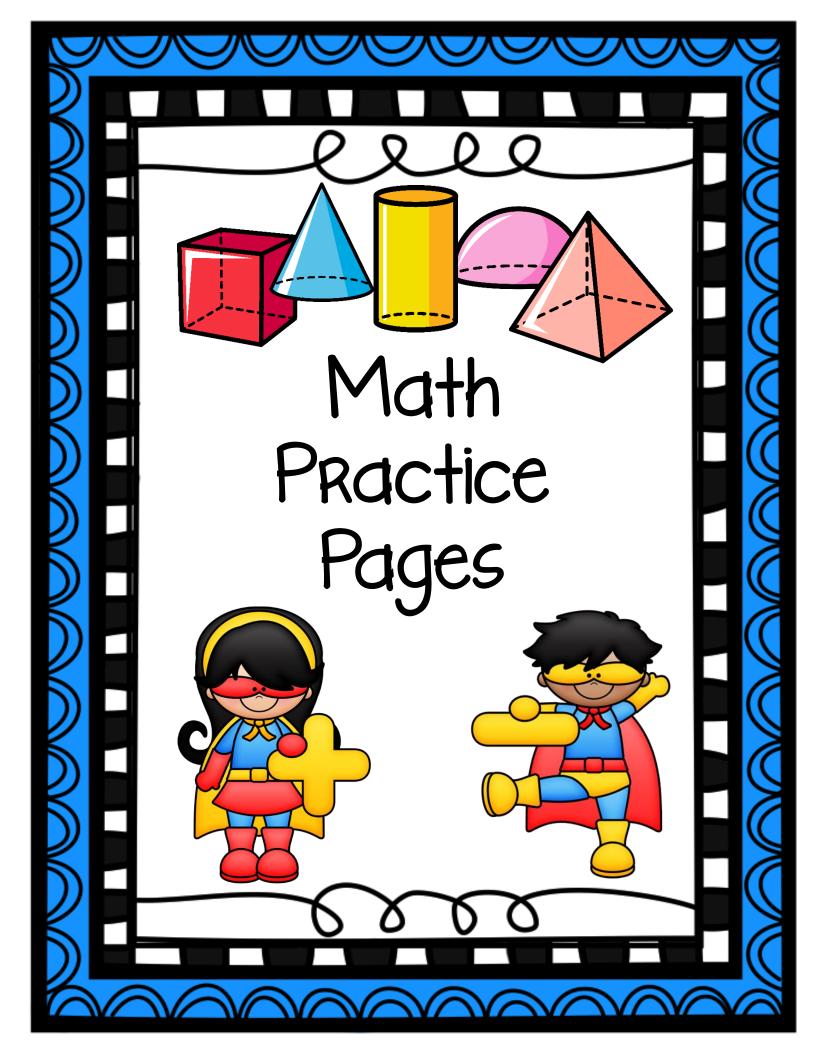
- B eager
- C pleased

endangers

upsets

questions

- D cheerful
- Newly hatched sea turtles go quickly to
- A scamper
- B take off
- C make their way
- D move on out



Get Ready for 4th Grade Math

HOW TO ACCESS THE VIDEO LESSONS ON



SEARCH ON YOUTUBE



Get Ready for 4th Grade Math Like a Boss



AND CLICK ON THE PLAYLIST:



Get Ready for 4th Grade Math LIKE A BOSS

by McCarthy Math Academy

Week 1: Reading and Writing Numbers - Get Ready for 4th Grade Math LIKE A B...16:13
Week 2: Rounding - Get Ready for 4th Grade Math LIKE A BOSS 17:07

View full playlist (4 videos)

OR CLICK ON THIS LINK:

https://www.youtube.com/watch? v=EoDKn1Ry8DQ&list=PLK3pz0C7hNF7zMkHhUYiLGw-4 wElmw68 Get Ready for 4th Grade Math

LIKE A BOSS

Week 1:

READING AND
WRITING
NUMBERS

BOSS NOTES! on You Tube

| _ | | | | | | | |
|---|---|---|---|---|---|---|---|
| - | | | | | | | |
| - | | | | | | | |
| ı | _ | _ | | _ | _ | _ | _ |
| 1 | 4 | 7 | 9 | 8 | 0 | 1 | 3 |
| ۲ | - | | | | | | |

LEARN IT! on You Tube

Directions: Use the given information to complete the table.

1

| Standard Form | 122,046 |
|--------------------|---------|
| Expanded Form 1 | |
| Expanded Form 2 | |
| Word Form | |

PRACTICE IT! on You Tube

Directions: Use the given information to complete the table.

2

| Standard Form | |
|--------------------|------------------------------------|
| Expanded Form 1 | 200,000 + 80,000 + 5,000 + 700 + 1 |
| Expanded Form 2 | |
| Word Form | |

Reading and Writing Numbers--- LIKE A BOSS

Week 1: Day 2

| OWN IT! |
|---------|
|---------|

Directions: Use the given information to complete the table.

| | \wedge | |
|---|----------|--------|
| Г | 1 | て |
| 7 | | \int |

| Standard Form | |
|-----------------|---|
| Expanded Form 1 | |
| Expanded Form 2 | (6 x 10,000) + (5 x 1,000) + (3 x 100) + (4 x 10) |
| Word Form | |



| Word Form | Two hundred twelve thousand, six hundred twenty-three |
|-----------------|---|
| Expanded Form 2 | |
| Expanded Form 1 | |
| Standard Form | |



| Standard Form | 901, 034 |
|-----------------|----------|
| Expanded Form 1 | |
| Expanded Form 2 | |
| Word Form | |



| Standard Form | |
|-----------------|------------------------------|
| Expanded Form 1 | 300,000 + 40,000 + 1,000 + 2 |
| Expanded Form 2 | |
| Word Form | |

| OWN . | IT! |
|-------|-----|
|-------|-----|

Directions: Use the given information to complete the table.

| | \wedge | _ |
|---|----------|--------|
| 7 | 4 | 7 |
| 4 | Τ | \geq |
| 7 | _ | \int |

| Standard Form | |
|-----------------|---|
| Expanded Form 1 | |
| Expanded Form 2 | (3 x 10,000) + (2 x 100) + (4 x 10) + (9 x 1) |
| Word Form | |



| Word Form | Seven hundred three thousand, six hundred thirteen |
|-----------------|--|
| Expanded Form 2 | |
| Expanded Form 1 | |
| Standard Form | |



| Standard Form | 3,567 |
|-----------------|-------|
| Expanded Form 1 | |
| Expanded Form 2 | |
| Word Form | |



| Standard Form | |
|-----------------|-------------------------------|
| Expanded Form 1 | 900,000 + 80,000 + 7,000 + 20 |
| Expanded Form 2 | |
| Word Form | |

| _,_ | ICK IT UP! | Idle to help you complete the table. |
|---|--|---|
| 1 | The place of the p | n a four digit number. digit in my tens place is 1 more than the digit in my ones e. value of my hundreds place is 400. digit in my ones place is 2. value of my thousands place is 10 times the value of my dreds place. |
| | Standard Form | |
| | Expanded Form 1 | |
| | Expanded Form 2 | |
| | Word Form | |
| I am a five digit number. The value of my thousands place is 6,000. The value of my hundreds place is equal to 343 + 357. The digit in my ones place is 5 more than the digit in my tens place. The digit in my tens place is 4. The value of my ten thousands place is ten times the value of digit in my thousands place. | | |
| | Standard Form | |
| | Expanded Form 1 | |
| | Expanded Form 2 | |
| / | Word Form | |

BOSS MODE!



Sally writes the number 112,403 on her paper. Decide whether each statement is TRUE or FALSE about Sally's number.

| | True | False |
|--|------|-------|
| The expanded form of this number is: | | |
| 100,000 + 20,000 + 1,000 + 400 + 3 | | |
| 2. The word form of this number is: | | |
| One hundred twelve thousand, four hundred three | | |
| The value of the digit in the ten thousands place is 10 times less than the value of the digit in the hundred thousands place. | | |

Select all represent the number 901,883.

2

$$\Box 9 + 0 + 1 + 8 + 8 + 3$$

- □Nine hundred one thousand, eight hundred eighty-three.
- 910,883
- \square 900,000 + 1,000 + 800 + 80 + 3
- \square (9 x 100,000) + (1 x 1,000) + (8 x 100) + (8 x 10) + (3 x 1)
- □Nine hundred one, eight eight three
- \square (9 x 10,000) + (1 x 1,000) + (8 x 100) + (8 x 10) + (3 x 1)

Get Ready for 4th Grade Math

LIKE A BOSS

Week 2:

ROUNDING

Rounding --- LIKE A BOSS

Week 2: Day 6

BOSS NOTES! on You Tube

- Underline the
- Circle the digit to the ______.
 - 5 or more: add 1 to the _____
 - 4 or less: do
- it / Add or nothing / Everything else becomes _

LEARN IT! on You Tube

Directions: Complete each table by rounding each number to the given place.

| ξ | 13 | 183,02 | 1 |
|---|-----|--------|---|
| | hur | ndred | |

| 1 | 100,021 | |
|---|---------------------|--|
| | hundred thousand | |
| | ten | |
| | thousand | |

| 3 | 2 567,141 | | |
|---|-----------|--|--|
| | thousand | | |
| | hundred | | |
| | | | |

PRACTICE IT! on You Tube

Directions: Complete each table by rounding each number to the given place.



| \sim | |
|---------------------|--|
| hundred thousand | |
| ten | |
| thousand | |



hundred thousand

472,989

| thousand | |
|---------------------|--|
| hundred | |
| hundred thousand | |

Rounding--- LIKE A BOSS

Week 2: Day 7

OWN IT!

Directions: Complete each table by rounding each number to the given

| _ | \wedge | |
|----------|----------|---|
| 5 | 1 | Ų |
| <u> </u> | Т | 2 |
| | - | |

46,912

| · | |
|-----------------|--|
| ten | |
| thousand | |
| ten thousand | |

₹2} 320,765

| thousand | |
|---------------------|--|
| hundred | |
| hundred thousand | |

| | \wedge | |
|---|----------|---|
| 5 | ๋ว | Ų |
| 5 | Э | ~ |
| | \sim | |

3,901

| W. | |
|----------|--|
| ten | |
| thousand | |
| hundred | |

891,376

| thousand | |
|---------------------|--|
| ten thousand | |
| hundred thousand | |



| \sim | |
|-----------------|--|
| hundred | |
| thousand | |
| ten thousand | |

₹6} 19,962

| \sim | |
|-----------------|--|
| thousand | |
| ten | |
| ten thousand | |

Rounding--- LIKE A BOSS

Week 2: Day 9

KICK IT UP!

Directions: Determine which place to round the number to in order to create the largest number possible.



547,987



78,172









Rounding--- LIKE A BOSS

Week 2: Day 10

BOSS MODE!



Select all the numbers that round to 52,000 when rounded to the nearest thousand.

- 51,829
- **52,689**
- 52,501
- 51,412
- **52,499**
- 52,265



Complete the table to show how each original number was rounded to make the new number.

| Original | New | Nearest 100 | Nearest 1,000 |
|----------|--------|-------------|---------------|
| 6,532 | 6,500 | | |
| 23,422 | 23,000 | | |
| 17,921 | 17,900 | | |



Gregory has \$4,618 in his savings account. What is the amount of his savings rounded to the nearest hundred?

- a. \$5,000
- b. \$4,000
- c. \$4,600
- d. \$4,700

Get Ready for 4th Grade Math

LIKE A BOSS

Week 3:

ADDITION AND SUBTRACTION

Addition and Subtraction --- LIKE A BOSS

Week 3: Day 11

BOSS NOTES! on You Tube

Addition

- up the digits in the correct place value.
- Start adding in the place
- If you get a 2 digit number,
- 4. ______your work.

Subtraction

- 1. Line up the digits in the correct place value.
- 2. Start subtracting in the _
- You cannot subtract a larger number from a smaller number, so you must
- Check your work using

LEARN IT! on You Tube

Directions: Find the sum or difference.



183,021 + 46,976



567,141 – 8,325

PRACTICE IT! on You Tube

Directions: Find the sum or difference.



700,000 - 1,270



472,989 + 9,999

Addition and Subtraction--- LIKE A BOSS

Week 3: Day 12

OWN IT!

Directions: Find the sum or difference.

$$\{\hat{4}\}$$

$$\{\hat{6}\}$$

269,336 - 171,848

Addition and Subtraction--- LIKE A BOSS

Week 3: Day 14

KICK IT UP!

Directions: Find the missing value

$$\{\hat{6}\}$$

Addition and Subtraction--- LIKE A BOSS

Week 3: Day 15

BOSS MODE!



An addition statement is shown. Find the missing digit that makes the addition statement true.

27,133 13, 78 + 13,257 54,268



Keahra and Madeline are participating in a reading competition. Keahra reads 76,501 pages. Madeline reads 83,654 pages.

Part A: How many more pages does Madeline read? ______

Part B: How many pages do the girls read combined? _____



Ricky, Lucy, and Ethel are competing in a math competition. Together they have earned 100,000 points. If Ricky has earned 54,679 points and Ethel has earned 16,234 points, how many points has Lucy earned?

Get Ready for 4th Grade Math

LIKE A BOSS

Week 4:

MULTI-DIGIT
MULTIPLICATION
(PART 1);

BOSS NOTES! on You Tube

- Multiply the _____ place in the bottom number times each place in the top number, starting at the _____.
- 2. If the _____ of the two digits is a 2-digit number, you must
- Any numbers that regroup, will be ______ after you multiply the next set of numbers.

LEARN IT! on You Tube

Directions: Find the product.



1 3 1,836 x 3

$$\{2\}$$
 8 x 5,671

PRACTICE IT! on You Tube

Directions: Find the product.



3 > 7,068 x 4



9 x 4,729



Directions: Find the product.



7,987 x 6



7 x 1,739

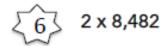


5 x 3,285



9,063 x 4







Directions: Find the product.



7,183 x 9



8 x 1,259

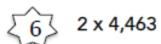


5 x 4,143



2,052 x 4





Week 4: Day 19

KICK IT UP!

Directions: Find the missing digit.

$$5,358 \times = 16,074$$
 $\begin{cases} 2 \\ x 4,690 = 42,210 \end{cases}$

$$3$$
 $x 5,371 = 21,484$

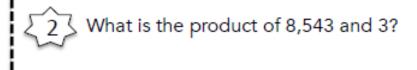
$$5$$
 2,724 x = 10,896 6

$$\{\hat{6}\}$$

BOSS MODE!

| _^_ | | | | | | | | | | |
|----------|------|--------|-------|----------|------|------|----|-------|------|-------|
| 17 | Cala | + _1 | | ressions | 46.4 | h | | حبيات | _£ 1 | 424 |
| ≤ 1 | Sele | ect ai | гехрі | ressions | ınaı | nave | аv | alue | OI I | ,424. |
| 100 | _ | | | | | | | | | |

- □ 237 x 6
- □ 512 x 2
- □ 716 x 4
- 4 x 356
- □ 712 x 2



Ashley earns \$515 a week at her summer job. How much does she earn in 4 weeks?

Jensen sleeps for 8 hours a day. There are 60 minutes in one hour. How many minutes does Jensen sleep each week? (Hint: 1 week = 7 days)

Get Ready for 4th Grade Math

LIKE A BOSS

Week 5:

MULTI-DIGIT
MULTIPLICATION
(PART 2);

Week 5: Day 21

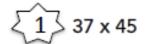
BOSS NOTES! on You Tube

- Multiply the _____ place of the bottom number times the _____ place in the top number, then times the _____ place. This is the _____ part of the product.
- 2. ____ the first product, write a ____ in the ones place to ____ the place.
- 3. Multiply the tens place of the bottom number times the ones place in the top number, then times the tens place. This is the _____ part of the product.

 4. _____ the two products together to get your _____ product.

LEARN IT! on You Tube

Directions: Find the product.





PRACTICE IT! on You Tube

Directions: Find the product.



73 x 16



94 x 21

OWN IT!

Directions: Find the product.

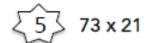


32 x 32



71 x 54





OWN IT!

Directions: Find the product.

\(\hat{1}\)

45 x 15



86 x 69



$$\{4\}$$
 67 x 34

$$\{5\}$$
 37 x 12

$$\{6\}$$
 44 x 49

Multi-Digit Multiplication (Part 2) --- LIKE A BOSS

Week 5: Day 24

KICK IT UP!

Directions: Arrange the digits to make the LARGEST product. Solve.



3



4

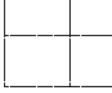






0 6

Х



Х



Directions: Arrange the digits to make the SMALLEST product. Solve.

| _ | | _ |
|---|---|---|
| | 9 | |

| 1 | |
|---|--|
| | |

4



3

6

1

Х



Х



| BOSS | MODE! |
|------|-------|
| | 111VV |

| | OSS MOVE: |
|------------------|---|
| \ \(\hat{1}\) | Select all expressions that have a value of 975. 15 x 65 39 x 25 35 x 28 13 x 75 12 x 85 |
| {2} | What is the product of 96 and 23? |
| (3) | Daniel reads for 45 minutes each day. How many minutes does he read after 28 days? |
| 4 | Lucy finds the product of 83 and 24. Lucas finds the product of 47 and 67. Who has the greater product? Explain your reasoning. |
| \ | |

Get Ready for 4th Grade Math

LIKE A BOSS

Week 6:

LONG DIVISION

Week 6: Day 26

BOSS NOTES! on You Tube

 $D_{\underline{\hspace{1cm}}} \longrightarrow M_{\underline{\hspace{1cm}}} \longrightarrow S_{\underline{\hspace{1cm}}} \longrightarrow$

B_____ Repeat until all numbers in the _____ have been used.

LEARN IT! on You Tube

Directions: Find the quotient.

 $\{1\}$ 342 ÷ 4

Check:

∑2 7,631 ÷ 4

Check:

PRACTICE IT! on You Tube

Directions: Find the product,

$$\{3\}$$
 287 ÷ 9

Check:

2,271 ÷ 6

Check:

Week 6: Day 27

OWN IT!

Directions: Find the quotient.

Check:

Check:

Check:

$$\{\hat{4}\}$$

Check:

$$\{5\}$$
 5,472 ÷ 6

Check:

$$\{\hat{6}\}$$

Check:

Week 6: Day 28

OWN IT!

Directions: Find the quotient.

$$\{\hat{1}\}$$

891 ÷ 2

Check:

8,150 ÷ 4

Check:

$$\{3\}$$
 707 ÷ 8

Check:

1,623 ÷ 7

Check:

Check:

$$\{\hat{6}\}$$

581 ÷ 5

Check:

Week 6: Day 29

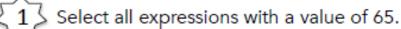
KICK IT UP!

Directions: Find the missing value.

$$x 6 = 2,868$$

Week 6: Day 30

BOSS MODE!



- □ 260 ÷ 4
- □ 454 ÷ 7
- □ 585 ÷ 9
- □ 525 ÷ 8
- 195 ÷ 3



Franklin has 435 eggs. He places the eggs into containers that hold a half - dozen eggs. How many containers will he need to hold all the eggs? (Hint: A half – dozen eggs = 6)

- a. 71
- b. 72
- c. 73
- d. 74

Get Ready for 4th Grade Math

LIKE A BOSS

Week 7:

FRACTION
EQUIVALENCE AND
COMPARISON

Week 7: Day 31

BOSS NOTES! on You Tube

Amount being considered

Total number of equal parts

LEARN IT! on You Tube

Directions: Use <, >, or = to compare the fractions. Model with a drawing.

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

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

PRACTICE IT! on You Tube

Directions: Use <, >, or = to compare the fractions. Model with a drawing.

$$\frac{7}{8}$$

$$\{\hat{4}\}$$

$$\frac{1}{2}$$

$$\int \frac{2}{x}$$

$$O^{\frac{3}{10}}$$



Directions: Use <, >, or = to compare the fractions. Model with a drawing.



$$\frac{1}{2}$$

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

$$\frac{2}{8}$$
 $\frac{1}{4}$

$$\frac{5}{8}$$

$$\frac{5}{8}$$

$$\frac{6}{10}$$
 $\frac{3}{4}$

$$\bigcirc$$



Directions: Use <, >, or = to compare the fractions. Model with a drawing.



$$\bigcirc$$

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

$$\bigcirc$$

$$\frac{4}{10}$$

$$\bigcirc$$

$$\int \frac{8}{12}$$

$$\frac{6}{12}$$

$$\bigcirc$$

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

$$\bigcirc$$

KICK IT UP!

Directions: Write the fractions in order from LEAST to GREATEST. Model with a drawing.

$$\frac{6}{12}$$
 $\frac{6}{12}$ $1\frac{1}{8}$ $\frac{3}{5}$

Directions: Write the fractions in order from GREATEST to LEAST. Model with a drawing.

$$\frac{3}{3}$$
 $\frac{2}{3}$ $\frac{7}{7}$ $2\frac{1}{3}$

$$\frac{4}{2}$$
 $\frac{2}{2}$ $\frac{4}{3}$ $\frac{1}{10}$

$$\frac{4}{3}$$

BOSS MODE!



Which fraction is equal to $\frac{3}{12}$?

- a. $\frac{1}{2}$
- c. $\frac{1}{4}$
- b. $\frac{2}{6}$
- d. $\frac{3}{6}$



Which fraction is greater than $\frac{3}{8}$?

- a. $\frac{3}{9}$
- c. $\frac{1}{2}$
- b. $\frac{1}{5}$
- d. 2

₹3}

Select all of the $\frac{6}{10}$.

- $\frac{1}{3}$
- $\frac{3}{5}$
- $\Box \frac{2}{5}$
- $\square \frac{3}{4}$
- □ <u>5</u>

Sally reads $3\frac{2}{3}$ chapters of her book.

Andrew reads $\frac{11}{3}$ chapters of the same book. Who has read more of the book?

Explain your reasoning.

Get Ready for 4th Grade Math

LIKE A BOSS

Week 8:

ADD, SUBTRACT, AND MULTIPLY FRACTIONS

Add, Subtract, and Multiply Fractions --- LIKE A BOSS

Week 8: Day 36

BOSS NOTES! on You Tube

or _____,

Denominators match LIKE A BOSS Just multiply

across

LEARN IT! on You Tube

Directions: Find the sum, difference, or product of the fractions.

$$8\frac{1}{2} + 8\frac{1}{2} = ?$$
 $8\frac{2}{4} - 6\frac{3}{4} = ?$ $8\frac{1}{4} \times 9 = ?$

PRACTICE IT! on You Tube

Directions: Find the sum, difference, or product of the fractions.

$$\sqrt{3}$$
 $4\frac{3}{8} + 1\frac{7}{8} = ? \sqrt{4}$ $6\frac{1}{4} - 2\frac{1}{4} = ? \sqrt{5}$ $\frac{1}{5} \times 5 = ?$

Add, Subtract, and Multiply Fractions--- LIKE A BOSS Week 8: Day 37

OWN IT!

Directions: Find the sum, difference, or product of the fractions.

$$\left\{ \begin{array}{c} 1 \\ 2 \end{array} \right\} 9 \frac{2}{10} - 1 \frac{3}{10} = ? \left\{ \begin{array}{c} 2 \\ 2 \end{array} \right\} 5 \frac{7}{8} + 5 \frac{4}{8} = ? \left\{ \begin{array}{c} 3 \\ 3 \end{array} \right\} 5 \times \frac{1}{8} = ?$$

$$\sqrt{\frac{4}{5}} \cdot 5 + 2 + 2 = ? \sqrt{\frac{1}{6}} = ? \sqrt{\frac{1}{12}} \times 4 = ? \sqrt{\frac{6}{5}} \cdot 9 + 2 = ?$$

$$\sqrt[4]{7}$$
 10 × $\frac{1}{5}$ = ? $\sqrt[4]{8}$ 4 $\frac{2}{6}$ - 3 $\frac{4}{6}$ = ? $\sqrt[4]{9}$ 8 $\frac{3}{10}$ + 1 $\frac{3}{10}$ = ?

Add, Subtract, and Multiply Fractions--- LIKE A BOSS Week 8: Day 38



Directions: Find the sum, difference, or product of the fractions.

$$\frac{3}{6} \times 3 = ? \frac{5}{8} \times \frac{3}{4} + 4 \frac{3}{4} = ? \frac{6}{6} \times \frac{7}{10} - 4 \frac{8}{10} = ?$$

$$\sqrt[3]{\frac{1}{4}} \times 8 = ? \sqrt[3]{8} \cdot \frac{1}{4} - 6 \cdot \frac{3}{4} = ? \sqrt[3]{9} \cdot 4 \cdot \frac{1}{5} + 2 \cdot \frac{4}{5} = ?$$

Add, Subtract, and Multiply Fractions--- LIKE A BOSS Week 8: Day 39

KICK IT UP!



Jakari ran $3\frac{3}{4}$ miles last week. This week, he ran $4\frac{1}{4}$ miles.

Part A: What is the difference in the miles he ran this week compared to last week?

Part B: How many miles did he run in all?



On Monday, Benjamin has wrote 6 pages of a comic book. On Tuesday, he wrote six times the amount he wrote on Tuesday.

Part A: How many pages did Benjamin write on Tuesday?

Part B: How many pages did write on Monday and Tuesday combined?

Add, Subtract, and Multiply Fractions --- LIKE A BOSS Week 8: Day 40

BOSS MODE!

| • | $\overline{}$ | |
|----|---------------|---|
| Г | 1 | Z |
| 5 | T | 2 |
| ١. | $\overline{}$ | J |

Match each expression with the correct value.

| | $1\frac{3}{4}$ | 6 8 | $11\frac{1}{3}$ |
|-------------------------------|----------------|--------|-----------------|
| 6 × 1/8 | | | |
| $5\frac{1}{4} - 3\frac{2}{4}$ | | | |
| $6\frac{2}{3}+4\frac{2}{3}$ | | | |

| | \wedge | _ |
|---|----------|---|
| Σ | 2 | 3 |
| 7 | $\bar{}$ | 5 |

Piper has $\frac{1}{3}$ cup of sugar. Harper has $1\frac{2}{3}$ cups of sugar. Daniel has four times the amount of sugar that Piper has.

Part A: Who has the most sugar?

Part B: How much sugar do all three children have in total?

Part C: How much more sugar does Daniel have than Piper?