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Common Core State Standards

Fifth Grade Workbook
STUDENT EDITION

Grade 5

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Worksheets that teach every Common Core Standard!

Level: Fifth Grade Name: _____

The Little Prince

Directions: Read *The Little Prince*, By Antoine de Saint-Exupéry. Answer the questions below and be sure to support your description with evidence from the text.

Read carefully to understand what the text says explicitly and to make logical inferences from it. Cite specific text evidence correctly to support your conclusions. Make accurate quotes from the text.

Describe the setting of The Little Prince's home planet.

What can you infer about the snake The Little Prince finds in the desert?

Was it easy for the pilot to find out about The Little Prince? Find a quote to support your answer.

Why was The Little Prince so upset to find that his flower was not unique?

Level: Fifth Grade Name: _____

Fiction Evidence

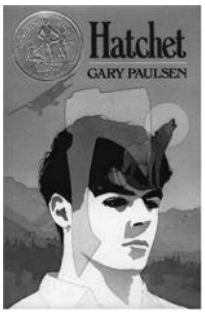
Directions: Choose text to read from the fiction genre. As you read make inferences, predictions, and conclusions, and determine the author's purpose.

Read carefully to understand what the text says explicitly and to make logical inferences from it. Cite specific text evidence correctly to support your conclusions. Make accurate quotes from the text.

Make an inference.	Cite evidence from the text.
Draw a conclusion.	Cite evidence from the text.
Make a prediction.	Cite evidence from the text.
What is the author's purpose?	Cite evidence from the text.

Level: Fifth Grade Name: _____

Determining Theme



Directions: Read the story *Hatchet* by Gary Paulsen. Summarize the story and determine its theme.

Who is the main character in this story?

_____

What problem or obstacle does the character face?

_____

_____

How does the character respond to the problem? How does he or she feel? Use details from the story to explain the character's actions, words, and feelings.

_____

_____

_____

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_____

How does the story conclude? Are problems solved? Obstacles overcome? Has the character changed?

_____

_____

_____

_____

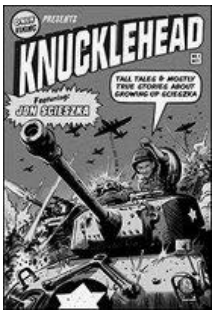
What do you consider the theme of this story to be?

_____

_____

Level: Fifth Grade Name: _____

Determining Theme



Directions: Read the story *Knucklehead* by Jon Scieszka, an autobiography. Summarize the story and determine its theme.

Who is the main character in this story?

_____

What problem or obstacle does the character face?

_____

_____

How does the character respond to the problem? How does he or she feel? Use details from the story to explain the character's actions, words, and feelings.

_____

_____

_____

_____

_____

_____

_____

How does the story conclude? Are problems solved? Obstacles overcome? Has the character changed?

_____

_____

_____

_____

What do you consider the theme of this story to be?

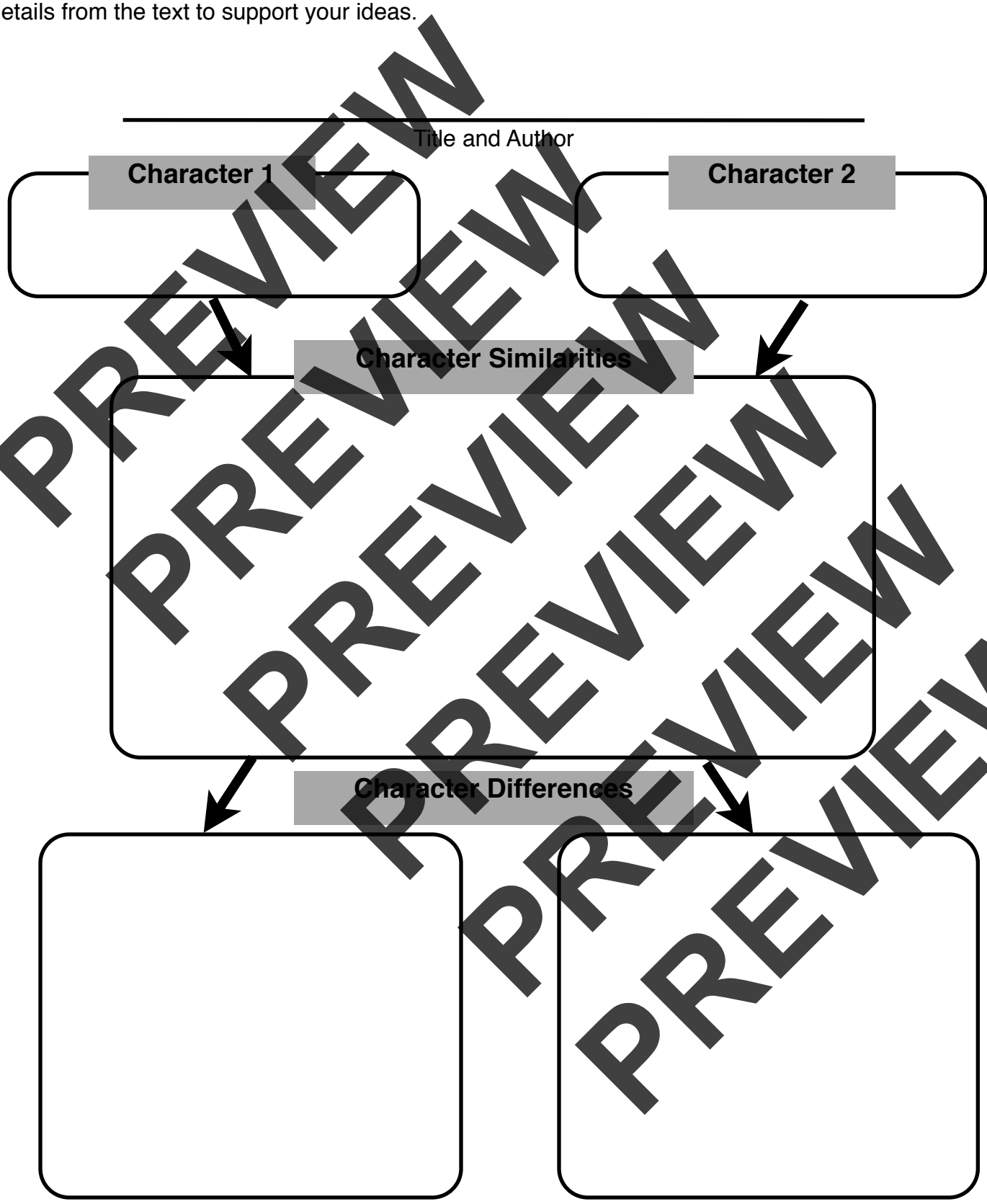
_____

_____

Level: Fifth Grade Name: _____

Comparing Characters

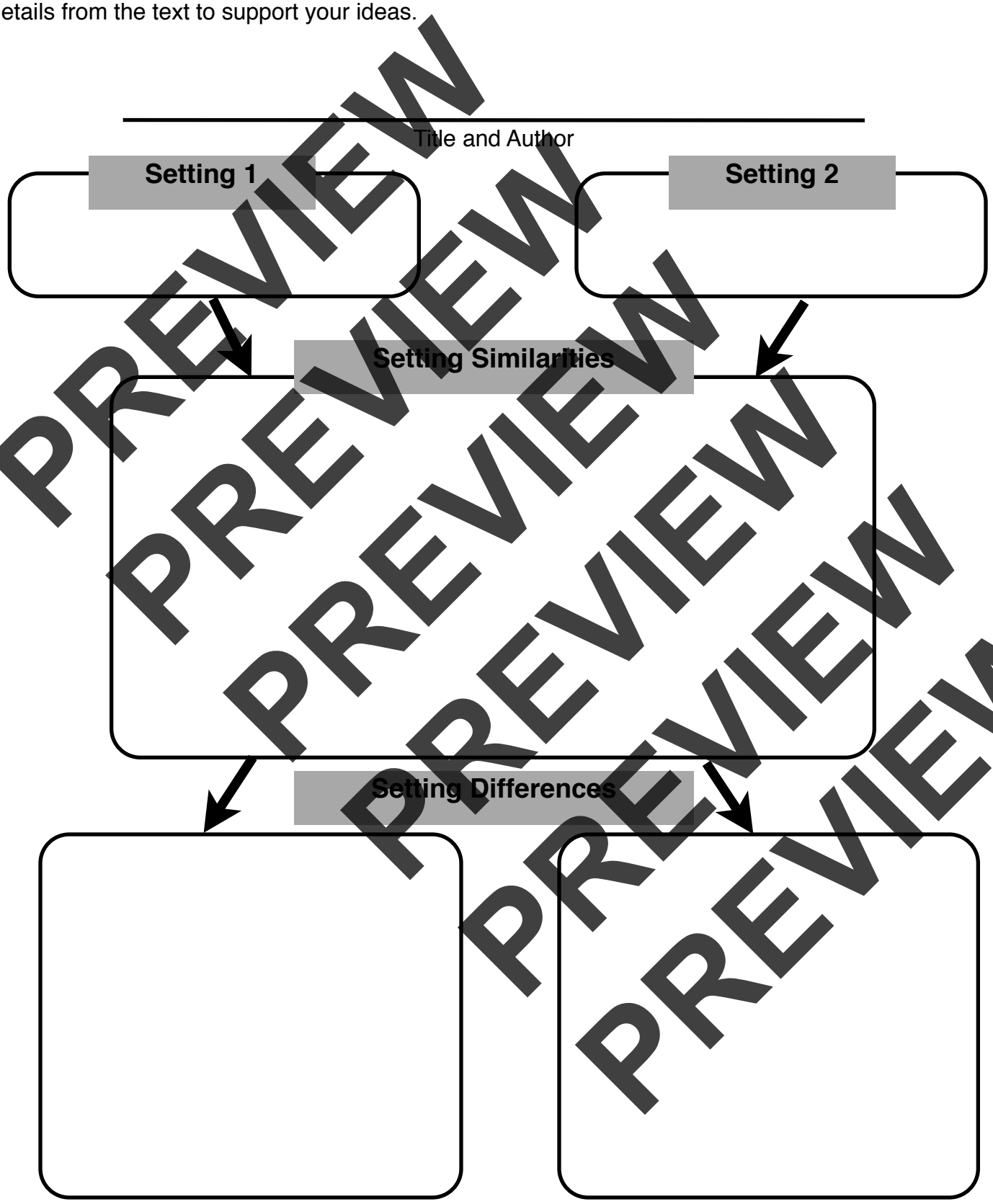
Directions: Read the chosen story and compare two characters from the story. Draw upon specific details from the text to support your ideas.



Level: Fifth Grade Name: _____

Comparing Settings

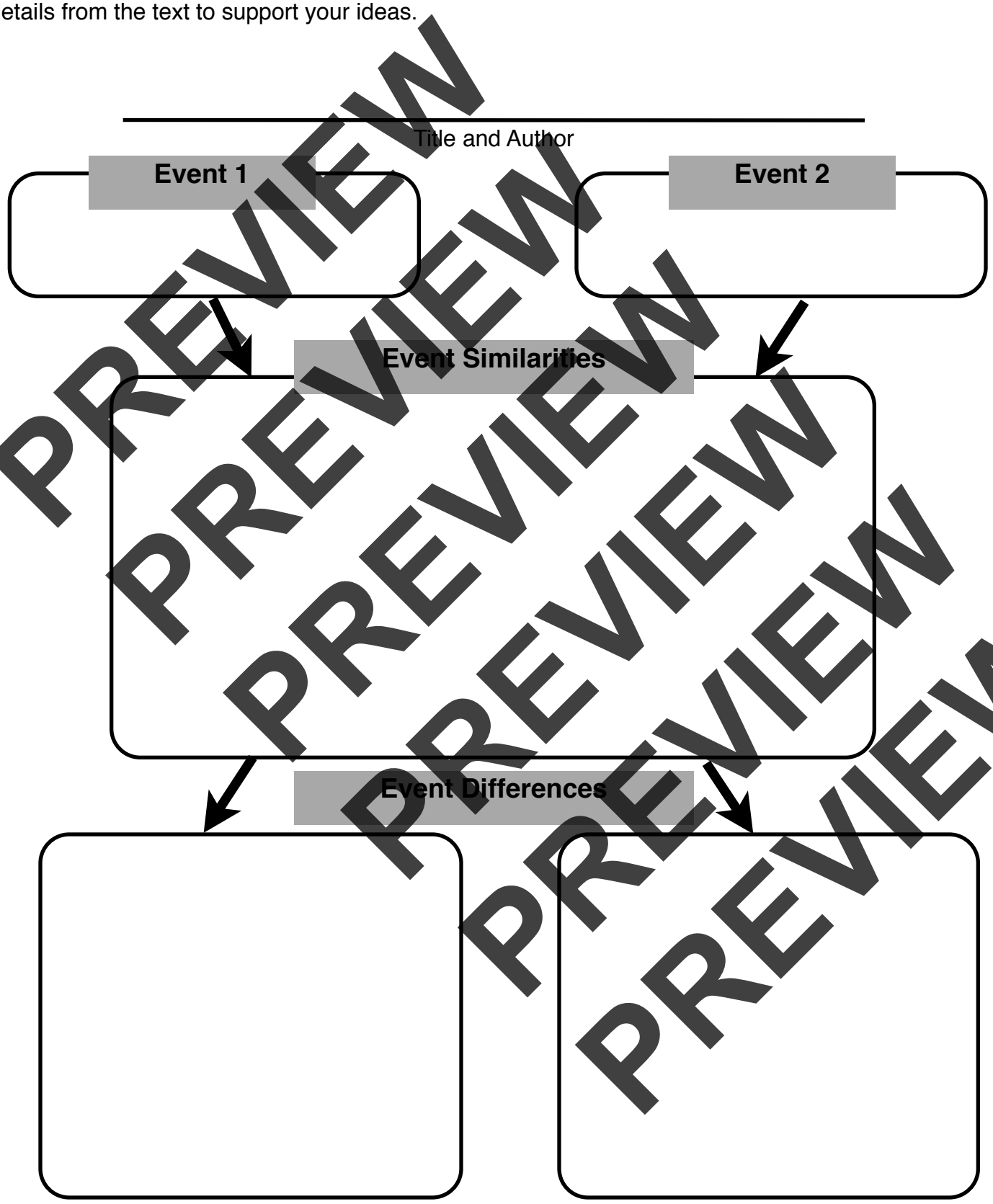
Directions: Read the chosen story and compare two settings from the story. Draw upon specific details from the text to support your ideas.



Level: Fifth Grade Name: _____

Comparing Events

Directions: Read the chosen story and compare two events from the story. Draw upon specific details from the text to support your ideas.



Level: Fifth Grade Name: _____

Figuring out the Figurative Language

Directions: Match the figurative language to the correct examples.

1. personification	____ He turned as white as a ghost.
2. simile	____ She is an angel.
3. metaphor	____ I had a ton of homework.
4. hyperbole	____ Peter's piglet pranced priggishly.
5. alliteration	____ The flowers danced in the breeze.

Directions: Read your favorite stories and locate examples of each type of figurative language.

Book Title		Figurative Language Example
	P	
	S	
	M	
	H	
	A	

Draw an example of a simile.	Draw an example of a hyperbole.

Level: Fifth Grade Name: _____

Metaphor, or Five

Metaphors are creative ways to describe something or someone by comparing it to something else that is known and recognizable.

Directions: Use the adjectives below to write a metaphor to describe someone.

Example: If Kyle was thin you could say, *He is a toothpick*.

kind _____

tall _____

mean _____

stubborn _____

funny _____

sneaky _____

beautiful _____

ugly _____

short _____

scary _____

smart _____

loud _____

quiet _____

fast _____

slow _____

Draw a picture for one of your metaphors.

Draw a picture for one of your metaphors.

Level: Fifth Grade Name: _____

How Things Flow

Directions: Choose either a fiction or nonfiction chapter book, poem, or play to read. Discuss and write how the components of the piece fit together to make the writing flow.

I chose the genre _____

This is what I read: _____

Written by _____

How many chapters, scenes, or stanzas are there? _____

Explain how the chapters, scenes, or stanzas fit together to provide structure to the piece you read.

_____

_____

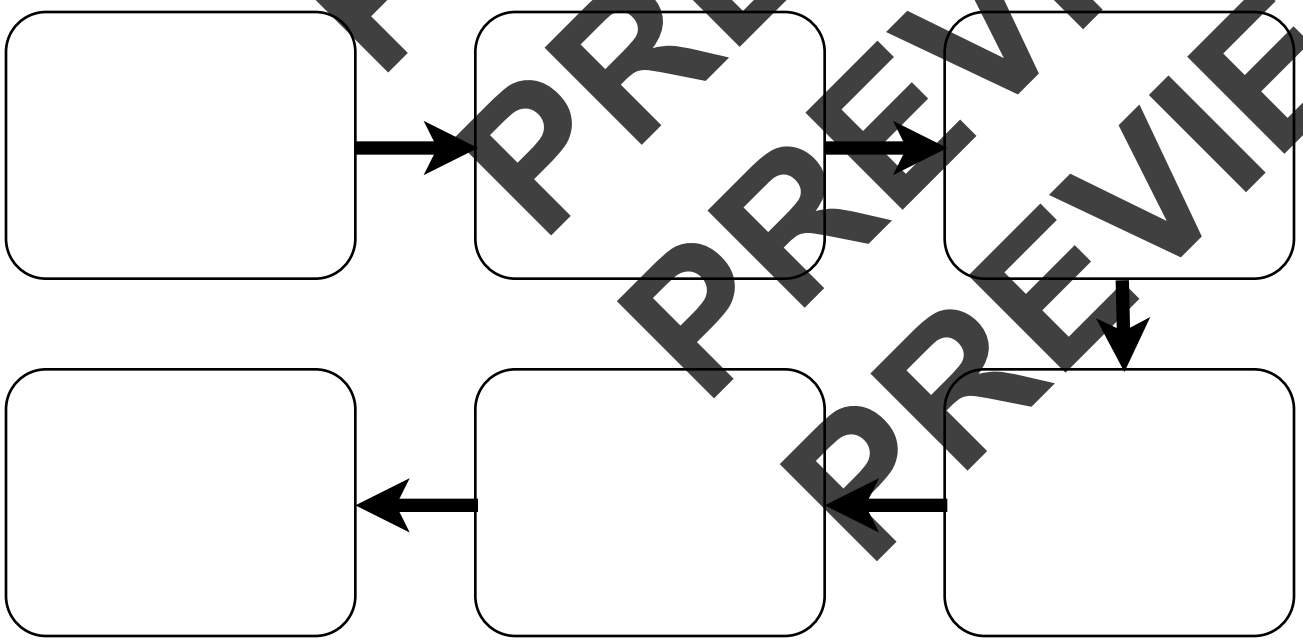
_____

_____

_____

_____

Directions: Complete the flowchart to illustrate how the story, poem,or drama fits together because of the chapters, scenes, or stanzas.



Level: Fifth Grade Name: _____

Ernest L. Thayer

Directions: Read the poem *Casey at the Bat,* by Ernest L. Thayer. Ernest Thayer wrote this poem in 1988 and first published in The San Francisco Examiner on June 3, 1988.

Read each of the stanzas and discuss what the poem means, picturing what the narrator is describing.
How do the stanzas create a structure for the poem? Would the poem make sense if the stanzas were in a different order?

Use these questions to guide you.

What story does this poem tell?_____

How do the first two stanzas set the tone for the rest of the poem?_____

_____

_____

What words help you visualize Casey when he was at the plate?_____

_____

_____

Describe Casey just before his last pitch. What were you expecting?_____

_____

_____

Did you expect the poem to end the way it did? Why or why not?_____

_____

_____

Why do you think this poem has remained popular for over a century?_____

_____

_____

Level: Fifth Grade Name: _____

Point of View

Directions: Read a fictional story. Choose an event from the story and summarize it. Think about the narrator's point of view and describe how it influences how the event is described.

Title: _____

Author: _____

Write a short summary of an important event that takes place in the story.

_____

_____

_____

_____

_____

_____

_____

Narrator's point of view: _____

_____

_____

_____

How does the narrator's point of view influence how this event is described? _____

_____

_____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

Point of View

Directions: Read *The Secret Garden*, by Frances Burnett. Choose an event from the story and summarize it. Think about the narrator's point of view and describe how it influences how the event is described.

Write a short summary of an important event that takes place in the story.

_____

_____

_____

_____

_____

_____

Narrator's point of view: _____

_____

_____

_____

How does the narrator's point of view influence how this event is described? _____

_____

_____

_____

_____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

Multimedia Elements

Directions: Read a traditional fairy tale and describe its setting, characters, and plot. Make note of figurative and symbolic language in the story. Using contemporary storytelling media, think about how the story might be updated to reflect modern settings and characters. Recreate the fairy tale with a newer storytelling method.

Traditional Fairy Tale:_____

Characters:_____

Setting:_____

Plot:_____

Contemporary Media Choice: _____

some ideas:
power point comic book television commercial popular song digital photography

In what ways will the story elements change with this new form of storytelling?

Characters:_____

_____

Setting:_____

_____

Plot:_____

_____

Create a new version of the fairy tale you chose. Present it to the class. Explain the ways the visual or multimedia elements contribute to the meaning, tone, or beauty of the text.

_____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

Multimedia Elements

Directions: Compare the film version of a story to its traditional written counterpart. Analyze the differences in character development, presentation of the setting, and storyline.

Traditional Story	Film Version
Characters:	Characters:
Setting:	Setting:
Plot:	Plot:

How did the film version of the story contribute to the meaning, tone, or beauty of the text version?

_____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

Genre and Theme

Directions: Compare and contrast the two mysteries below. What theme do they share?

Something Wickedly Weird: The Silver Casket by Chris Mould	**Misty Gordon and the Mystery of the Ghost Pirates** by Kim Kennedy
Characters:	Characters:
Setting:	Setting:
Plot:	Plot:

How do the authors approach the theme differently within each story?

_____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

Genre and Theme

Directions: Compare and contrast the two historical fiction stories below. What theme do they share?

Weedflower by Cynthia Kadohata	**A Boy At War** by Harry Mazer
Characters:	Characters:
Setting:	Setting:
Plot:	Plot:

How do the authors approach the theme differently within each story?

_____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

What I Am Reading

Directions: Keep track of the stories you read this year in Fifth Grade. When you finish a book, write the title and the date you completed the book. Would you recommend the book? Why or why not?

Date	Book Title	Recommend?

Level: Fifth Grade Name: _____

What Are They Reading?

Directions: Keep track of the stories your students can read this year at grade level. Write the date each genre was read successfully.

Name	non-fiction story	realistic fiction story	fantasy story	informational story	poetry

Standard: Reading I Literature I RL.5.10 ©http://CoreCommonStandards.com

Level: Fifth Grade Name: _____

Nonfiction Evidence

Directions: Choose text to read from the nonfiction genre. As you read make inferences, predictions, and conclusions, and determine the author's purpose.

Read carefully to understand what the text says explicitly and to make logical inferences from it. Cite specific text evidence correctly to support your conclusions. Make accurate quotes from the text.

Make an inference.	Cite evidence from the text.
Draw a conclusion.	Cite evidence from the text.
Make a prediction.	Cite evidence from the text.
What is the author's purpose?	Cite evidence from the text.

Level: Fifth Grade Name: _____

African Wild Dogs

Directions: Read the passage below about African wild dogs. What are two main ideas that can describe this text? Underline the key details and explain how they support the main ideas. Summarize the text.

What's the difference between African wild dogs and the dogs we know as pets? For one thing, African wild dogs, which live in Africa, south of the Sahara desert and only have four toes, while domestic dogs and wolves have five. Wild dogs are not somebody's domestic dogs that ran away and didn't come back, although some people used to think that. They are actually Africa's wolf, and just like wolves, they do not make good pets. They need to be out in the wild doing what they are supposed to be doing - ranging many miles every day and hunting to find the food they need to survive and feed pups.

In fact, they travel so far that researchers use radio collars to keep track of them. The collars send out radio signals that tell people where the dogs are. African wild dogs are a separate species from domestic dogs: Lycaon pictus, which means painted, wolf-like animal. No two wild dogs have the same pattern to their coats, so it is easy to tell them apart. Roaming through grasslands, savannas, and wooded areas, they hunt gazelles and other antelopes, baby wildebeests, warthogs, birds, and rats. Incredible hunters, they can run up to 35 miles per hour (56 kilometers per hour). These are the ways that African wild dogs are different from the dogs we know and love as pets.

main idea_____

Key Detail_____

How it supports the main idea.

Key Detail_____

How it supports the main idea.

main idea_____

Key Detail_____

How it supports the main idea.

Key Detail_____

How it supports the main idea.

Name: _____

African Wild Dogs

Directions: Read the passage above about African wild dogs. Summarize the text below.

Level: Fifth Grade Name: _____

Jellyfish Invasion

Directions: Read the passage below about a jellyfish invasion. What are two main ideas that can describe this text? Underline the key details and explain how they support the main ideas. Summarize the text.

Are aliens attacking the Sea of Japan? Not exactly. But these gigantic blobs are unwelcome visitors from another place. Called Nomura's jellyfish, the wiggly, pinkish giants can weigh up to 450 pounds (204 kilograms) - as heavy as a male lion - and they're swarming by the millions.

The supersize sea creatures - normally found off the coasts of China and North and South Korea - occasionally drift east into the Sea of Japan to feed on tiny organisms called plankton. But now one hundred times the usual number of jellyfish are invading Japanese waters. And local fishermen are feeling as if they are under siege. The fishermen's nets are getting weighted down, or even broken, by hundreds of Nomura's. The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living.

No one knows for sure what's causing this jellyfish traffic jam. It's possible that oceans heated by global warming are creating the perfect jellyfish breeding ground. Another theory is that overfishing has decreased the numbers of some fish, which may allow the jellies to chow down without competition for food. Out of necessity comes invention, since, for now, all the fishermen can do is design special nets to try to keep the jellies out. Some of them hope to turn the catastrophe into cash by selling jellyfish snacks. Peanut butter and jellyfish, anyone?

main idea_____

Key Detail_____

How it supports the main idea.

_____

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Key Detail_____

How it supports the main idea.

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Key Detail_____

How it supports the main idea.

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main idea_____

Key Detail_____

How it supports the main idea.

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Key Detail_____

How it supports the main idea.

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Key Detail_____

How it supports the main idea.

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Name: _____

Jellyfish Invasion

Directions: Read the passage above about a jellyfish invasion. Summarize the text below.

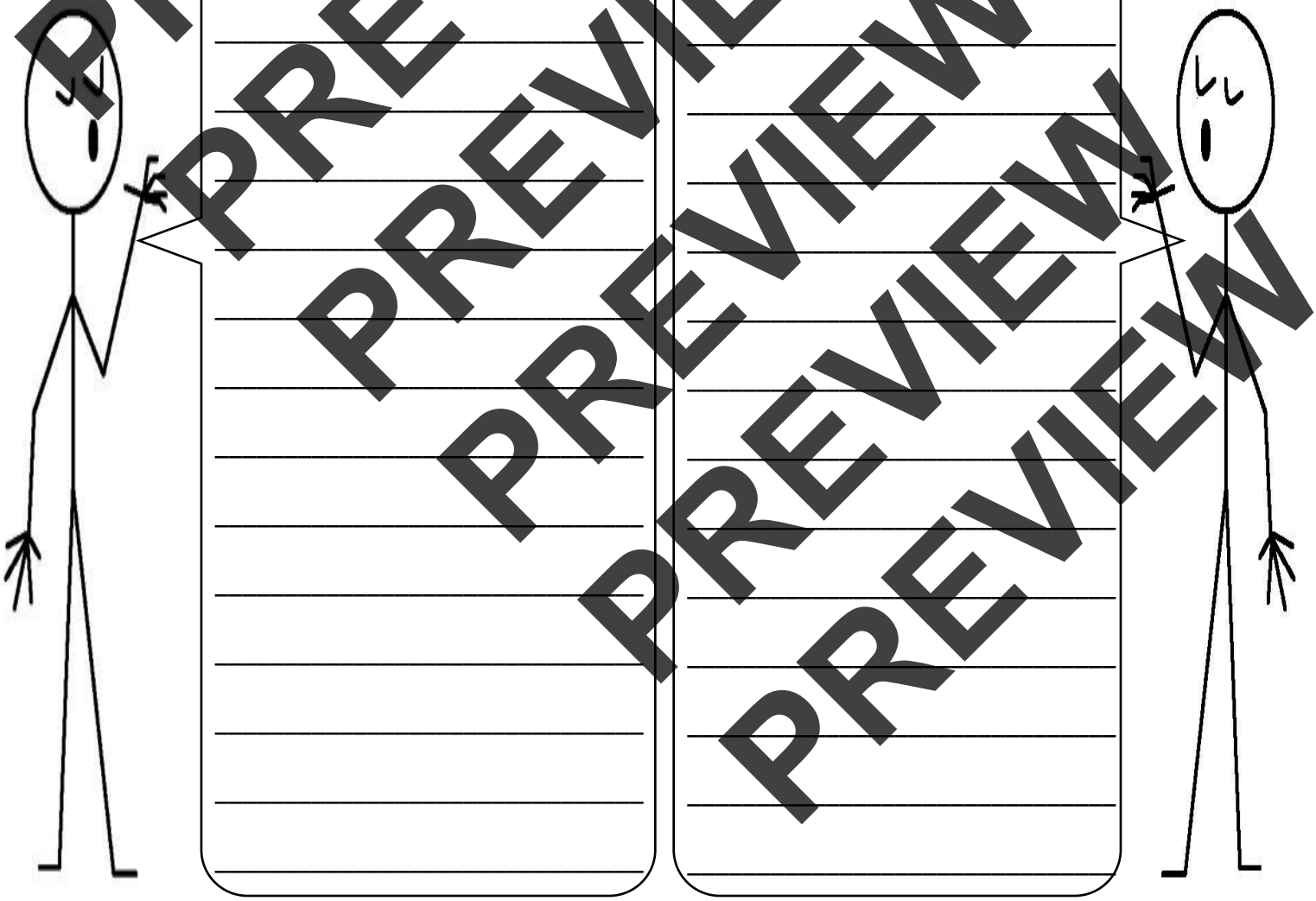
Level: Fifth Grade Name: _____

Relationships

Directions: Read about a historical event using at least two sources. Present the information you learned in a dialogue format between to individuals that experienced or witnessed the event.

_____ person

_____ person



Standard: Reading I Informational Text I RI.5.3 ©http://CoreCommonStandards.com

Level: Fifth Grade

Name: _____

Compare & Contrast

Directions: After reading two different historical texts about the same event, compare and contrast the events with the bubble chart.

Text_____

Text_____

Standard: Reading I Informational Text I RI.5.3

Level: Fifth Grade Name: _____

Word Meaning

Directions: Read about a historical or scientific event. Write key vocabulary words from the text. Choose one vocabulary word from the list and write its synonyms and antonyms, definition and other forms of the word, and finally, a sentence that illustrates the word's meaning.

Standard: Reading I Informational Text I RI.5.4 ©http://CoreCommonStandards.com

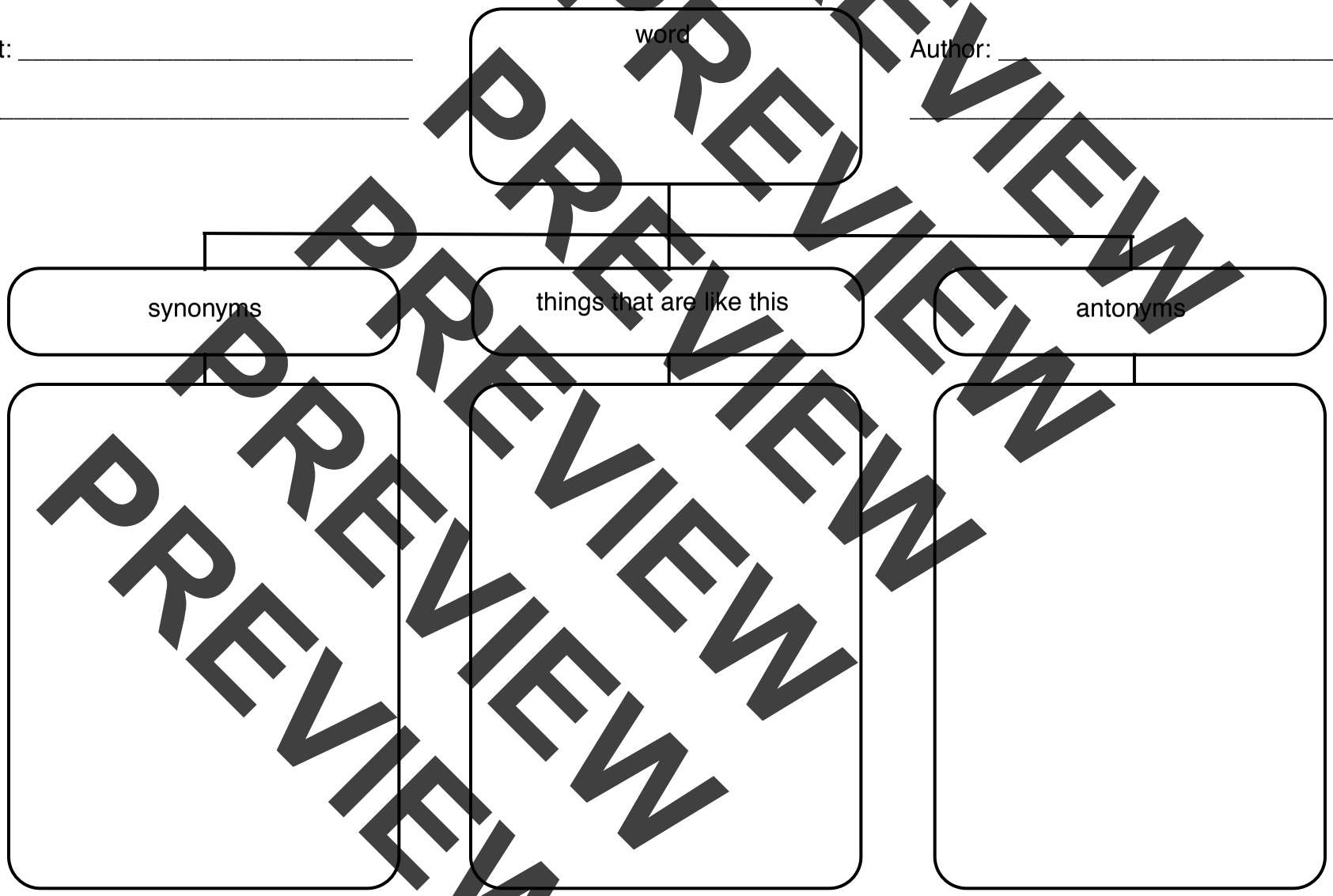
Level: Fifth Grade Name: _____

A Word's Meaning

Directions: Read a historical or scientific text. Write a key vocabulary word from the text. Write its synonyms and antonyms, and other things that are like it to show understanding of the word's meaning.

Text: _____ Author: _____

_____ _____



Standard: Reading I Informational Text I RI.5.4

Level: Fifth Grade Name: _____

Structure of a Text

Directions: Informational text uses structure to organize the text. A text can use one structure, or a combination of structures. Look through several different informational texts. Find examples of the different text structures below. Write some examples of each type of structure.

Chronological Order

Cause and Effect

Problem and Solution

Compare and Contrast

Level: Fifth Grade Name: _____

Text Structure

Directions: Two types of text structure are *Compare & Contrast* and *Chronology*. Read an example of each type of text structure and complete the charts below.

Text: _____

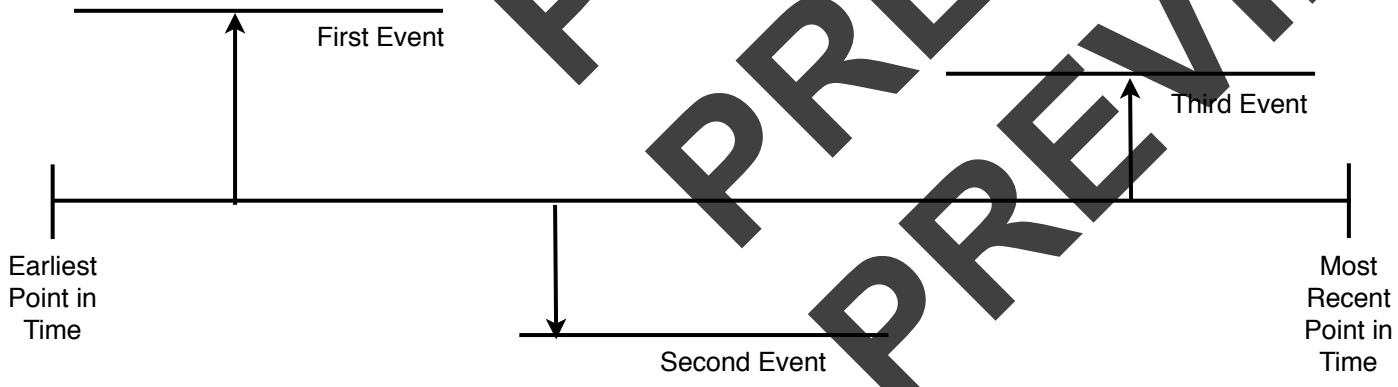
Compare & Contrast

What is being compared and contrasted?

Ways Similar	Ways Different
1.	1.
2.	2.
3.	3.

Text: _____

Chronology



Level: Fifth Grade Name: _____

A Different Account

Directions: Choose a historical event to read about. Use two or more sources of the account to gain understanding of the event. Put yourself in the time of the event and write a diary entry about the event as if you were there. Will you have a different point of view?

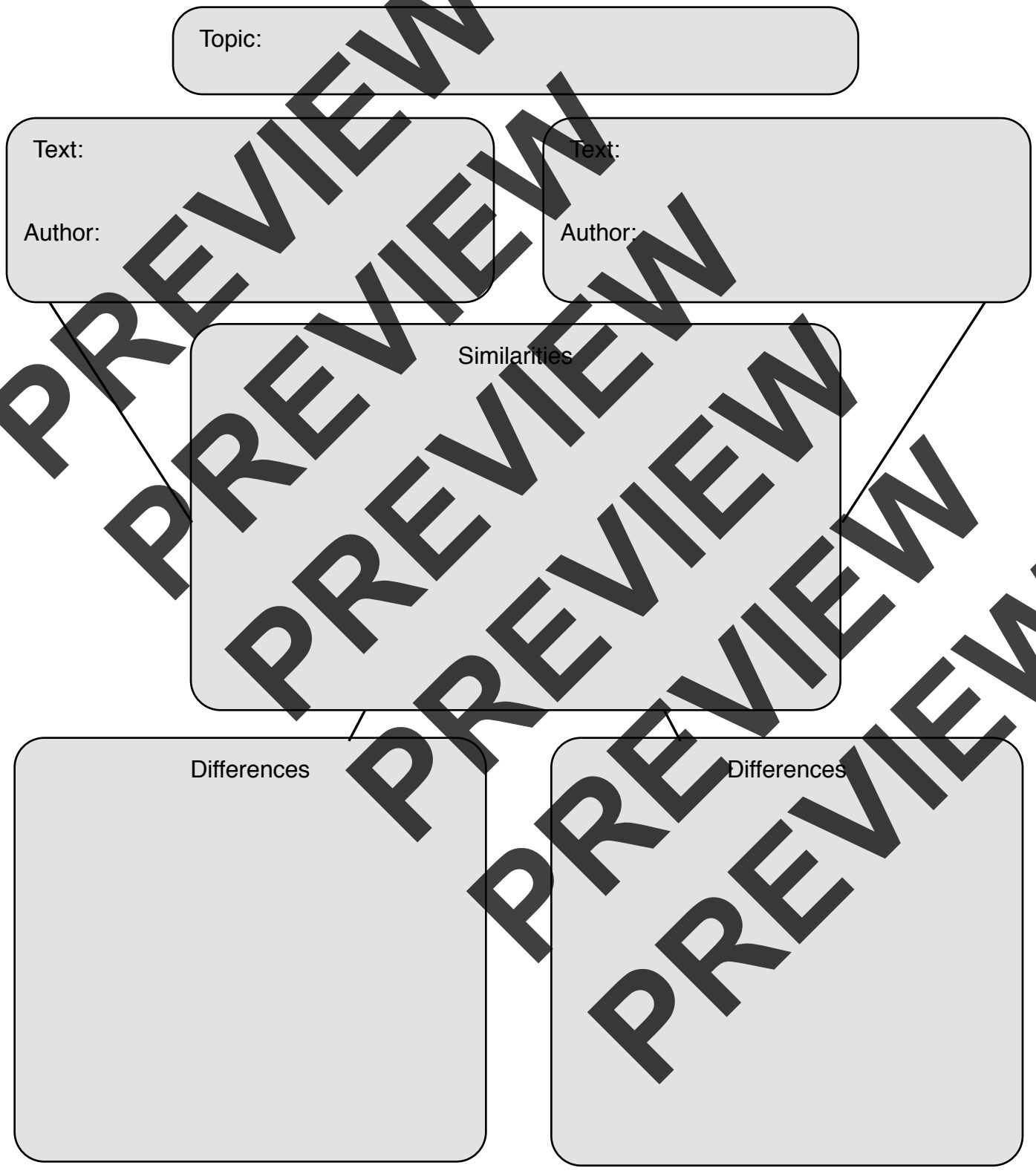
Historical Event: _____

Resources: _____ _____

Level: Fifth Grade Name: _____

Multiple Accounts

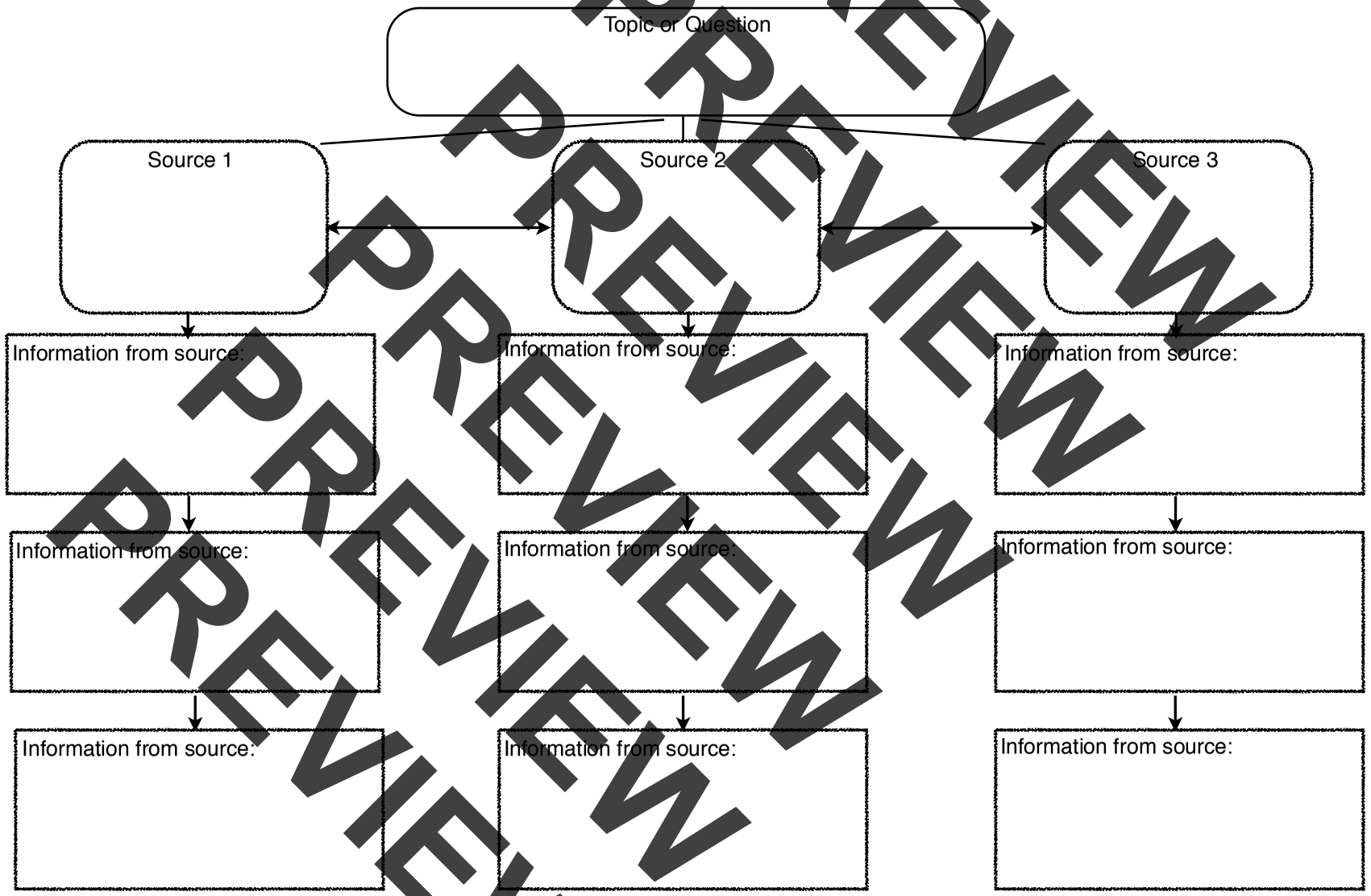
Directions: Choose an informational topic to read about. Use two or more sources of the account to gain understanding of the event. Look for similarities and differences in the points-of-view within the two texts. Who is telling the story? Is the topic conveyed in a different way?



Level: Fifth Grade Name: _____

Researching a Topic

Directions: Research a topic or question by using multiple sources of information. Be able to answer key questions about the topic by locating the answers within text quickly. Use the text's structure to work efficiently.



Standard: Reading I Informational Text I RI.5.7

Level: Fifth Grade Name: _____

Creating Questions and Answers

Directions: Research a topic or question by using multiple sources of information. Using the information you read, create questions and answers about the topic. Questions and answers should be accurate and reflect the knowledge learned about the topic.

Topic or Question

Source 1 | Source 2 | Source 3

1. _____

2. _____

3. _____

4. _____

5. _____

Standard: Reading I Informational Text I RI.5.7

Level: Fifth Grade Name: _____

Author's Reasons

Directions: After reading a piece of informational text, choose three main points the author is trying to make. Write the points, and write evidence and reasons the author uses to support the points.

Text:

Author:

Key Point in the Text	Reasons or Evidence

Standard: Reading I Informational Text I RI.5.8

Level: Fifth Grade Name: _____

Claim and Evidence

Directions: Read a piece of informational text. Use textual clues to determine the author's point of view. Ask questions such as *Who, What, Where, When*, and *Why* to determine the author's main points. What claim is the author making? What evidence supports the author's claim?

Text:

Author:

Who?

What?

Where?

When?

Why?

Claim

Evidence

Standard: Reading I Informational Text I RI.5.8

Level: Fifth Grade Name: _____

Integrating Information

Directions: Choose a historical or scientific topic. Create a key question you want to answer. Use a variety of sources to find the answer to the question. Document the sources and present the information to your group.

Topic:

Question:

Text: Author:	Text: Author:	Text: Author:
Information	Information	Information

Answer with supporting evidence:

Level: Fifth Grade Name: _____

Know Your Subject

Directions: Select a famous person and use resources to learn about his or her life. Some resource suggestions are books, magazines, the internet, and video. Write a list of ten important facts about this person. Create a poster highlighting the information to present to the class.

Famous Person:

Resources:

Write 10 important facts about your famous person.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

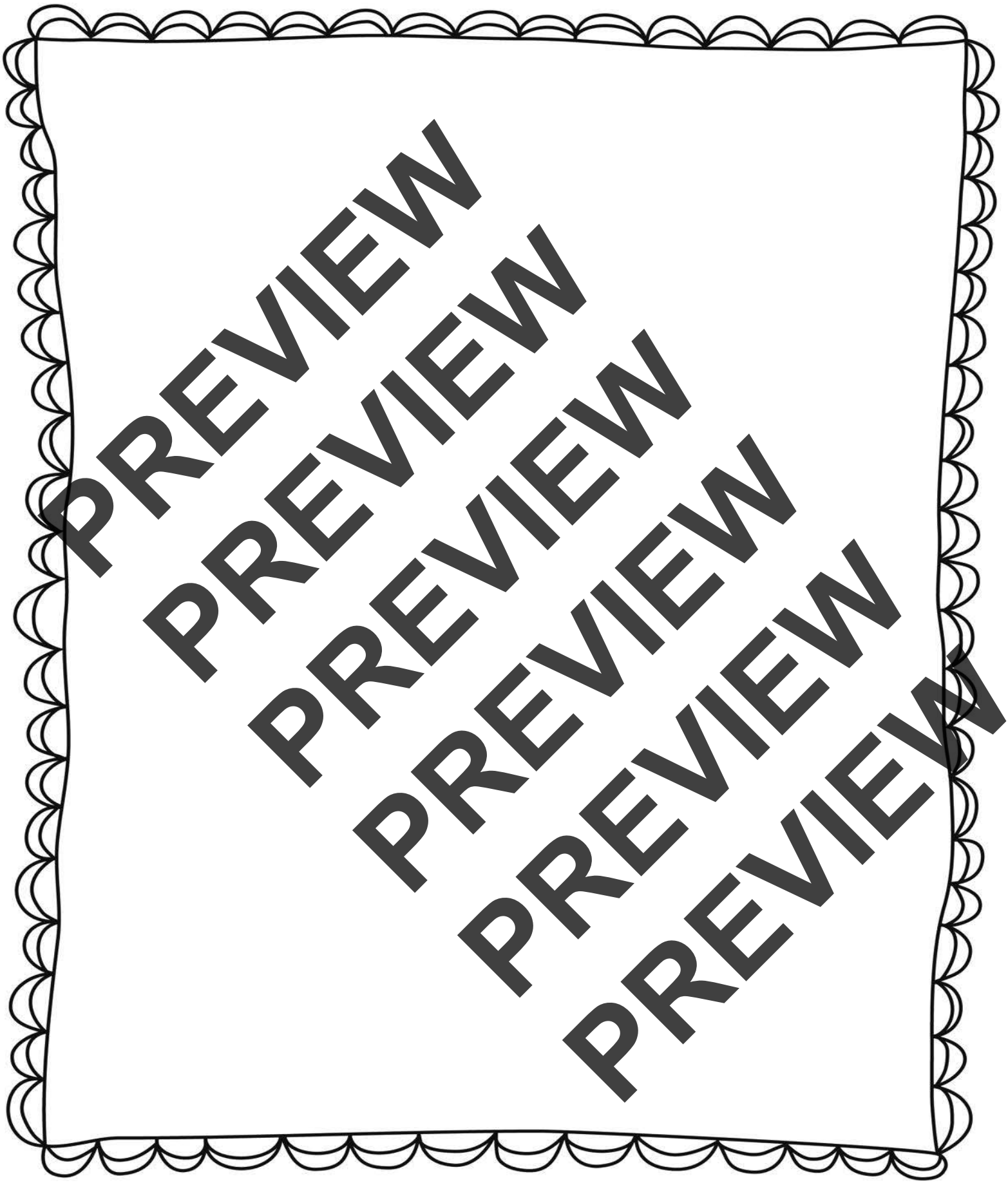
7. _____

8. _____

9. _____

10. _____

Name: _____



Level: Fifth Grade Name: _____

Nonfiction I Am Reading

Directions: Keep track of the nonfiction text you read this year in Fifth Grade. When you finish a book, write the title and the date you completed the book. What was the topic?

Date	Book Title	Topic

Level: Fifth Grade Name: _____

What Are They Reading?

Directions: Keep track of the nonfiction text your students can read this year at grade level. Write the date each type of text was read successfully.

Name	nonfiction storybook	photo-graphic essay	auto-biography	informational book	journal/ diary

Level: Fifth Grade Name: _____

Multi-syllabic Words

Directions: Read the multi-syllabic words below. Write the words so that each is split into its proper syllables. Then, color 3-syllable words yellow, 4-syllable words pink, and 5-syllable words blue.

ex: cornucopia	corn-u-co-pi-a
terminate	
adequate	
intensify	
increasingly	
accomplishment	
fertilizer	
harmonica	
companion	
indestructible	
consequently	
diplomat	
supervisory	

Level: Fifth Grade Name: _____

Multi-syllabic History Words

Directions: Read the multi-syllabic history words below. Write the words so that each is split into its proper syllables. Then, color 3-syllable words yellow, 4-syllable words pink, and 5-syllable words blue.

ex: cornucopia	corn-u-co-pi-a
emigration	
democracy	
federal	
negotiation	
renaissance	
memorial	
representation	
documentation	
chronology	
history	
abolition	

Level: Fifth Grade Name: _____

Reading With Fluency

fiction

Directions: When you read, you are not just saying the words. Readers read with a purpose and to understand. Practice reading orally so that you can be a fluent reader. Read the passage below while your teacher times you. Try to read as many words accurately as you can in one minute. Try again in a couple of weeks to see if your fluency improves.
{Goal of 150 WPM}

Grandpa's Birdhouses

Grandpa's hobby was making birdhouses. He always said, "A man has to keep busy to stay out of trouble." Leigh wasn't sure how much trouble Grandpa could get into anyway, since he was such a nice guy, but she tried to listen to his advice. Besides, she liked to help him on his birdhouses. 13 29 47 54

Grandpa's shop was full of well-oiled and carefully-kept tools. Whenever he used something, he put it back in exactly the right place. He had rules about how he treated his tools, because he hated buying something new if the old one still worked. He also made sure to clean up his messes each time he worked on something. 68 85 101 114

It wasn't too fun cleaning up, but it was nice to watch him cut boards to exact lengths. It was nice to see the drill put in holes for screws to go in cleanly. It was like being a doctor, but with wood. The best part of building was seeing all the pieces come together in the final form. Yet, even then it wasn't done. 131 151 168 179

The last steps always included lacquer or paint, to help protect Grandpa's hard work from the weather. His birdhouses lasted for years. If he didn't coat them properly, the sun and rain would turn the wood grey and weak in a short period of time. No, he always made sure to do things right. Even if he put rocks or other cute decorations on them, it was done right and made to last. 192 207 226 243 252

Grandpa was a hard worker, but he was also smart and generous. He let Leigh keep the birdhouses sometimes, but only if he got to help hang it up or set the post for it. It had to be done just right, after all. 267 287 296

The birdhouses were a great way to learn about woodworking, hard work, taking care of what you have, and about birds. The absolute best thing about building birdhouses was that Leigh spent some time with Grandpa. 309 323 332

Date	Words Read Correctly Per Minute

Level: Fifth Grade Name: _____

Reading With Fluency

nonfiction

Directions: When you read, you are not just saying the words. Readers read with a purpose and to understand. Practice reading orally so that you can be a fluent reader. Read the passage below while your teacher times you. Try to read as many words accurately as you can in one minute. Try again in a couple of weeks to see if your fluency improves.
{Goal of 150 WPM}

Ants Go Marching

Bjorn Carey June 29, 2006 www.livescience.com

Ants use an internal pedometer to find their way home without getting sidetracked, a new 15
study reports. Desert ants on foraging expeditions use celestial cues to orient themselves in the 30
homeward direction, but with few landmarks in the barren land, scientists have wondered how 44
the insects always take the most direct route and know exactly how far to march. The new study 62
reveals that counting their steps is a crucial part of the scheme. 74

Old ideas 76

Over the years, scientists have proposed several theories for how ants find their way 90
home. One is that they do it like honeybees and remember visual cues, but experiments 105
revealed ants can navigate in the dark and even blindfolded. Another disproved hypothesis was 119
that because ants scurry at a steady pace, they could time how long it took them to get to and 139
fro. Other studies have shown that once ants find a good source of food, they teach other ants 157
how to find it. The ant "pedometer" technique was first proposed in 1904, but it remained 173
untested until now. Scientists trained desert ants, *Cataglyphis fortis*, to walk along a straight 187
path from their nest entrance to a feeder 30 feet away. If the nest or feeder was moved, the ants 207
would break from their straight path after reaching the anticipated spot and search for their goal. 223

Try that on stilts 227

Next, the researchers performed a little cosmetic surgery. They glued stilt-like extensions 240
to the legs of some ants to lengthen stride. The researchers shortened other ants' stride length by 257
cutting off the critters' feet and lower legs, reducing their legs to stumps. By manipulating the 273
ants' stride lengths, the researchers could determine whether the insects were using an 286
odometer-like mechanism to measure the distance, or counting off steps with an internal 300
pedometer. The ants on stilts took the right number of steps, but because of their increased 316
stride length, marched past their goal. Stump-legged ants, meanwhile, fell short of the goal. 331
After getting used to their new legs, the ants were able to adjust their pedometer and zero in on 350
home more precisely, suggesting that stride length serves as an ant pedometer. 362

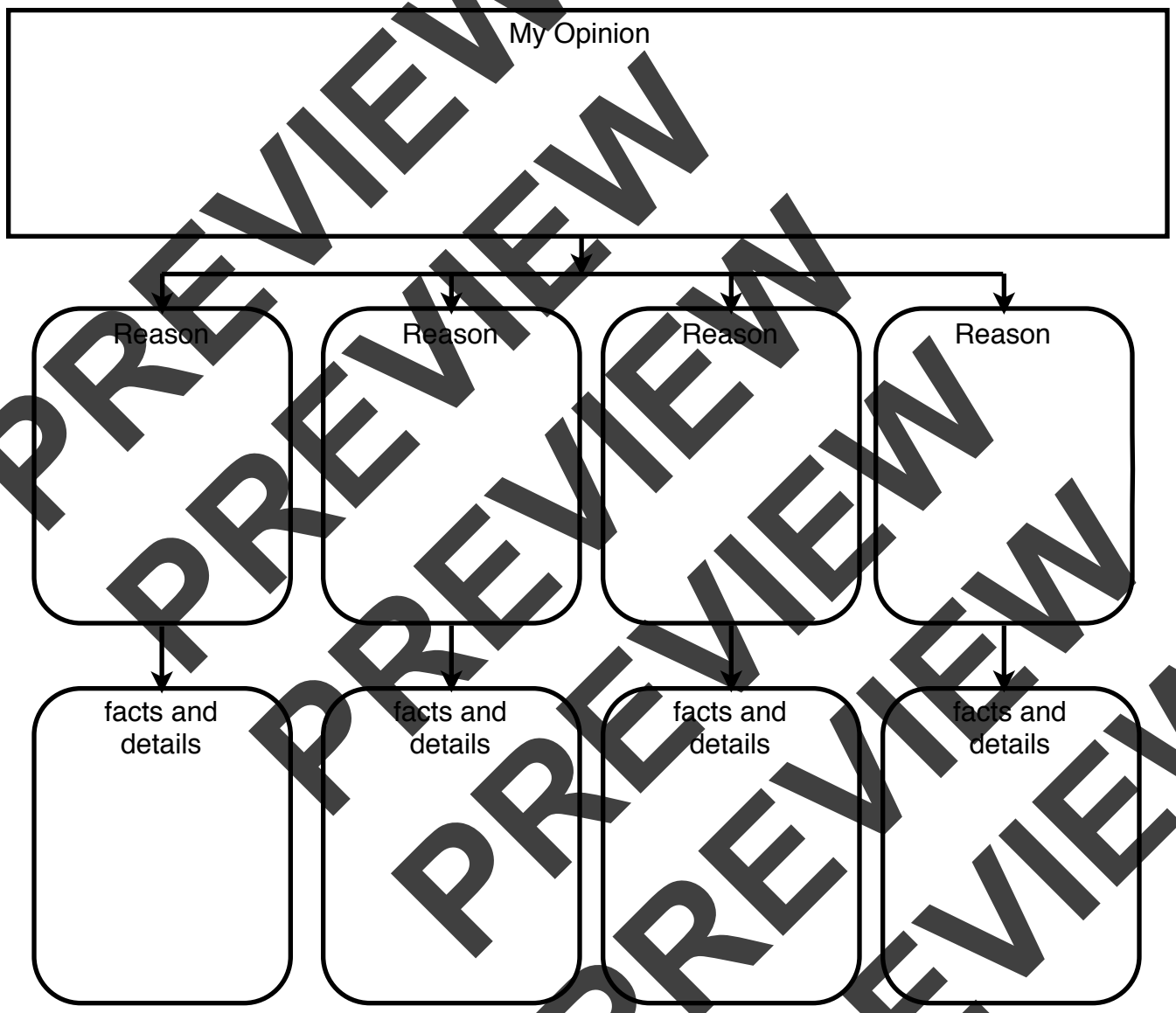
Date	Words Read Correctly Per Minute

Level: Fifth Grade Name: _____

Supporting an Opinion

Directions: Write a piece that expresses your opinion about a topic you are discussing in class. Provide reasons and include facts and details that support your opinion. Link the reasons and opinions using words such as *for instance, in order to, and in addition*. Write a concluding statement.

Topic: _____



Concluding Statement: _____

_____

_____

_____

_____

Level: Fifth Grade Name: _____

Supporting an Opinion

Directions: Write a piece that expresses your opinion about a topic you are discussing in class. Provide reasons and include facts and details that support your opinion. Link the reasons and opinions using words such as *for instance, in order to, and in addition*.

Topic:

My Opinion: _____

_____

_____

_____

Reason #1:

_____

_____

Supporting Evidence _____

_____

_____

_____

Reason #2:

_____

_____

Supporting Evidence _____

_____

_____

_____

Reason #3:

_____

_____

Supporting Evidence _____

_____

_____

_____

Reason #4:

_____

_____

Supporting Evidence _____

_____

_____

_____

Level: Fifth Grade Name: _____

To Inform and Explain

Directions: Write an informative text by introducing the topic and grouping related information in paragraphs. Develop the topic with facts and details. Include headings, illustrations, and media if necessary to strengthen your topic. Use vocabulary related to the topic, and write a concluding sentence.

Level: Fifth Grade

Name: _____

Level: Fifth Grade Name: _____

Informational Paragraph

Directions: Choose a topic about which to write that informs or explains. Record facts, definitions of key words, and details to help support your writing. Write an informational paragraph below.

My Topic		
facts	**definitions**	**details**

Write an informative paragraph...

Level: Fifth Grade Name: _____

Real Life Narrative

Directions: Think about an experience you have had in your life. It may be a positive experience, or perhaps, a negative one. Cite the situation and choose a narrator. Pace the events logically. Write a conclusion. Rewrite the story as a narrative.

situation

narrator

Event	Event	Event
_____	_____	_____
_____	_____	_____
_____	_____	_____

Event	Event	Event
_____	_____	_____
_____	_____	_____
_____	_____	_____

conclusion

Level: Fifth Grade Name: _____

Fictional Narrative

Directions: Create an experience you have wanted to have in your life. Cite the situation and choose a narrator to tell the story. Describe the narrator and how he or she is related to the situation. Pace the events logically and include descriptions. Write a conclusion, then rewrite the story as a narrative.

situation

narrator

Event

Event

Event

Event

Event

Event

conclusion

Level: Fifth Grade Name: _____

Writing in Fifth Grade

Directions: Choose a format, pick a topic, and write. Be aware of the expectations in fifth grade writing.

Opinion Piece

My topic:

My position:

Informative/Explanatory Piece

My topic:

My purpose:

Narrative Piece

My topic:

My audience:

Level: Fifth Grade Name: _____

Writing in Fifth Grade

Directions: Produce writing that demonstrates the development and organization expected in fifth grade.

Write opinion pieces

- ☐ Introduce the topic
- ☐ Provide a general observation and focus
- ☐ Create an organized structure with related ideas grouped to support purpose
- ☐ Provide reasons supported by facts and details
- ☐ Provide a concluding statement

Write informative/explanatory text

- ☐ Introduce the topic
- ☐ Group related information together in paragraphs and sections
- ☐ Include illustrations, headings, and multi-media when useful
- ☐ Develop the topic with facts, definitions, details, quotations, and other information
- ☐ Connect ideas with linking words (also, another, and, more, but)
- ☐ Use precise language and domain-specific vocabulary
- ☐ Provide a concluding statement

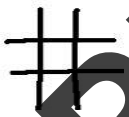
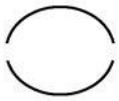
Write narratives of real or imaginary events

- ☐ Establish a situation
- ☐ Introduce a narrator and/or characters
- ☐ Organize an event sequence that unfolds naturally
- ☐ Use dialogue and descriptions of actions, thoughts, and feelings
- ☐ Use transitional and concrete words and phrases to sequence events
- ☐ Provide a conclusion

Level: Fifth Grade Name: _____

Editors

Directions: After completing a piece of writing, use this chart to edit your writing for spelling and other conventions. Work with a partner...maybe they will see something you missed. Fix your errors. Think about why they needed to be corrected.

Mark	Description	Example
	insert	is What time dinner? Is this for the tree or for the flowers?
	capitalize	Sanchez lives in poland.
	add space	Betty dancedwith her troupe.
	delete	She went with with him to the beach.
	close space	The beetle ate the aphid.
	new paragraph	So they sat on the porch and watched the parade. The next week, Danny and Paul went for a long trip on their canoe.
	spelling error	Papa likes to golg in the morning.
	transpose	Diane and friend her sewed a blanket.
	add period	Mom likes her coffee in the morning She puts coffee in for her.

Level: Fifth Grade Name: _____

Revising

Directions: After completing a piece of writing, use this chart to revise your writing. Work with a partner...maybe they will see something you missed. Improve your writing. Listen to how it sounds.

- ☐ 1. Does the beginning grab (or hook) the reader's attention?
- ☐ 2. Are all of the possible questions answered?
  Did I answer Who? What? Where? When? Why? How?
- ☐ 3. Are my words interesting? Should I change one for another?
- ☐ 4. Is there enough detail to express feelings and thoughts?
- ☐ 5. Do I need to add more details, reasons, or examples?
- ☐ 6. Have I used enough descriptive words so the reader can picture what I am writing about?
- ☐ 7. Do I use varied sentence beginnings?
- ☐ 8. Did I use figurative language such as similes, metaphors, vivid verbs, onomatopoeia, and adjectives?
- ☐ 9. Do my sentences stay focused on the topic?
- ☐ 10. Does the writing flow sequentially?
- ☐ 11. Does the ending bring the piece to a close?
- ☐ 12. Should I attempt a new approach?

Level: Fifth Grade Name: _____

Using Technology

Directions: Use the computer to create, publish and present a piece of writing.

My topic is..._____

I am going to use a computer to produce and publish my writing.

I will enhance my writing by using...

a. *digital camera*
b. *scanner*
c. *clipart*

I will share my writing by...

a. *printing my story*
b. *emailing it to my classmates*
c. *presenting it using a projector*
d. *creating a powerpoint presentation*
e. *using a movie-making program*

computer tools

spell check
font
word art
vector clip art

online tools

thesaurus
dictionary
clipart
animation

writing checklist

prewriting	
drafting	
revising	
word choice	
sentence structure	
editing	
punctuation	
capitalization	
spelling	

What I need to add/change/delete in my writing...

_____
_____
_____
_____
_____
_____
_____
_____

Level: Fifth Grade Name: _____

Using Digital Resources

Directions: It is important today for students to learn use digital tools to write. Use this checklist to record what digital skills each student can perform.

Digital Skill	Date	Success
Uses a mouse well. (Can double-click; move cursor to desired place; scroll if available.)		
Knows where all common characters are on keyboard.		
Knows how to use space bar; back space; delete; and return.		
Can log in and out of programs.		
Can change the font or size of font.		
Can add a graphic.		
Can drag and drop an item.		
Can copy/paste an item.		
Can save a file.		
Can print work.		
Can create a Powerpoint Presentation.		
Can locate information on the internet.		
Can send an email.		
Can attach a file to an email.		
Has sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		

Standard: Reading I Writing I W.5.6

Level: Fifth Grade Name: _____

Research Projects

Directions: Using different sources, conduct a research project on an important invention. Provide information about the inventor, how the item works, and why the invention is important.

The _____ was invented by _____ in the year _____.

This invention was created by: _____

_____

Some information about the inventor and where the item was invented: _____

_____

_____

_____

_____

Information about the invention: (What it does, how it works, description...) _____

_____

_____

_____

_____

_____

The importance of the invention: (Is it still used today? Has it changed?)_____

_____

_____

_____

_____

Resources: _____

_____

_____

Level: Fifth Grade Name: _____

Research Projects

Directions: Choose a topic to research. Use various research tools to learn about your topic and obtain information to present to others. Include a bibliography to cite your resources. Use this sheet to help you write your bibliography.

For a Book:

Author Name: _____,_____
(last) (first) (second name or initial)

Second Author: _____,_____
(last) (first) (second name or initial)

Title Underlined: _____

Location Book was Published: _____

Publisher Name: _____

Copyright Date: _____

Example: Cox, Clinton. Mark Twain America's Humorist, Dreamer, Prophet: a Biography. New York Scholastic, 1995.

For the Internet:

Author Name: _____,_____
(last) (first) (second name or initial)

Second Author: _____,_____
(last) (first) (second name or initial)

Web article title in quotes: _____

Website Title Underlined: _____

Date website was accessed by you_____

Website url: _____

Example: Blount, Roy. "Mark Twain: Our Original Superstar." Time Magazine U.S. 2008. Time Magazine Online. 3 July, 2008.
http://www.time.com/time/magazine/article/0,9171,1820166,00.html

Level: Fifth Grade Name: _____

Directions: Choose a topic to research. Use various research tools to learn about your topic and obtain information to present to others. Include a bibliography to cite your resources. Use this sheet to help you write your bibliography.

For a Magazine Article:

Author Name: _____, _____
(last) (first) (second name or initial)

Article title in quotes: _____

Name of Magazine Underlined: _____

Date on magazine cover: _____

Pages numbers of article: _____

Example: Canton, Alex. "Mark Twain: Humorist." Horn Book, September 3, 2007. pages 45 – 49

Personal Interview:

Name of Interviewee: _____, _____
(last) (first) (second name or initial)

Type and Topic of Interview: (phone, person, email: _____

Place of Interview: _____

Date of Interview: _____

Example: Steinau, Christa. Personal Interview on the War in Germany, Providence, RI. June 6, 2012

For a Video or DVD:

Title of Video or DVD Underlined: _____

Name of the Director: _____
(last) (first) (second name or initial)

Name of the Distributor: _____

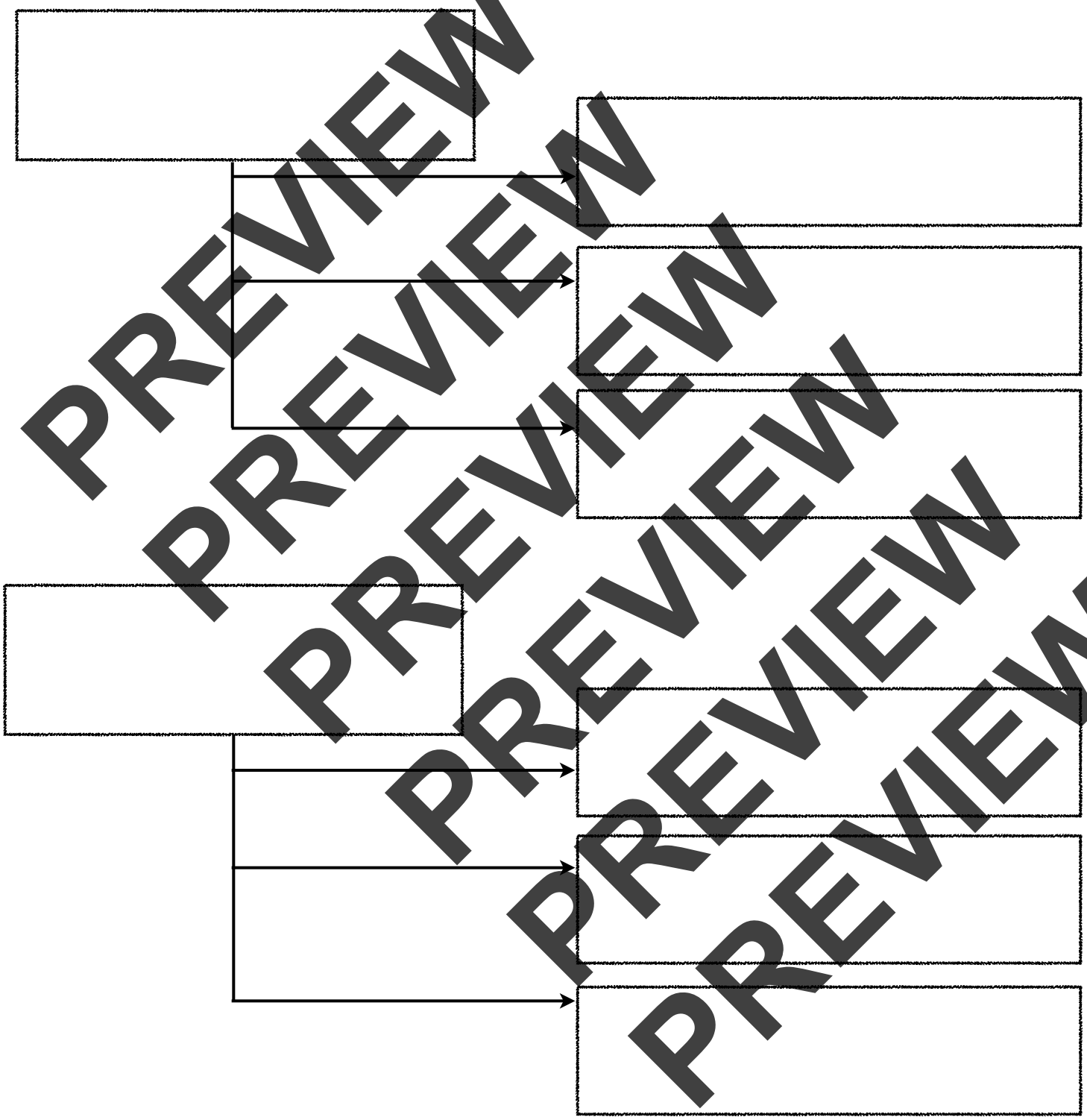
Year Published: _____

Example: Magic School Bus Going Batty. Jacobs, Larry. Scholastic. 1994

Level: Fifth Grade Name: _____

Taking Notes

Directions: Use printed or digital resources to gather information on a chosen topic. Take notes and categorize the information. Then, summarize or paraphrase the information. Cite the resources you used.



Level: Fifth Grade Name: _____

Summary

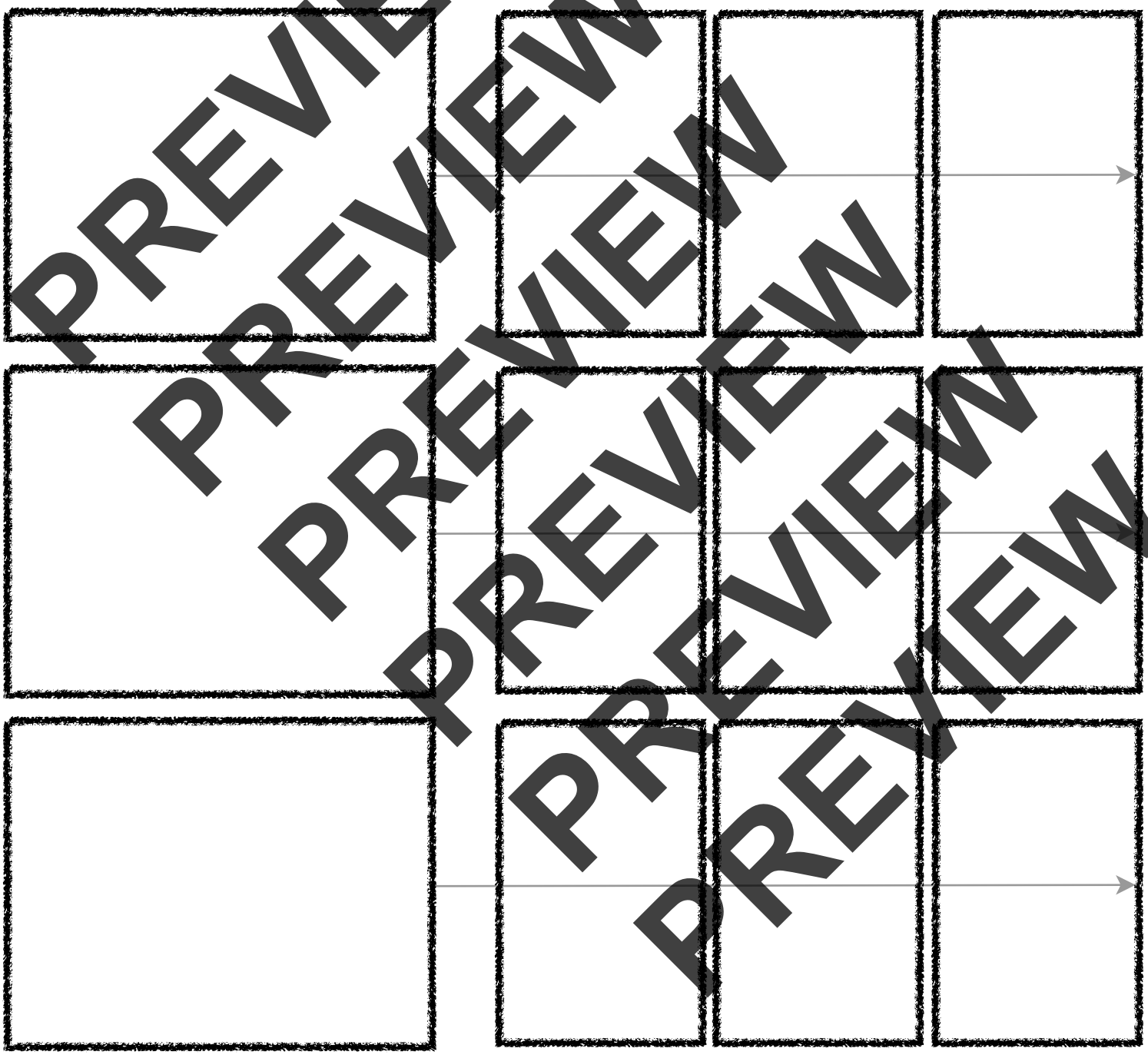
Resources Used

Level: Fifth Grade Name: _____

Taking Notes

Directions: Use printed or digital resources to gather information on a chosen topic. Take notes and categorize the information. Paraphrase or summarize the information. Cite the resources you used.

Topic:



Level: Fifth Grade Name: _____

Summary

Resources Used

Level: Fifth Grade Name: _____

Character Analysis

Directions: After reading one or two stories, choose a character from each story to compare and contrast. Write a description of each character, adding details from the story. Write the ways the characters are alike and different.

Title & Author

Title & Author

Character

Character

Description

Description

Details

Details

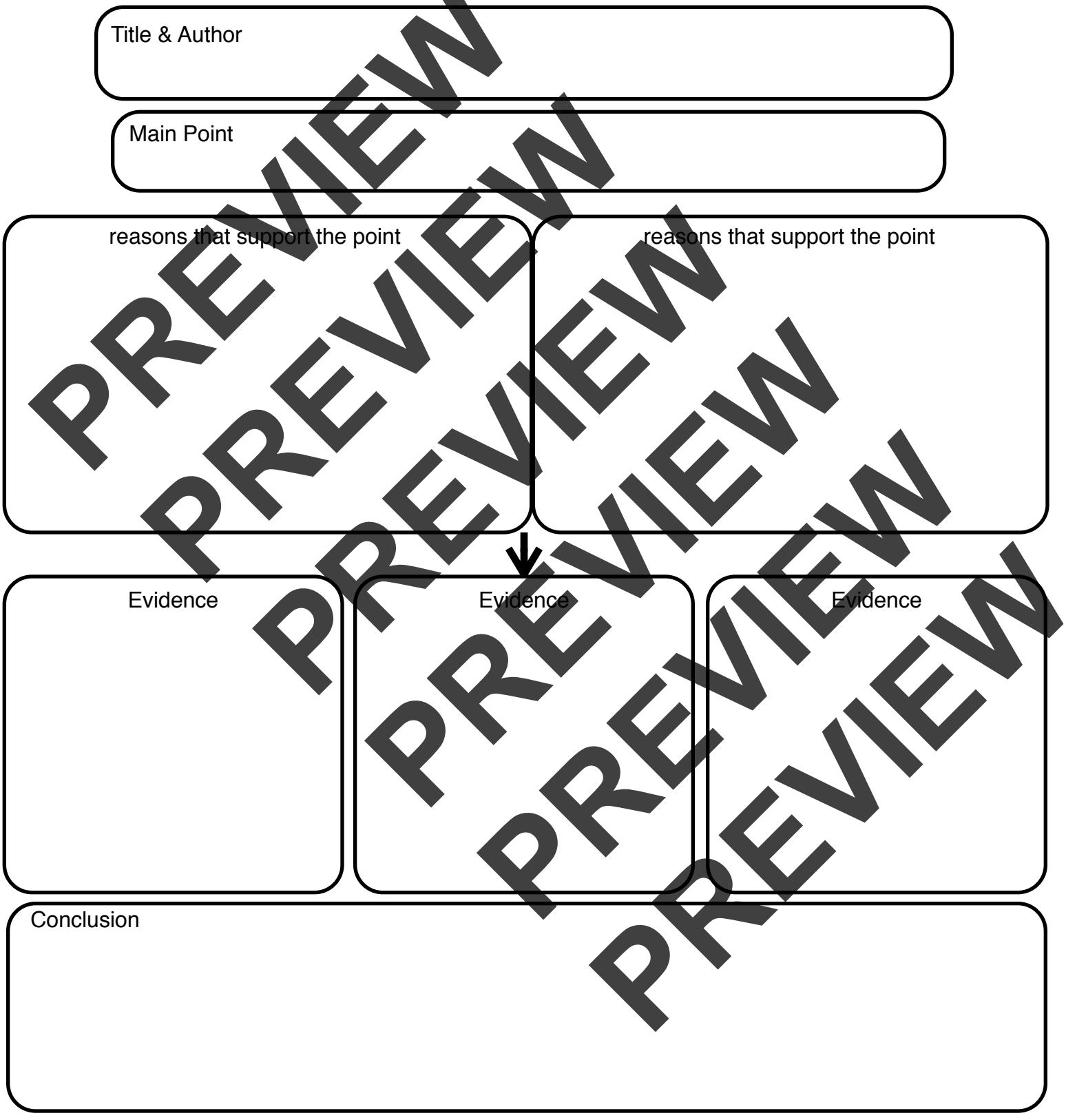
Alike

Different

Level: Fifth Grade Name: _____

Reasons and Evidence

Directions: After reading an informational text, choose a point the author is trying to make in the text. Write the reasons and evidence the author uses to support his or her point.



Level: Fifth Grade Name: _____

Writing in Different Genres

Directions: Use this chart to record the types of writing you do, the dates, the audience, and the purpose for the writing.

Writing Genre	Date	Audience	Purpose	Discipline
Journal Entry				
Scientific Research Paper				
Historical Research paper				
Biography				
Autobiography				
Poem				
Song				
Adventure Story				
Realistic Fiction				
Nonfiction Story				
Informational Writing				
Procedural Writing				
Interview				
News Story				
Letter				
Reflection				

Standard: Reading I Writing I W.5.10

Level: Fifth Grade Name: _____

Daily Writing

Directions: *When writers write, we sometimes spend several days, or even weeks, working on a particular piece. Sometimes, a piece of writing may be completed in only a few hours, or minutes. Writers write for many reasons. But no matter what is written, the writer should think about the purpose of the piece, and the audience...or who will be reading it.*

Use this chart to keep track of writing you complete. Try to vary the genres and disciplines (subjects) in which you write. Keep in mind the purpose and audience for each piece.

Title of Piece/Genre	Date	Audience	Purpose	Discipline

Level: Fifth Grade Name: _____

Collaborative Discussions

Directions: Fifth graders meet in groups to discuss various topics. Use this sheet to record times you gather in discussion groups.

format: one-on-one / group / teacher-led date: topic: what I did to prepare: questions I asked: comments I made: something I learned:	format: one-on-one / group / teacher-led date: topic: what I did to prepare: questions I asked: comments I made: something I learned:

Level: Fifth Grade Name: _____

Summarizing

Summarizing is taking the most important ideas in a text, ignoring the irrelevant information, and reducing it to the main points.

Directions: After listening to a selected text read aloud, or information presented in some form of media, summarize the information below. Write the main idea to help you organize your thoughts.

Main Idea

Summarize

Level: Fifth Grade Name: _____

Listening for Reasons

Directions: Listen to a guest speaker talk about a particular topic. Identify the key points the speaker is trying to make. Summarize the points, and write the evidence and reasons the speaker uses to support claims.

Summary of Key Points

Reasons and Evidence that Support Claim

Reasons and Evidence that Support Claim

Level: Fifth Grade Name: _____

Speaking of...

Directions: Choose a topic or text on which to report or present an opinion. Sequence your ideas logically, include facts and relevant, descriptive detail to support the main ideas or themes. Present your information orally, speaking clearly at an understandable pace.

What I am presenting: _____

Main point:

Facts, evidence, reasons, details:

Main point:

Facts, evidence, reasons, details:

Main point:

Facts, evidence, reasons, details:

Level: Fifth Grade Name: _____

Adding Audio and Visual Components

Directions: Add audio recordings and/or visual displays to a presentation to enhance the development of the main ideas. Use a computer, iPod, iPad, or digital recorder to record your voice. Include photographs, clipart, and other digital graphics. Use fluid reading and speak with interest in order to express emphasize or enhance certain facts or details. Don't forget to include your own point of view.

There are several programs available for children to use to create digital stories. Some are listed below.

For Microsoft Products
Photostory ...free program using still photos or graphics and added audio

Powerpoint

For Apple Products
My Story-Book Maker ...App for iPad/iPod/iPhone ($)
make drawings and record your voice

Writer's Studio ...App for iPad/iPod/iPhone ($)
make drawings, add photos, and record your voice

iMovie ...usually included in Mac purchase

Keynote (like Powerpoint) included in iWorks

Use clipart and paint programs, scanners, digital cameras, and digital pens to create and include graphics and visual displays. Record your own music by attaching instruments to your computer or audio-taping yourself play.

My Presentation:

_____

_____

_____

_____

Components I will add...

____ **computer graphics**	____ **songs**	____ **different font**
____ **scanned photographs**	____ **speeches**	____ **bold, italic, underline**
____ **scanned drawings**	____ **audio text**	____ **movie/TV clips**
____ **computer drawings**	____ **sound effects**	____ **video**

Level: Fifth Grade Name: _____

Formal vs Informal

Directions: There are times we should use formal language, and times we may use informal language. Write below, using the appropriate form of formal or informal language, for each situation.

Call the bank to ask about opening a new account.

Have a conversation with your classmate about the upcoming school dance.

Write a letter to your neighbor about the block-party this weekend.

Write a letter to a guest speaker that visited your classroom.

Level: Fifth Grade Name: _____

You Say Either, and I Say Neither

Directions: Complete the sentences with the appropriate use of *either/or* or *neither/nor*.

either...or	neither...nor

1. Janet had _____ the time _____ the energy to clean the house today.
2. He knew he had to choose _____ the pizza slice _____ the hot dog for lunch.
3. You can _____ use a typewriter _____ the computer to write your story.
4. Mom could find _____ the twinkle lights _____ the ornaments for the Christmas Tree.
5. My dog would _____ bury his bone _____ hide it in the couch.
6. The movie we watched last night was _____ funny _____ interesting, unfortunately.
7. We _____ have to get rid of some belongings _____ buy a bigger house.
8. _____ your dad _____ your mom want you to climb that tree out back.

Level: Fifth Grade Name: _____

Picking the Right Verb

Directions: Place the best choice of verb tense in each blank.

1. Karen _____ three miles by the time she gets to the school.

walk have walked will have walked

2. My brothers _____ all of the cupcakes that mom made!

eat have eaten will have eaten

3. My aunt and uncle _____ my school play each year.

have seen had seen will have seen

4. Once I _____ this project, I will be able to relax.

finished have finished will have finished

5. I am sure Paul _____ my new bike as soon as I get it.

am borrowing borrow will be borrowing

6. My friend and I _____ a Brady Bunch marathon all day!

are watching have been watching will have been watching

7. I cannot wait to _____ the Canadian-American border!

cross crossing crossed

8. She _____ several hours before she realized she forgot the gift.

have been driving had been driving will have been driving

Level: Fifth Grade Name: _____

Prepositional Phrases

Directions: Complete the sentences with the best prepositional phrase from the box below.

in addition to	**as well as**	**thanks to**	**because of**
aside from	**within**	**due to**	**besides**

1. I was hoping I would finish the test _____ the time limit.
2. We were able to reach our goal of $14,000 _____ all of your generous donations!
3. _____ the large pile of dirty clothes in the corner, my room is pretty neat.
4. Martha brought George a large basket of corn, _____ several potatoes and carrots.
5. The whole gathering was postponed _____ the poor weather forecast.
6. _____ the homework I have from school, I also have to write a letter to my aunt in Colorado.
7. _____ the amount of time it took for us to get to the hockey game, we missed the first period.
8. The bakery has cookies, pies, and cannolis, _____ all of the pizzas and breads they sell.

Level: Fifth Grade Name: _____

Fixing Sentences

Directions: Read the sentences below. Insert commas where appropriate. Identify titles with quotation marks or underlining.

1	We talked to the group and decided to go to dinner see a movie and walk the boardwalk.
2	I spent the summer reading Robinson Crusoe while sitting on the beach.
3	President Lincoln signed the proclamation right Mr. Johnson?
4	The dinner at The Waldorf included Mark Twain Marie Curie and Emily Dickinson.
5	Lewis Clark and their entourage left for the west on May 14 1804.
6	My grandfather the mayor had to stand in a soup kitchen line during the Great Depression.
7	My favorite book an entertaining read is Don Quixote by Miguel de Cervantes.
8	The soldier checked his gear and saw 3 MREs one bayonet 2 pairs of socks a life vest and his helmet.
9	In 1682 William Penn founded the colony of Pennsylvania.
10	Albert Einstein published his book Relativity: The Special and General Theory in 1916.

Level: Fifth Grade Name: _____

Know Your Spelling

Directions: Circle the incorrectly-spelled words below. Rewrite the words so that they are spelled correctly.

agressive	excavate	stratagee
synonym	mistchef	route
identicle	purchase	protaginist
compose	frigid	taunt
seldum	numerus	caushusly
courteous	resemble	tropical
duplicate	intense	confidint
dedicat	suspend	visible

Directions: Rewrite the incorrect words above correctly in the spaces below.

Standard: Reading I Language I L.5.2

Level: Fifth Grade Name: _____

Punctuation

Directions: Read the text below. Insert commas, quotation marks, and capital letters where necessary.

Is Pluto a Planet?

Many people are saying that Pluto is no longer a planet. Are they right? Is Pluto no longer a planet? There's debate in the scientific world about this issue. national geographic news says that according to the international astronomical union a full-fledged planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity. Because pluto doesn't meet these standards the IAU classifies Pluto as a dwarf planet.

Not everyone agrees that this is a good way to decide though. Andy Cheng a planetary scientist at johns hopkins university says that the new rules aren't clear enough and asks a question how round is round? I'll still continue to maintain that Pluto is a planet, he said.

owen gingerich is an astronomer and historian at harvard university in cambridge massachusetts, and head of the IAU committee proposing the definition. He favored a special distinction for Pluto. Gingerich supported a proposal to call the big eight planets classical planets—as opposed to just plain "planets"—and Pluto and the others dwarf planets, so there would be two classes of planets. He believes that reclassifying Pluto as a dwarf planet is not sensitive to the historical and cultural role that Pluto has played.

The argument continues. In the meantime however many people are correct—new textbooks will list pluto as being a dwarf planet.

Level: Fifth Grade

Name: _____

Dialect

Directions: Using dialect in writing can help the reader identify the setting, place and time, as well as get a better understanding of the characters. When reading a text, story, drama, poem, or nonfiction piece, listen to the dialects that are used. Are there words that are used in a way that is different than you are used to hearing them used? Is the dialect familiar? Does it help you understand the story? Or, does it make reading the story more difficult?

Text: _____ Author: _____

Dialect Text	Is it similar to or different from your dialect? What does this text tell you about the setting and character?

Standard: Reading I Language I L.5.3

Level: Fifth Grade Name: _____

Revising

Directions: Read the sentences below. Combine, expand, or reduce the sentences to clarify meaning and create better interest. Rewrite the sentences in the spaces provided. Read your revisions aloud to a partner. Does the writing sound better?

1. George purchased a new, economical car. He bought the car at Munroe Auto Dealership in Tuscon.

2. Last week my class took a trip to the planetarium in Boston and we also walked the Freedom Trail and had lunch at Quincy Market.

3. I am excited to go see the play.

4. After karate class I have homework to do and then I get to watch my favorite show and lastly, I wave to walk the dog.

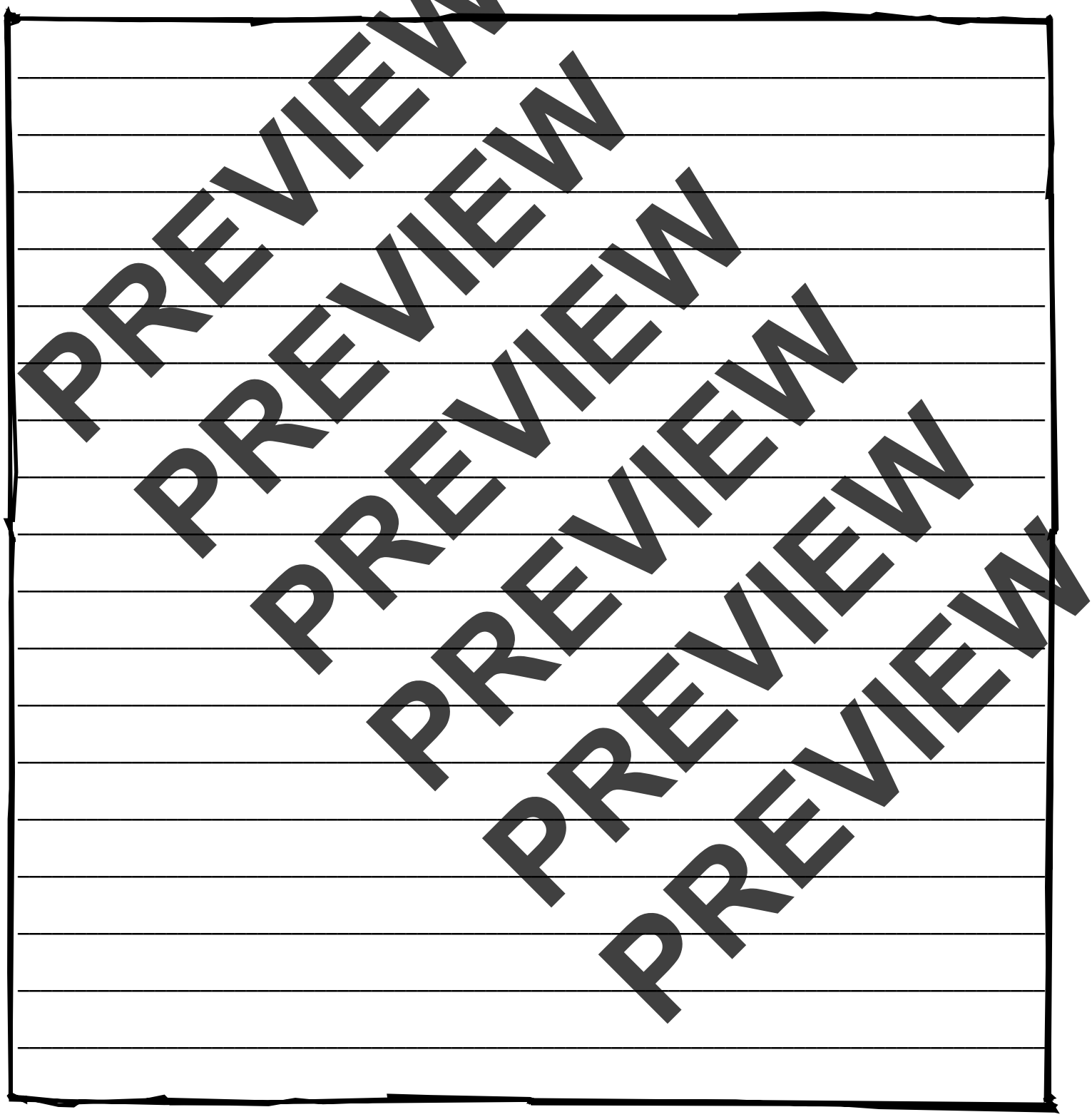
5. My sister is an actress in Chicago. She is performing in the musical, My Fair Lady.

6. John is watching a frightening thriller. He is biting his nails. John feels scared!

Level: Fifth Grade Name: _____

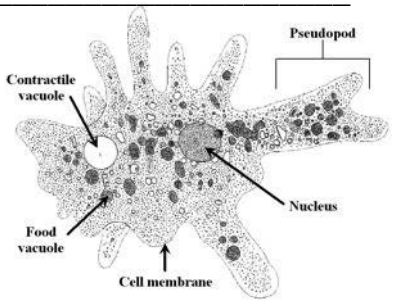
Revising

Directions: Write the first draft of a fictional story. Listen to the sentences you wrote, and work to improve their flow. Combine, expand, or reduce sentences to clarify meaning and create better interest. Read your revisions aloud to a partner. Does the writing sound better? Show the work you did to improve your writing.



Level: Fifth Grade Name: _____

Using Context Clues



Directions: Read the text below about amoebas.
Use the context clues to understand the bold type words.
Write the meanings of the bold type words in the spaces provided.

An amoeba is a **predatory** single cell organism that does not have a fixed shape. Amoebas are protozoans, a type of **parasite**, which means they depend upon another organism to live and reproduce. They hunt smaller single cells, such as bacteria, other protozoans, and “eat” algae.

The amoeba can project parts of its cell to create **tentacles** called **pseudopodia**. These tentacles are filled with a jelly-like fluid called **cytoplasm**. The amoeba uses these to move, touch, and grab prey. Amoebae live in water, where they creep along rotting vegetation.

Amoebas **reproduce** by a process called binary fission. This means that the amoeba can split in half and make two identical new amoebas. They are **microscopic**, so tiny you need a microscope to see them.

predatory: _____

parasite: _____

tentacles: _____

pseudopodia: _____

cytoplasm: _____

reproduce: _____

microscopic: _____

Level: Fifth Grade Name: _____

Finding the Clues

Directions: Read the sentences below. Determine the meaning of the underlined words by using the context clues found in the sentences and your own prior knowledge.

1. After several hours of pounding rain and howling winds, the storm **abated** and the sun began to shine.

_____

2. The two boys were rivals on the field, but shared a strong **camaraderie** when they played together.

_____

3. She had great **empathy** for the lost, crying child as once, she too, couldn't find her mom in a store.

_____

4. As Clive stacked the dinner plates high and higher on the kitchen table, a loud crash and huge mess was **inevitable**.

_____

5. Instead of completing my homework right after school, I **procrastinated**, and now it is bedtime and my homework is not done.

_____

6. I tried to convince Paula to give up on the puzzle, but she was **tenacious** and kept working on it.

_____

Level: Fifth Grade Name: _____

Using Tools to Get Meaning

Directions: As you read assigned text, use this form to record key words. Use dictionaries, glossaries, thesauruses, and other reference tools, both print and digital, to find the pronunciation and meaning of each word.

Word	Pronunciation	Meaning

Level: Fifth Grade Name: _____

Proverbs

Directions: Read the proverbs below. Think about the words. Explain what each proverb means.

A fool and his money are soon parted.

A leopard cannot change its spots.

A picture paints a thousand words.

Absence makes the heart grow fonder.

An apple a day keeps the doctor away.

Better to have loved and lost than to have never loved at all.

Level: Fifth Grade Name: _____

Matching the Proverbs

Directions: Read the proverbs below. Think about the words.
Match each proverb on the left to its meaning on the right.

A stitch in time saves nine.	**Material items, things and money, don't go with us when we die, so are they truly valuable?**
The best things in life are free.	**If we are determined to do something, we will find a path or method to do it.**
You can't take it with you when you die.	**People of the same type stay together.**
It was the straw that broke the camel's back.	**Repair something as soon as it is damaged. A smaller job than what it will be if you let the damage wait.**
Where there's a will there's a way.	**Don't assume that you will get what you expect. Wait until you get it to see what it is.**
You can't tell a book by its cover.	**You need to look deeper into something, or someone, to better understand it, or them.**
Birds of a feather flock together.	**We don't have to pay for the things that are truly valuable; love, friendship, good health**
Don't count your chickens before they hatch.	**There is a limit to everything.**

Level: Fifth Grade Name: _____

Which Homophone?

Directions: Read the sentences below. Choose the proper homophone to complete each sentence.

1. The opposing debate team is _____ to our great orating skills.

seeding ceding

2. Dad stood high on a step-ladder to paint my bedroom _____.

sealing ceiling

3. Last week, my sister and I helped our mom clean out the _____.

cellar seller

4. Mrs. Potts _____ that that the Beast was really sweet inside.

new knew gnu

5. I put my hand under the microscope and took a close look at a _____.

poor pour pore

6. Sam walked _____ the new car that he wanted to _____.

bye buy by

7. I think this will be the perfect _____ for our tent.

cite sight site

8. _____ you see the _____ that is on the grass today?

do due dew

Level: Fifth Grade Name: _____

Transitional Tags

Directions: Read the sentences below. Choose the proper *addition* or *contrast* word to complete each sentence.

1. _____ is the matter of finding the puppy's new dog toy!

again also equally important

2. _____, you should have turned the oven on to preheat.

in the first place moreover still

3. He wanted to ride the roller coaster, _____, he just couldn't get himself to do it.

although and yet but at the same time

4. She thought he was upset but, _____, he was understanding about the whole thing.

nevertheless in spite of on the contrary

5. _____ to his homework, Paul also had soccer practice and a book to read.

furthermore in addition to besides

6. I want to bring my camera with me; _____ it's just one more thing to carry.

on the other hand yet though

7. The high school band will be marching in the parade and traveling to Florida, _____.

first in the first place too

8. The party will go on as planned, the rain _____.

notwithstanding in spite of but at the same time

Level: Fifth Grade Name: _____

Transitional Tags

Directions: Read the sentences below. Choose the proper *time sequence* word to complete each sentence.

afterward, and then, at last, before, earlier, eventually, formerly, furthermore, in the first place, in the past, lately, meanwhile, next, presently, shortly, simultaneously, since, subsequently, thereafter, until now

1. My mom was baking a cake and writing checks _____.
2. I know you are all excited, but we will watch the program _____.
3. Please tell the host I am cleaning up and I will be there _____.
4. Carl gathered wood and , _____, I looked for newspaper.
5. Stan continued building the card house and _____ completed it.
6. Donnie was _____ a doctor, but now he is a teacher.
7. Cassandra was here _____ but she had to leave for an appointment.
8. It has been over 12 years _____ my nana has come for a visit.

Level: Fifth Grade Name: _____

Know Your Words

Directions: Read the passage below about antibiotics. Use context clues and prior knowledge to understand the text. Write the words from the passage that best fit the definitions below.

An antibiotic is a drug produced by very tiny plants. It helps the body defend itself against dangerous germs. There are many different antibiotics, but penicillin is the foremost one. Antibiotics are called "wonder drugs" because they have caused a decline in so many diseases. For example, bacterial pneumonia and scarlet fever once deprived thousands of people of healthy lives each year. Now these diseases can be treated and cured almost as soon as they are detected. Postoperative infections were once as dangerous as surgery itself. Now, these, too, can be cured.

Taking too much of an antibiotic does not help the body. In fact, it makes the antibiotic useless because germs build up a resistance to it. Thus , it is important to take only the amount of antibiotic prescribed by the doctor.

Many doctors forewarn against antibiotics being used too freely-- especially in many poor countries where they can be bought without a prescription from a doctor. The power of antibiotics in these countries has greatly decreased. Scientists are forced to devote more and more research to finding new kinds of antibiotics to counteract germs.

1. a drug that fights germs _____	**5. to act against or opposite** _____
2. took away _____	**6. first; leading** _____
3. became less _____	**7. warn beforehand** _____
4. guard from harm; keep safe _____	**8. occurring after a surgical operation** _____

Level: Fifth Grade Name: _____

Numerical Expressions

Directions: Solve the numerical expressions below.

1. 1 x (24 - 5) =
2. (20 ÷ 2) ÷ 5 =
3. 9(11 - 4) =
4. 1 x (5 + 14) =
5. (24 ÷ 2) - 6 =
6. 18 - (4 x 2) =
7. (14 ÷ 2) x 5 =
8. 6(4 + 2) ÷ 3 =
9. 4(3 - 2) + 6(3 + 8) =
10. 22 + 5(3 x 5) =
11. 5(4 x 3) - 6(3 x 2) =
12. 8 + 7(2 + 4) =
13. (24 ÷ 8) + 3(5 + 2) =
14. 16 + 2(45 ÷ 9) =
15. (30 - 15) - 5 =
16. 2(8 - 3) =
17. (50 ÷ 5) ÷ 2 =
18. (70 ÷ 2) + 2 =
19. (100 ÷ 2) x 5(2 + 2) =
20. 6(5 x 2) + 3(16 ÷ 8) =

Level: Fifth Grade Name: _____

Similar Numerical Expressions

Directions: Solve the numerical expressions below. Do you think the answers in column A will be the same as the answers in column B? Solve to find out!

A	B
(4 + 3) - 2 =	4 + (3 - 2) =
7 x (4 + 5) =	(7 x 4) + 5 =
5 x (12 - 6) =	(5 x 12) - 6 =
27 + (6 ÷ 3) =	(27 + 6) ÷ 3 =
(6 x 2) + 4 =	6 x (2 + 4) =
(10 + 17) - 5 =	10 + (17 - 5) =
25 ÷ (5 x 1) =	(25 ÷ 5) x 1 =
25 x (4 + 12) =	(25 x 4) + 12 =

Level: Fifth Grade Name: _____

Write Numerical Expressions

Directions: Write the numerical expression for each sentence below.

Write an expression for *b* increased by 125.
Write an expression for *c* subtracted from 550.
Write an expression for 60 fewer than *d*.
Write an expression for the total of 445 and *s*.
Write an expression for 397 decreased by *h*.
Write an expression for 178 less than *q*.
Write an expression for *k* more than 4,589.

Level: Fifth Grade Name: _____

Write More Numerical Expressions

Directions: Write the numerical expression for each sentence below.

Add 5 and 6, then multiply by 3
Add 14 and 7, then multiply by 4.
Subtract 45 from 90, then divide by 3.
Write an expression for three times 45,896 added to 23,907.
Write an expression for 457 divided by 18 added to 6.
Multiply 6 by 3 five times.
Subtract 88 from 140, then half it.

Level: Fifth Grade Name: _____

Plotting Ordered Pairs with Patterns

Directions: Complete the function tables below by figuring out the rule. Plot the ordered pairs on the coordinate plane.

a	*b*
5	
6	9
8	
	12

ordered pairs

R (,)

S (6 , 9)

T (,)

U (,)

c	*d*
9	
11	16
14	
	21

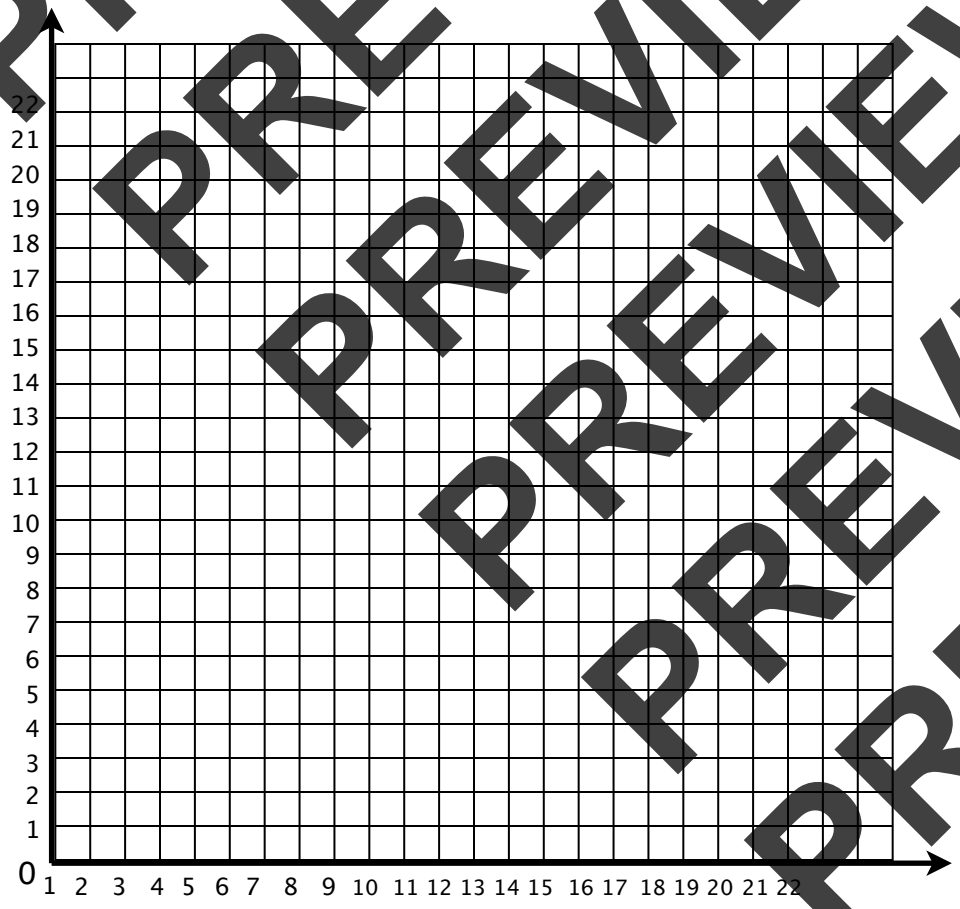
ordered pairs

J (,)

K (11 , 16)

L (,)

M (,)



e	*f*
17	
14	9
12	
	10

ordered pairs

N (,)

O (14 , 9)

P (,)

Q (,)

Level: Fifth Grade Name: _____

Ordered Pairs and The Coordinate Plane

Directions: Complete the function machines below by determining the pattern for each. Generate the ordered pairs and plot the coordinate points correctly onto the coordinate plane.

a	*b*
6	
8	-1
2	
	-4

ordered pairs

A (,)

B (8 , -1)

C (,)

D (,)

c	*d*
-5	
-8	2
-3	
	4

ordered pairs

E (,)

F (-8 , 2)

G (,)

H (,)

e	*f*
-2	
10	4
-1	
11	

ordered pairs

I (,)

J (10 , 4)

K (,)

L (,)

Plot an ordered pair in each quadrant using these coordinates... 9 and 5.

Quadrant I Z (,)
Quadrant II Y (,)
Quadrant III X (,)
Quadrant IV W (,)

Level: Fifth Grade Name: _____

Every Number Has A Place

Directions: Complete the sentences to make them true. Think about place value. Write the numbers correctly.

5 Ones = _____ Tenths	50 Thousands = _____ Hundreds
_____ Hundreds = 20 Tens	7,000 = _____ Hundreds
_____ Ten Thousands = 40 Thousands	6 Tenths = _____ Hundredths
600,000 = _____ Thousands	8 Tens = _____ Ones
20 Ten Thousands = _____ Thousands	40 tens = _____ Thousands
Write the number that has 8 tens, 4 ones, 8 hundreds, and 9 thousands.	Write 6 thousand, five hundred, three.
Write the number that has 55 tens, 8 ones, and 19 thousands.	Write seventeen thousand, nine hundred, forty-five.

Level: Fifth Grade Name: _____

Every Number Has A Place

Directions: Write the number for each expanded notation. Think about place value. Remember that a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

[7 x (1/100)] + [9 x 100] + [2 X (1/10)] + [6 x 1] + [1 x 10] + [5 X (1/1000)] + [6 x 1000] =

_____,_____ _____ _____ . _____ _____ _____

[9 x (1/10)] + [9 x 10] + [5 X (1/1000)] + [4 x 1000] + [5 x 100] + [5 X (1/100)] + [9 x 1] =

_____,_____ _____ _____ . _____ _____ _____

[3 x 1] + [5 x (1/10)] + [4 X 1000] + [4 x (1/1000)] + [4 x 100] + [0 X (1/100)] + [3 x 10] =

_____,_____ _____ _____ . _____ _____ _____

[2 X (1/1000)] + [4 x 10] + [8 x 1000] + [1 x 1] + [9 x (1/10)] + [5 x 100] + [5 X (1/100)] =

_____,_____ _____ _____ . _____ _____ _____

[8 x (1/10)] + [2 x 10] + [0 X (1/1000)] + [1 x 1000] + [7 x 100] + [4 X (1/100)] + [1 x 1] =

_____,_____ _____ _____ . _____ _____ _____

Level: Fifth Grade Name: _____

Patterns and Zeros

Directions: Solve the multiplication and division examples below. Do you notice a pattern?

26 x 10 = ____	26 ÷ 10 = ____	.26 x 10 = ____
26 x 100 = ____	26 ÷ 100 = ____	.26 x 100 = ____
26 x 1000 = ____	26 ÷ 1000 = ____	.26 x 1000 = ____

Explain any patterns you see.

_____

_____

_____

Solve:

.36 x 100 = ____	3.0 x 100 = ____	3.02 x 100 = ____
.25 x 10 = ____	13 x 10 = ____	.91 x 10 = ____
5 x 1000 = ____	.78 x 1000 = ____	6.281 x 1000 =
1.36 x 100 = ____	3.01 x 100 = ____	83 x 1000 = ____
.06 x 10 = ____	.034 x 10 = ____	.009 x 100 = ____
54 x 100 = ____	.129 x 1000 =	.7 x 1000 = ____

Level: Fifth Grade Name: _____

Dividing and Multiplying by 10, 100, and 1,000

Directions: Solve the division and multiplication examples below.

0.92 x 10	2.45 x 10	100 x .93	1000 x 3.93	100 x 8.5
7.92 x 10	89.3 x 100	100 x 77	23.098 x 1000	100 x .55

1. 54.78 x **?** = 547.8
   a. 10 b. 100 c. 1,000

2. 137.01 x **?** = 13701
   a. 10 b. 100 c. 1,000

3. .87 x **?** = 87
   a. 10 b. 100 c. 1,000

4. 7.318 x **?** = 7,318
   a. 10 b. 100 c. 1,000

5. 0.4416 x **?** = 44.16
   a. 10 b. 100 c. 1,000

6. .0781 x **?** = 7.81
   a. 10 b. 100 c. 1,000

23.7 ÷ _____ = 0.237	3.43 ÷ _____ = 0.0343	719.2 ÷ _____ = 7.192
0.54 ÷ 10 = _____	80.2 ÷ 10 = _____	682.1 ÷ 1,000 = _____
45.9 ÷ _____ = .459	120.98 ÷ _____ = 1.2098	23.67 ÷ _____ = 2.367
33.4 ÷ 1,000 = _____	0.79 ÷ 100 = _____	176.8 ÷ 100 = _____

Level: Fifth Grade Name: _____

Expanding Numbers

Directions: Say each number correctly. Write the expanded form for each number shown. Or, write the standard form for the given expanded notation.

Example:

347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)

56.456

123.704

5 x 100 + 3 x 10 + 8 x 1 + 5 (1/10) + 5 (1/100) + 9 (1/1000)

78.233

19.063

6 x 1000 + 1 x 100 + 0 x 10 + 5 x 1 + 4 (1/10) + 3 (1/100) + 8 (1/1000)

Level: Fifth Grade Name: _____

Comparing Decimals to Thousandths

Directions: Compare the decimals to ***thousandths***. Write the proper symbol, **<**, **=**, or **>**, between the two decimals in each example.

.3247 ◯ .3258	.3317 ◯ .3384	.2377 ◯ .2399
.3669 ◯ .3659	.8557 ◯ .8560	.5288 ◯ .5290
.6567 ◯ .6625	.1870 ◯ .1807	.3299 ◯ .3359
.9123 ◯ .9153	.8991 ◯ .9001	.4876 ◯ .4881
.8235 ◯ .8250	.2258 ◯ .2269	.2854 ◯ .3865
.6444 ◯ .6389	.3977 ◯ .3875	.1098 ◯ .1100

Level: Fifth Grade Name: _____

Rounding Decimals

Directions: Round the numbers below. Circle the digit in the place you are rounding. If the digit to the right is *less than 5*, round the circled number *down*. If the digit to the right is *5 or greater than 5*, round the circled number *up*.

Round **17.528** to the nearest hundredth. **1 7 . 5 2 8** Circle the digit in the hundredths place. The digit to the right is **greater** than 5. Round **2** to the nearest hundredth. 17.528 rounds to **17.53.**	Round 34.346 to the nearest hundredth. 3 4 . 3 4 6 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 34.346 rounds to _____.
Round 97.289 to the nearest hundredth. 9 7 . 2 8 9 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 97.289 rounds to _____.	Round 16.440 to the nearest hundredth. 1 6 . 4 4 0 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 16.440 rounds to _____.
Round 23.691 to the nearest hundredth. 2 3 . 6 9 1 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 23.691 rounds to _____.	Round 56.809 to the nearest hundredth. 5 6 . 8 0 9 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 56.809 rounds to _____.
Round 109.882 to the nearest hundredth. 1 0 9 . 8 8 2 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 109.882 rounds to _____.	Round 44.297 to the nearest hundredth. 4 4 . 2 9 7 Circle the digit in the hundredths place. The digit to the right is _____ than 5. Round _____ to the nearest hundredth. 44.297 rounds to _____.

Level: Fifth Grade Name: _____

Round Up

Directions: Read the numbers below. Round to the nearest hundred, thousand, or ten-thousand, tenth, hundredth, thousandth, or ten-thousandth.

Round to the nearest hundred... 67,235 _____	Round to the nearest thousand... 125,928.98 _____	Round to the nearest ten-thousand... 193,297 _____	Round to the nearest hundred... 23,776.92 _____
Round to the nearest tenth... 4,5297.58 _____	Round to the nearest hundredth... 567.134 _____	Round to the nearest thousandth... 45,927.0956 _____	Round to the nearest ten-thousand... 1,295,926 _____
Round to the nearest thousand... 48,928 _____	Round to the nearest ten-thousand... 12,572,982.56 _____	Round to the nearest hundredth... 46,892.485 _____	Round to the nearest hundred... 386,947.52 _____
Round to the nearest thousand... 34,097 _____	Round to the nearest hundred... 937,395.274 _____	Round to the nearest tenth... 389,294.298 _____	Round to the nearest ten-thousandth... 75,983.88725 _____
Round to the nearest thousand... 648,492 _____	Round to the nearest thousandth... 3,428.87256 _____	Round to the nearest ten-thousand... 2,385,294 _____	Round to the nearest hundred... 4,529 _____

Level: Fifth Grade Name: _____

Multi-digit Multiplying

Directions: Solve the multiplication examples below. Think about the different strategies you have learned to help you solve the equations accurately and quickly.

235 x 347	663 x 15	368 x 28	143 x 20
4,546 x 23	67 x 39	540 x 92	754 x 4
394 x 18	485 x 55	107 x 9	476 x 23
585 x 673	12,678 x 20	78 x 2	926 x 54
4,628 x 7	728 x 36	834 x 86	8,947 x 19

Level: Fifth Grade Name: _____

Finding Products

Directions: Use the numbers in each box to create a multiplication example that will give the *highest product* possible. Try again, but generate the *lowest product* possible using the numbers. You can also create a game to play with a partner by using digit 0-9 cards (2 - 4 of each digit).

4 5 2 7 highest: 72 x 54 = 3,888 lowest: 25 x 47 = 1,175	3 8 1 9 highest: lowest:	2 0 5 6 highest: lowest:
8 1 8 4 highest: lowest:	9 7 3 1 highest: lowest:	2 3 9 8 highest: lowest:
0 4 9 6 highest: lowest:	6 5 4 2 highest: lowest:	1 0 9 8 highest: lowest:
5 9 3 2 highest: lowest:	7 2 8 5 highest: lowest:	3 9 5 4 highest: lowest:
9 0 6 7 highest: lowest:	7 7 3 1 highest: lowest:	6 8 9 4 highest: lowest:
3 4 2 0 highest: lowest:	9 6 9 8 highest: lowest:	5 8 3 3 highest: lowest:

Level: Fifth Grade Name: _____

Dividing

Directions: Solve the following division examples. Use strategies you have learned to solve the problems.

$35\overline{)4,597}$	$71\overline{)7,390}$	$6\overline{)4,591}$
$73\overline{)2,846}$	$12\overline{)1,290}$	$23\overline{)7,319}$
$9\overline{)6,219}$	$45\overline{)4,599}$	$10\overline{)8,277}$

Level: Fifth Grade Name: _____

Dividing II

Directions: Solve the following division examples. Use strategies you have learned to solve the problems.

$56\overline{)7{,}324}$	$78\overline{)8{,}998}$	$3\overline{)5{,}908}$
$23\overline{)4{,}981}$	$23\overline{)5{,}427}$	$45\overline{)8{,}081}$
$5\overline{)3{,}672}$	$60\overline{)3{,}897}$	$12\overline{)4{,}545}$

Level: Fifth Grade Name: _____

Adding and Subtracting Decimals

Directions: Solve the addition and subtraction decimal examples below.

46.45 − 35.1	56.67 − 3.27	234.86 + 139.67	1.47 + .39
34.65 + 12.18	65.90 + 149.43	8.09 − 2.04	99.52 + 45.75

67.98 - 7.092 = 8.032 + 89.07 = 721.00 - 568.44 =

983.04 - 82.92 = 50.81 + 678.02 = .07 + 1.00 =

123.00 46.14 + 5.43	17.50 61.91 + 72.18	95.2 265.17 + 7.25	.54 .13 .01 + .26
683.39 − 36.25	927.1 − 56.1	1,139.91 − 518.23	100.64 − 87.18

Level: Fifth Grade Name: _____

Multiplying and Dividing Decimals

Directions: Solve the multiplication and division decimal examples below.

3.76 x 8	56.87 x 1.2	25.6 x 9	100.76 x .65

.5) 45.78	.08) 16.09	17) 34.85	19) 9.50

5.6 x 34.98 =	94.8 ÷ 7.9 =	3.36 ÷ 56 =
70 ÷ .35 =	345.3 x 7.83 =	.81 ÷ 9 =

98.25 x 5.9	124.01 x 7	167.07 x 7.54	.95 x .25

15) 3.90	12) 144.8	.23) 5.29	1.2) 33.96

Level: Fifth Grade Name: _____

Adding Fractions with Unlike Denominators

Directions: Generate the equivalent fractions with like denominators in order to add the fractions.

$\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12}$ $= \frac{23}{12} = 1\frac{11}{12}$	$\frac{4}{5} + \frac{6}{8} =$	$\frac{6}{9} + \frac{3}{6} =$
$\frac{2}{12} + \frac{5}{18} =$	$\frac{2}{10} + \frac{3}{9} =$	$\frac{3}{7} + \frac{4}{8} =$
$\frac{6}{8} + \frac{7}{10} =$	$\frac{5}{12} + \frac{4}{16} =$	$\frac{9}{15} + \frac{4}{20} =$
$\frac{7}{8} + \frac{3}{9} =$	$\frac{1}{3} + \frac{7}{9} =$	$\frac{4}{9} + \frac{5}{15} =$
$\frac{2}{20} + \frac{5}{25} =$	$\frac{3}{12} + \frac{7}{18} =$	$\frac{3}{17} + \frac{2}{34} =$

Level: Fifth Grade Name: _____

Subtracting Fractions with Unlike Denominators

Directions: Generate the equivalent fractions with like denominators in order to subtract the fractions.

$\frac{3}{4} - \frac{2}{3} = \frac{9}{12} - \frac{8}{12}$ $= \frac{1}{12}$	$\frac{3}{7} - \frac{2}{8} =$	$\frac{5}{9} - \frac{2}{6} =$
$\frac{6}{12} - \frac{8}{18} =$	$\frac{5}{9} - \frac{3}{10} =$	$\frac{2}{7} - \frac{1}{8} =$
$\frac{4}{8} - \frac{2}{10} =$	$\frac{4}{12} - \frac{1}{16} =$	$\frac{8}{15} - \frac{4}{20} =$
$\frac{6}{8} - \frac{3}{9} =$	$\frac{6}{3} - \frac{4}{9} =$	$\frac{7}{9} - \frac{4}{15} =$
$\frac{7}{20} - \frac{4}{25} =$	$\frac{8}{12} - \frac{3}{18} =$	$\frac{8}{13} - \frac{4}{17} =$

Level: Fifth Grade Name: _____

Addition and Subtraction Fraction Stories

Directions: Solve the addition and subtraction fraction number stories mentally, then check your work. Use equations or models to explain your thinking. Show your answer in its lowest form.

In Patty's room, 1/2 of her award ribbons are for horse riding and 1/6 are for ballet. What fraction of the awards are for another activity?

_____of the awards

When he made dip for the party, Linus used 1/2 of a cup of onion soup and 3/4 cup of vegetable soup mix. How much soup mix did Linus use altogether?

_____ cups of soup mix

Anthony and Christopher are making gimp bracelets. Anthony used 5/8 of a yard of gimp and Christopher used a 1/2 yard. How much more gimp did Anthony use than Christopher?

_____yard (s)

Henry is making an ice cream sundae. He used 1/2 of a scoop of vanilla, 2/3 of a scoop of chocolate, and 4/6 of a scoop of strawberry. How many scoops of ice cream did Henry use?

_____ scoops

Mario had a 5 cups of smooth peanut butter in a jar the morning. At 10:00am he used 1/2 of a cup for a snack. At lunchtime, he used 1 1/4 cups for a sandwich. At 4:00pm, he spread 1/3 of a cup onto some celery for his sister. How much peanut butter did Mario have at the end of the day?

_____ cups of peanut butter

Level: Fifth Grade Name: _____

Addition and Subtraction Fraction Stories

Directions: Solve the addition and subtraction fraction number stories mentally, then check your work. Use equations or models to explain your thinking. Show your answer in its lowest form.

Brian's bus ride to school takes 1/2 of an hour. Delilah's ride takes 1/6 of an hour. How much longer is Brian's bus ride than Delilah's?

_____hour

Donna watched a snail in her yard. It crawled 1/4 of an inch and then stopped. A few minutes later it crawled 3/8 of an inch. How far did the snail crawl in all?

_____ in

In Violet's neighborhood, 1/3 of the houses is brown and 3/6 are white. What fraction of the houses are not white or brown?

_____ houses

When I make pancakes, I use 1/3 of a bag of wheat flour and 5/6 of a bag of white flour. How many bags of flour do I use in all?

_____ bags of flour

At the wedding, 1 1/3 pots of chicken soup was served and 1 1/2 pots of vegetable soup were served. What was the total number of pots of soup served?

_____ pots of soup

Level: Fifth Grade Name: _____

Dividing and Fractions

Directions: Solve the number stories. Think about what fraction is made in order to divide. Use the space provided in each box to show your work using visuals and equations.

There are 8 people in the French Club. The teacher brought in 50 croissants for the class to share. If shared equally, how many croissants will each club member get?

_____ croissants

I have 5 boxes. I want to place 92 brownies into the boxes so that each box has the same amount. How many brownies can I place in each box?

_____ brownies

If 5 people want to share the expense of dinner, which cost $102. How much does each person have to pay?

$_____

Veronica had 45 pieces of licorice to give equally to her 6 friends. How much licorice will each friend get?

_____ licorice

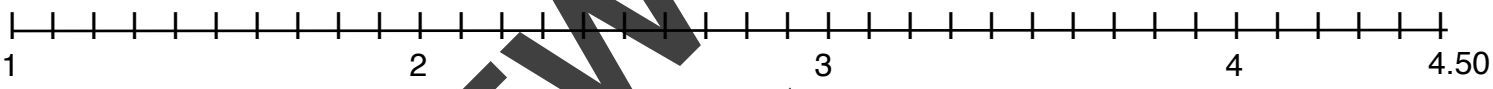
Georgette has 126 apples to place into 30 baskets. How many apples can Georgette place into each basket?

_____ apples

Level: Fifth Grade Name: _____

Dividing and Fractions

Directions: Solve the fraction division problems below. Locate where the quotient belongs on the number line and draw the corresponding shape in the proper place.



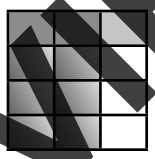
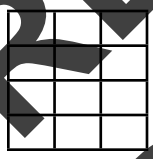
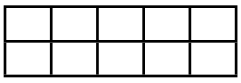
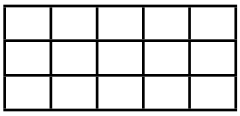
$\frac{17}{4}$ = _____ ◆	$\frac{12}{5}$ = _____ ⊠	$\frac{60}{16}$ = _____ ▷
$\frac{15}{6}$ = _____ ●	$\frac{36}{9}$ = _____ ⊡	$\frac{18}{9}$ = _____ ▶
$\frac{18}{8}$ = _____ ◑	$\frac{21}{7}$ = _____ ⊠	$\frac{11}{8}$ = _____ ◀
$\frac{20}{6}$ = _____ ■	$\frac{63}{18}$ = _____ ▼	$\frac{10}{8}$ = _____ ▽

$\frac{4}{7}$ = _____ ✕	$\frac{2}{9}$ = _____ □	$\frac{7}{8}$ = _____ ⓘ
$\frac{3}{8}$ = _____ ✔	$\frac{8}{11}$ = _____ ⊘	$\frac{2}{7}$ = _____ ⊖

Level: Fifth Grade Name: _____

Multiplying Fractions Using Diagrams

Directions: Solve the fraction multiplication examples below. Use a visual model to show the multiplication equation. Them, write a story for the equation you solved.

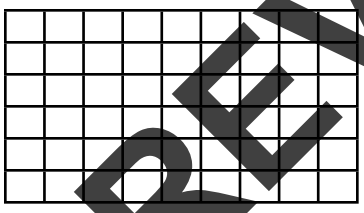
$\frac{2}{3} \times \frac{1}{4} = \frac{2}{12}$ Look at the diagram and you can see that 2/3 of 1/4 is 2/12. 	Create a story context for this equation.
$\frac{1}{3} \times \frac{3}{4} = \_\_\_\_$ 	Create a story context for this equation.
$\frac{1}{5} \times \frac{1}{2} = \_\_\_\_$ 	Create a story context for this equation.
$\frac{1}{3} \times \frac{1}{5} = \_\_\_\_$ 	Create a story context for this equation.

Level: Fifth Grade Name: _____

Finding Areas of Rectangles

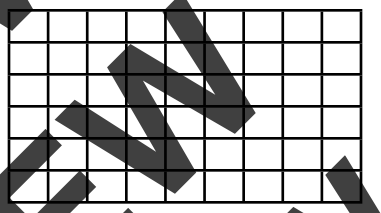
Directions: Find the area for each rectangle below. Use the grid to draw the fractional side lengths of the rectangle. Multiply the fractional side lengths to find the area.

Ian needed a tablecloth for the picnic table, which measured 2 1/2 feet by 5 feet. What is the area of the table?



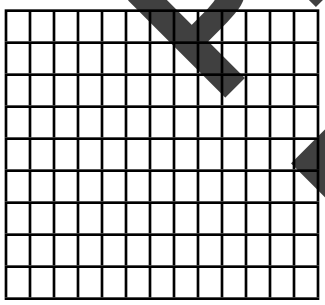
The area is _____sq. ft.

Byron measured his new train table to see how much track he'd be able to fit. The table was 4 1/2 feet wide by 7 feet long. What is the area of the train table?



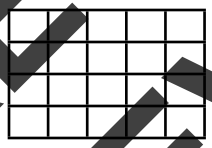
The area is _____sq. ft.

Susie made a cover for her new Math book. The book measured 8 inches by 11 1/4 inches. What is the total area of the book cover?



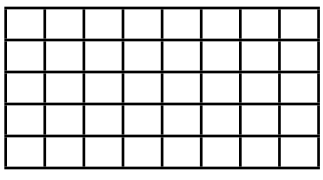
The area is _____sq. in.

Jeanette's grandmother sewed a beautiful quilt out of Jeanette's old clothes. She measured it and it was 2 1/4 meters by 2 meters. What was the area of Jeannette's quilt?



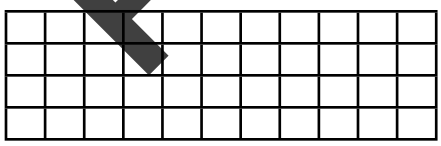
The area is _____sq. m.

Sam's dog has a new crate for training. Sam wanted to know how much floor space his dog, Grover, had so he could get a rug. He measured the cage floor and found it was 3 feet by 5 1/2 feet. What is the area of the dog crate floor?



The area is _____sq. in.

Christine has a Science kit with a microscope slide. She measured the slide and found it to be 10 cm long and 2 1/2 cm wide. What is the area of the slide?



The area is _____sq. cm.

Level: Fifth Grade Name: _____

Multiplication and Fractions

Directions: Solve the fraction number stories by comparing the size of the factors. Think about the size of the fraction, being less than one, or greater than one, and how that will affect the product.

Christine and Jennifer each have an equal pile of Hershey Kisses. If Christine eats 1/5 of her Kisses, and Jennifer eats 1/8 of hers, who ate the greater number of Hershey Kisses?	Susan, Patricia, and Louise each have 16 stamps. Susan used 1/2 of her stamps. Louise used 1/8. Patricia used 1/4. *Show the amounts of stamps used by each girl.* *As the size of the fractions become smaller, what happens to the size of the products?*
Circle the greater product without computing the answer.	Estimate the dollar amount without performing the multiplication.
$\frac{1}{5} \times \frac{3}{4}$ *and* $\frac{1}{3} \times \frac{2}{5}$	$\frac{1}{4}$ x $123.67 is closest to: $50 $30 $20 $60
$\frac{6}{9} \times \frac{4}{5}$ *and* $\frac{3}{7} \times \frac{2}{4}$	$\frac{1}{5}$ x $45.80 is closest to: $7 $4 $9 $11
$\frac{4}{6} \times 230$ *and* $\frac{3}{5} \times 230$	$\frac{1}{6}$ x $516.23 is closest to: $70 $95 $91 $88
$12\frac{2}{3} \times \frac{3}{5}$ *and* $19\frac{1}{3} \times \frac{4}{5}$	$\frac{1}{3}$ x $40.85 is closest to: $10 $12 $14 $15
Drew has 12 caterpillars and Frankie has one and one-half times the number of Drew's caterpillars. Draw the number of caterpillars that Frankie has. *How many caterpillars does Frankie have?*	Joao has one and one-third times the number of Drew's caterpillars. Draw the number of caterpillars that Joao has. *Explain how you determined the number of Joao's caterpillars.*

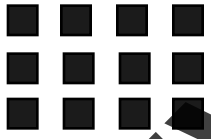
Level: Fifth Grade Name: _____

Multiplication and Fractions

Directions: Use drawings and knowledge of fractions to solve the problems below.

Circle the number of soy nuts for each fraction, and complete the equation.

a. Brendan's Soy Nuts

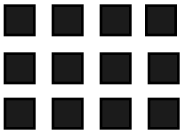


1/2 x 12 = ___

b. Chloe's Soy Nuts

1/3 x 12 = ___

c.Ian's Soy Nuts



1/4 x 12 = ___

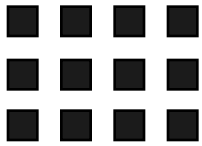
In the boxes provided, draw the number of soy nuts for each child.

a. Steve's Soy Nuts

1 1/3 x 12 = ____

Laura's Soy Nuts (1 1/3 times the number of Steve's)

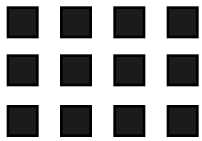
b. Steve's Soy Nuts



1 1/4 x 12 = ____

Amy's Soy Nuts (1 1/4 times the number of Steve's)

c. Steve's Soy Nuts



1 1/2 x 12 = ____

Jill's Soy Nuts (1 1/2 times the number of Steve's)

Level: Fifth Grade Name: _____

Multiplication Fraction Stories

Directions: Solve the multiplication fraction number stories. Use equations or models to explain your work.

Peter checks his email 12 times each day. If it takes Peter 3 1/2 minutes to read through his messages, how many minutes a day is Peter checking his email?

_____minutes

Brandon worked 11 1/3 hours this week and was paid $15 per hour. How much money did Brandon make this week?

$_____

Terrence mows 5 1/2 acres of lawn every week. If he mows 3/5 of the lawn before noon, how many acres of lawn does he have left to mow?

_____acres

Patty filled 4 jars with sunflower seeds. She also filled jars with pumpkin seeds. If she filled 3/4 as many jars with pumpkin seeds as she did with sunflower seeds, how many jars did she fill with pumpkin seeds?

_____ jars

Barbara and Karl both made punch for the party. Barbara added 3/4 cup of apple juice to her punch. If Karl added 5 times as much apple juice to his punch, how much apple juice did Karl add?

_____ apple juice

Level: Fifth Grade Name: _____

Multiplying With Fractions

Directions: Use the data below to calculate the number of baskets each player made during the game.

Triumph High School Basketball Team

Player	Shots Taken	Fraction Made	Baskets
John	14	2/4	
Sven	10	1/5	
Kris	8	3/4	
Louisa	20	3/5	
Fatima	12	2/6	
Donna	16	1/2	
Taylor	25	2/5	
Luis	22	1/2	

Which player should be a starter on the team?

_____

Which player should be encouraged to take more shots?

_____

How many more shots did John make than Sven?

_____

Solve:

1. If 84 markers are 1/10 of a set, how many markers are in the whole set? _____

2. If 45 pages are 3/4 of a book, how many pages are in the full book? _____

3. The cookie jar contains 3/5 of 65 cookies. How many cookies are the jar? _____

4. Brandon is walking to a friend's house. He walked 4/10 of the 5 miles so far. How far has Brandon walked? _____

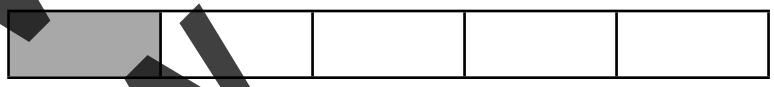
Level: Fifth Grade Name: _____

Division and Fractions

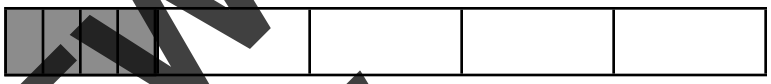
Directions: Use drawings and knowledge of fractions to solve the problems below.

We had a graduation party for my sister. When the party was over, 1/5 of the whole cake was left. That night mom, dad, Paul, and I wanted a piece. If we shared the 1/5 equally among us 4, how much of the original whole cake would we each receive.

This is 1/5 of the cake:

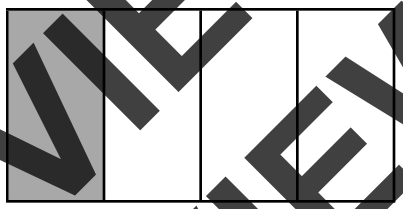


1/5 split into 4 equal parts:



1/5 ÷ 4 = _____ Each person would receive _____ of the whole cake.

Martha had one whole apple and cut it into fourths. She took one fourth and cut that into 6 equal parts for her rabbit, Foofoo. Foofoo only ate one piece. What fraction of the whole apple did Foofoo eat?



Stephanie had 1/6 of a gallon of milk left. She poured the rest equally into glasses for her 3 sisters. What fraction of the whole gallon did each of the 3 sisters get?

Level: Fifth Grade Name: _____

Division and Fractions

Directions: Use drawings and knowledge of fractions to solve the problems below.

Paulo has 4 lbs of flour to bake cannolis. He puts aside 1/5 of the flour to use today. He ends up using only 1/3 of what he put aside. What fraction of the 4 lbs of flour did Paulo use today?	How many 1/3-cup servings are in 4 cups of beans?
Four fifth graders will run in a relay race. Each student will run an equal part of the race. If each student runs 1/5 of a mile, what is the total distance of the race?	Luke's 5 lb candy bar had 8 segments. He broke off one of the segments and split that into fourths. If he eats two of the smaller pieces, what fraction of the whole candy bar would Luke have eaten?
Maria grilled an 8 inch hot dog. She wants to cut it into smaller pieces that measure 2/3 of an inch. How many pieces can maria cut her hot dog into if each piece is 2/3 in?	Annika bought 2 dozen eggs at the store. She put aside 1/4 of the eggs for cakes. She used 1/2 of those eggs for a chocolate cake. What fraction of the two dozen did she use for the chocolate cake?

Level: Fifth Grade Name: _____

Converting Measurement Units

Directions: Solve the measurement problems below.

Every morning, Brett rides 600m on his exercise bike. How many kilometers does Brett ride in a week?

_____ km

This bag of marbles weighs 56 g. If I have 25 bags of marbles, what would the total weight be in kg?

_____ kg

Mom made 3.5 kg of popcorn for us to eat during the movie. We ate 1,250 g of the popcorn. How much popcorn is left?

_____ kg

I opened the new 2 liter bottle of soda. My brother drank 3 glasses of the soda, which totaled 435 ml. How much of the soda was left in the bottle?

_____ ml

We weighed rocks in our class. Pile one weighed 45mg. Pile 2 weighed 79mg. Pile 3 weighed 279mg. Pile 4 weighed 567mg. And pile 5 weighed 892mg. How many grams did all of the rocks weigh in total?

_____ g

Level: Fifth Grade Name: _____

Converting Measurement Units

Directions: Solve the measurement problems below.

A Shitzu weighs about 15 lbs. How many ounces would 3 Shitzus weigh?

_____ oz

A standard, mid-sized car weighs about 3500 pounds. How many tons is that?

_____ t

The length of the rope that's tied to our tire swing is 15 feet. How many inches is that?

_____ in

Candace had a bag of candy that weighed 3 pounds. She shared it with her 2 sisters equally. How many ounces of candy did each girl get?

_____ oz

Paul's sunflower plant is 4 ft 10 in tall. Sharon's plant is 3 ft 11 in tall. How much taller is Paul's plant than Sharon's plant?

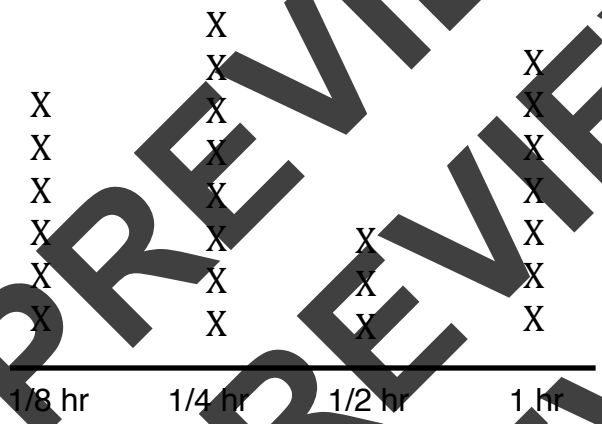
_____

Level: Fifth Grade Name: _____

Line Plots

Directions: Use the line plots below to answer the questions.

This line plot depicts the amount of time a number of people bicycled on Thursday. Each X stands for 2 people.



Bicycling Time

Answer the questions using the line plot above.

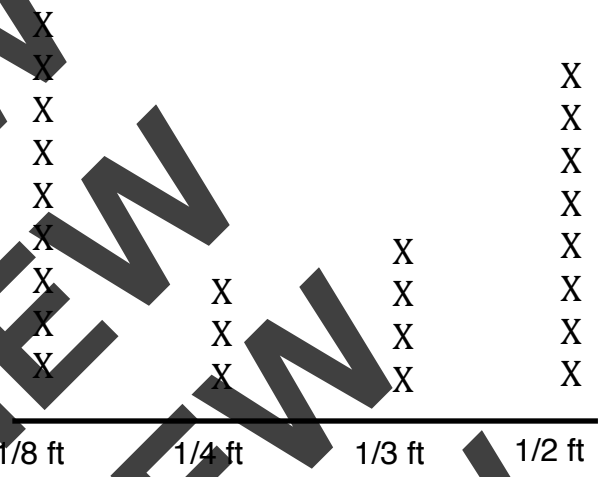
1. How many total people bicycled Thursday??

2. What fraction of the total people bicycled for 1/4 hr?

3. How many more people rode for 1 hr than 1/8 hour?

4. *What percentage of the total amount of bikers rode for 1/2 hr?

This line plot depicts the lengths of worms found by Kyle. Each X stands for 3 worms.



Length of Worms

Answer the questions using the line plot above.

1. How many total worms were found?

2. How many more 1/8 ft worms were found than 1/2 ft?

3. How many more 1/3 ft worms were found than 1/4 ft worms?

4. *What percentage of the total amount of worms found were 1/2 ft in size?

Level: Fifth Grade Name: _____

Making Line Plots

Directions: Use the data from each problem to create a line plot.

Goshen County Store just received a shipment of gummy worms. They came in several sizes. Each package contained 10 gummy worms. Use the data below to plot the amount of gummy worms at the Goshen County Store.

16 bags of 1/8 in gummy worms.
24 bags of 1/4 in gummy worms.
18 bags of 1/2 in gummy worms.
10 bags of 1/3 in gummy worms.

Ask a question using the data from your line plot.

Filomena conducted an experiment with her snails. She placed all 30 of them on a board at a starting line and observed how far they moved in 10 minutes. Use the data below to plot the distances the snails moved in 10 minutes.

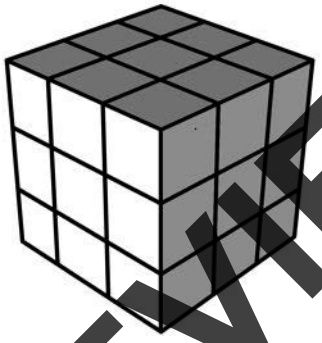
7 snails moved 1/2 meter.
9 snails moved 1/4 meter.
4 snails moved 1/8 meter.
9 snails moved 1/6 meter.
1 snail moved a whole meter.

Ask a question using the data from your line plot.

Level: Fifth Grade Name: _____

Volume Using Unit Cubes

Directions: Determine the area of each base and the volume of each prism for the figures below.



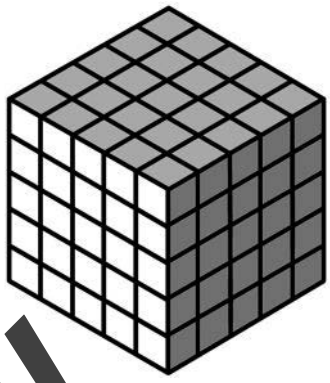
The prism above is made of inch cubes.

a. What is the area of the base?

_____ in^2

b. What is the volume of the prism?

_____ in^3



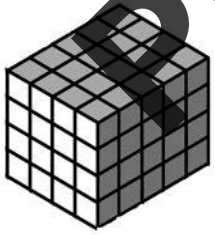
The prism above is made of centimeter cubes.

a. What is the area of the base?

_____ cm^2

b. What is the volume of the prism?

_____ cm^3



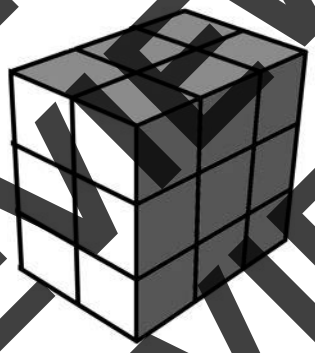
The prism above is made of millimeter cubes.

a. What is the area of the base?

_____ mm^2

b. What is the volume of the prism?

_____ mm^3



The prism above is made of inch cubes.

a. What is the area of the base?

_____ in^2

b. What is the volume of the prism?

_____ in^3

Level: Fifth Grade Name: _____

Volume With Unit Cubes

Directions: Match the volume to its correct picture.

$V = 27\ cm^3$ _____

$V = 80\ in^3$ _____

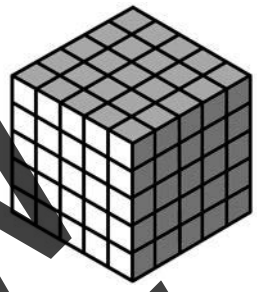
$V = 9\ cm^3$ _____

$V = 125\ mm^3$ _____

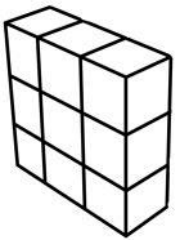
$V = 18\ cm^3$ _____

$V = 75\ in^3$ _____

a.

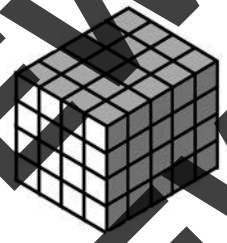


b.

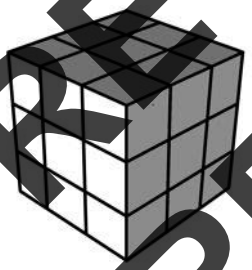


c.

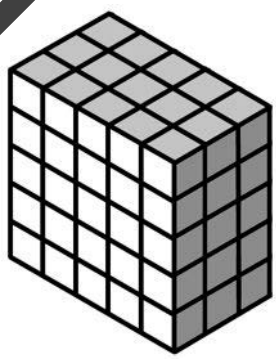
d.



e.



f.



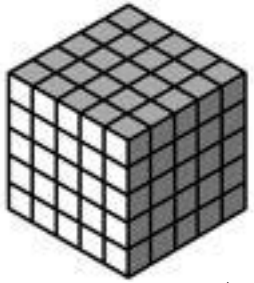
Level: Fifth Grade

Name: _____

Volume With Unit Cubes

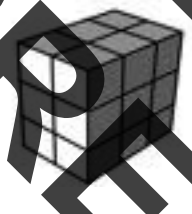
Directions: Find the volume of each prism, then order the prisms below in order of least area to greatest area. Each cube equals 1 cm^3.

_____ cm^3



_____

_____ cm^3

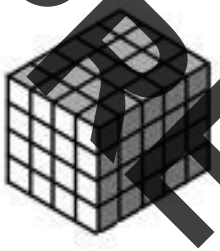


_____

_____ cm^3

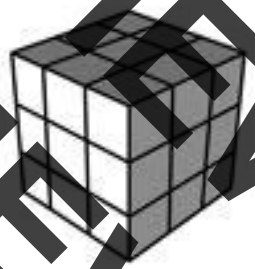
_____

_____ cm^3



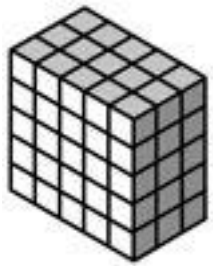
_____

_____ cm^3



_____

_____ cm^3

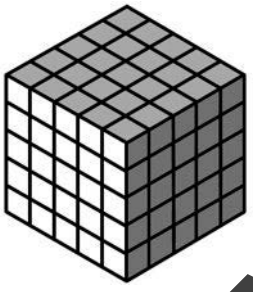


_____

Level: Fifth Grade Name: _____

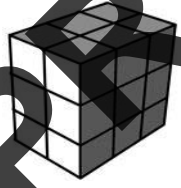
Volume With Unit Cubes

Directions: Find the volume of each prism, then multiply it to find the new total volume. Each cube equals 1 in^3.



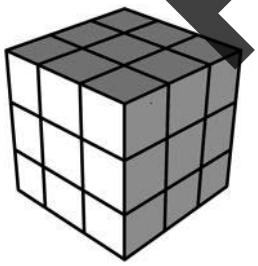
x 3 = _____ in^3

_____ cm^2



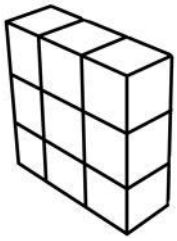
x 4 = _____ in^3

_____ cm^2



x 2 = _____ in^3

_____ cm^2



x 2 = _____ in^3

_____ cm^2

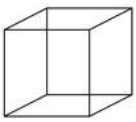
What is the total volume of all the original prisms combined?

What is the total volume of all the new, multiplied prisms combined?

Level: Fifth Grade Name: _____

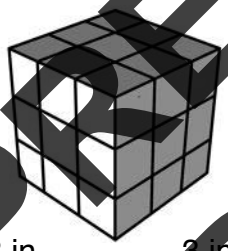
Finding Volume of a Prism

Directions: Find the volume of each rectangular prism below. Think about what the figure would look like filled with cubes of the same measurement unit.



1 cubic unit

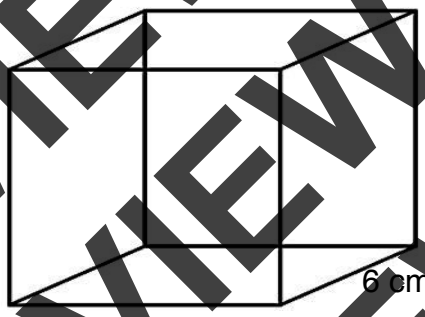
$B = l \times w$
B is area of the base.
h is the height of that base.
V is the volume of the prism.
$V = B \times h$



3 in

3 in 3 in

V = _____

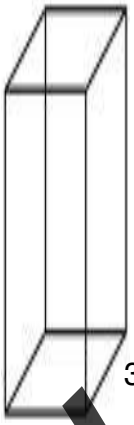


6 cm

6 cm

8 cm

V = _____

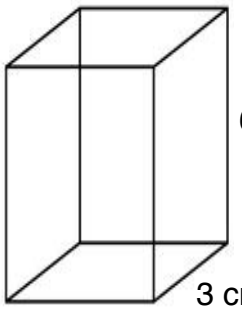


9 cm

3 cm

2 cm

V = _____

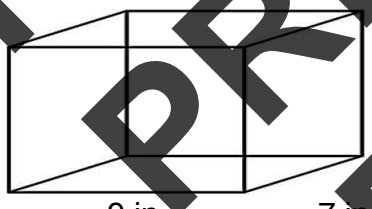


6 cm

3 cm

3 cm

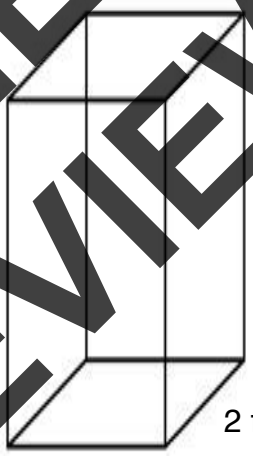
V = _____



6 in

9 in 7 in

V = _____



4 ft

2 ft

2 ft

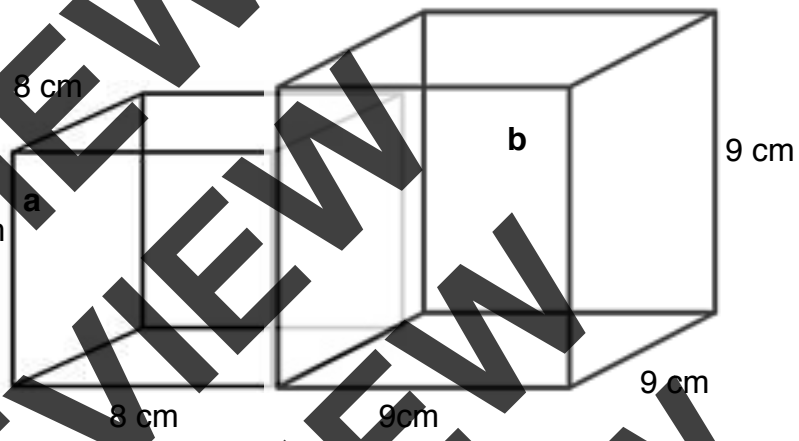
V = _____

Level: Fifth Grade Name: _____

Finding Volume of a Complicated Figure

Directions: Find the volume of each non-overlapping rectangular prism below. Then find the total of the entire new 3D shape.

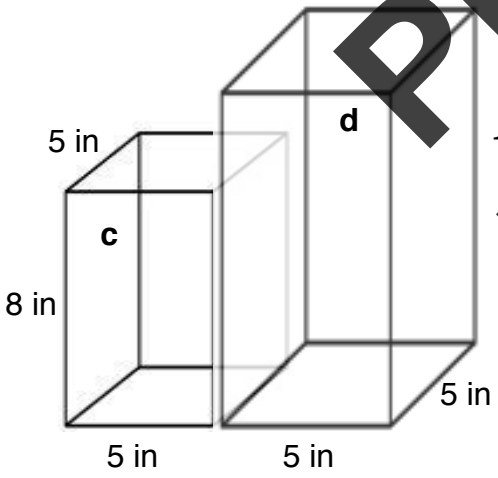
$B = l \times w$
B is area of the base.
h is the height of that base.
V is the volume of the prism.
$V = B \times h$



V of a = _____

V of b = _____

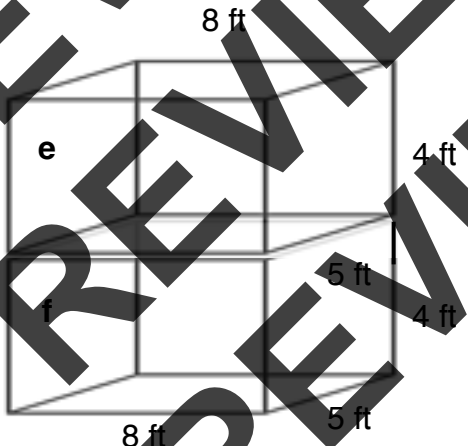
V of total prism = _____



V of c = _____

V of d = _____

V of total prism = _____



V of e = _____

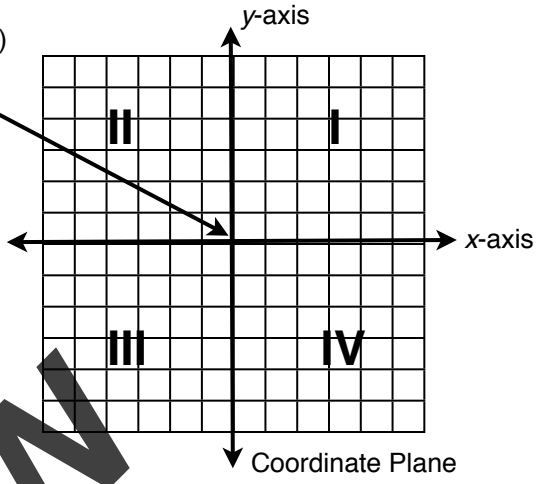
V of f = _____

V of total prism = _____

Level: Fifth Grade Name: _____

Plotting on a Coordinate Plane

Directions: Use the graph for the problems below.



Write the ordered pair for each point.

1. ***A*** _____

2. ***C*** _____

3. ***E*** _____

4. ***G*** _____

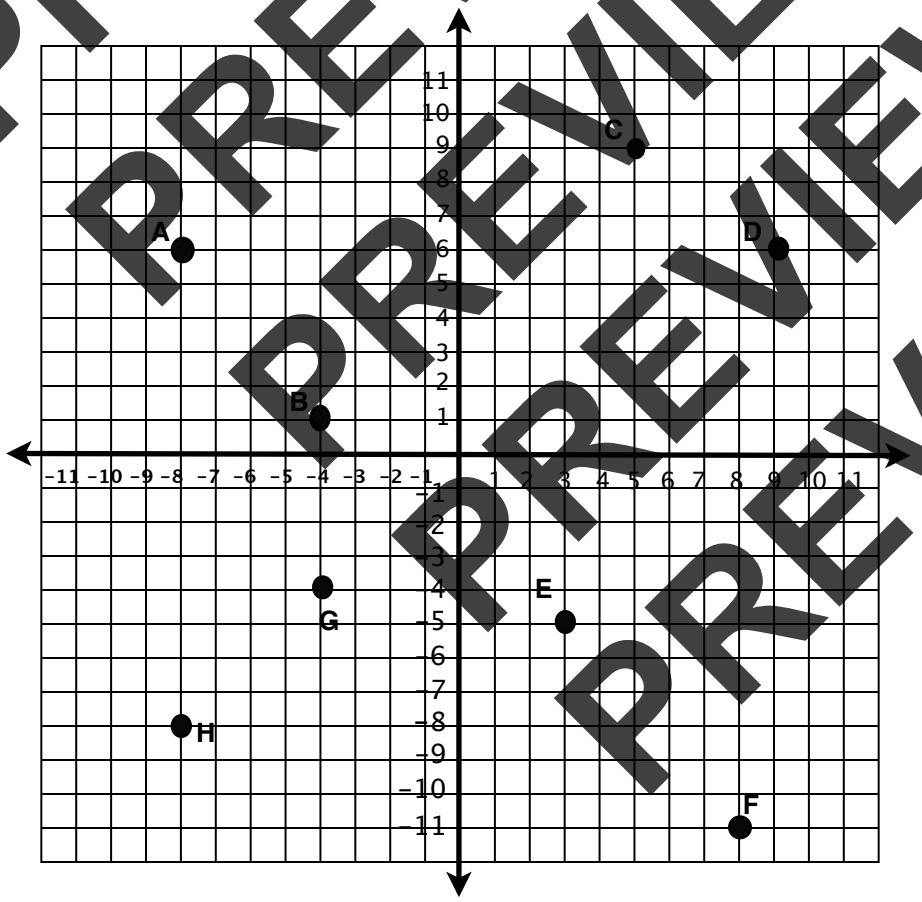
Write the letter name for each point.

5. (8, -11) _____

6. (9, 6) _____

7. (-8, -8) _____

8. (-4, 1) _____



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Level: Fifth Grade Name: _____

Plotting Points

Directions: Use the ordered pairs to find the coordinate points in the grid below. Do not make any lines that cross over each other.

Write the coordinates for each point.

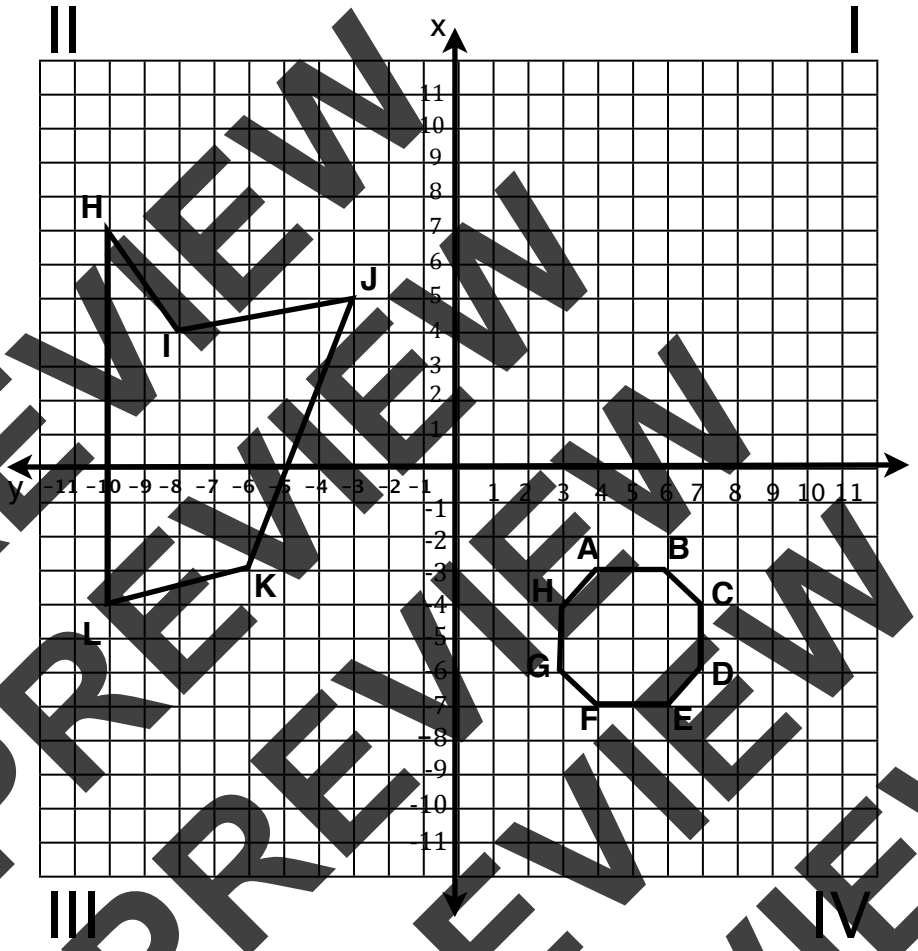
H _____

I _____

J _____

K _____

L _____



Write the points for each set of coordinates.

(3, -6) _____

(4, -7) _____

(6, -3) _____

(7, -4) _____

(6, -7) _____

(4, -3) _____

(7, -6) _____

(3, -4) _____

Plot the following points on the grid above, or on a new piece of grid paper and connect the points in order.

A (-11, 11)

B (-11, 1)

C (-9, 1)

D (-9, 7)

E (6, -9)

F (8, -7)

G (-7, 9)

H (-1, 9)

I (-1, 11)

J (7, -8)

What did the coordinates create?

_____

Which ordered pair would appear in quadrant II?

A. (3, 7) B. (-3, -7)

C. (-3, 7) D. (3, -7)

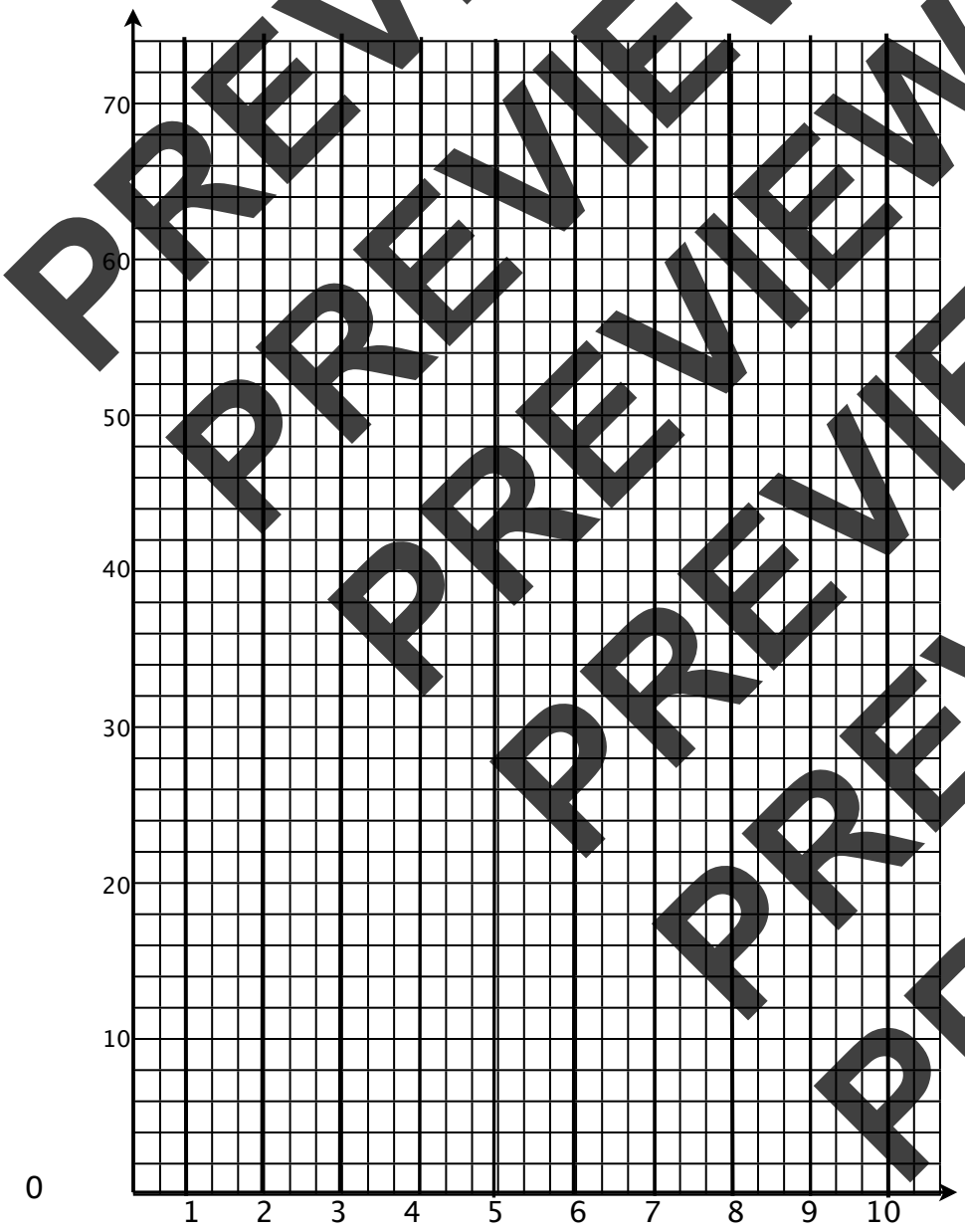
Level: Fifth Grade Name: _____

A Race with Coordinate Points

Directions: Complete the table below. Plot the ordered pairs on the coordinate plane.

Pilot Paul's plane travels 7 miles per minute (420 mph). Complete the table below to calculate the distance traveled for up to ten minutes. Use $d = 7 \cdot t$ to complete the table.

Time (min) (t)	1	2	3	4	5	6	7	8	9	10
Distance (mi) ($7 \cdot t$)	*7*	*14*								



ordered pairs

(,)

(,)

(,)

(,)

(,)

(,)

(,)

(,)

(,)

(,)

How long would it take the plane to travel 50 miles?

_____

_____

Level: Fifth Grade Name: _____

A Race with Coordinate Points

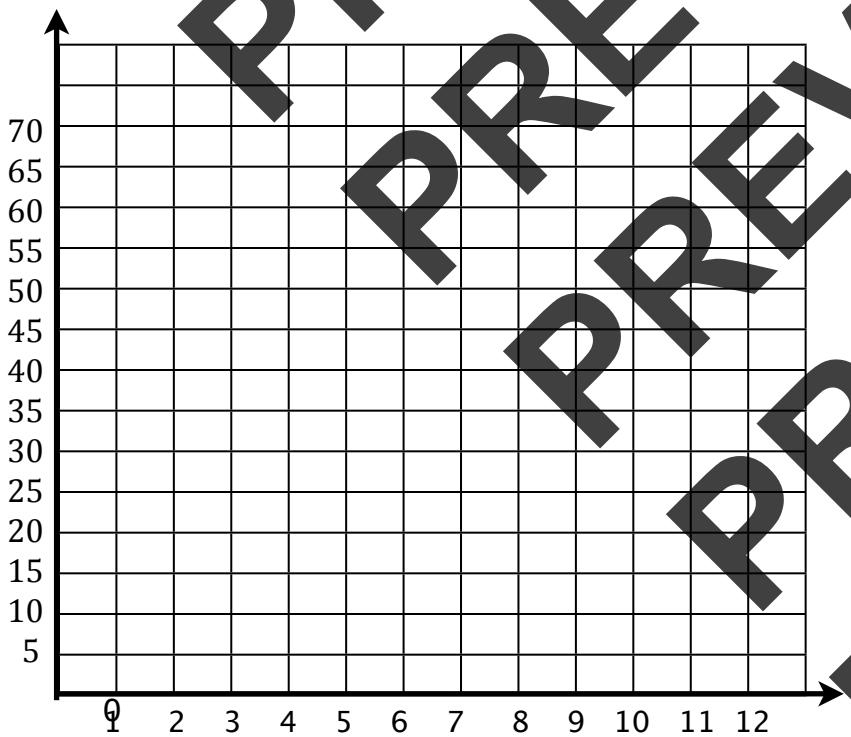
Directions: Complete the table below. Plot the ordered pairs on the coordinate plane.

Rob and Steve had a race. Rob can run 5 yards per second. Steve can run 4 yards per second. Since Steve is younger, Rob gave him an 8-yard head start. Complete the table, filling in the distance in yards starting at 1 second and ending at 12 seconds.

Time (sec)	start	1	2	3	4	5	6	7	8	9	10	11	12
Distance (yards) *Rob*	0			15									
Distance (yards) *Steve*	8		16										

Who won the race? _____

Who was in the lead during most of the race? _____



Rob's ordered pairs	Steve's ordered pairs
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)
(,)	(,)

Level: Fifth Grade Name: _____

Classifying Quadrilaterals

Directions: Think about parallelograms and other quadrangles. What makes a quadrilateral? What makes a parallelogram? Answer the questions below.

A parallelogram is a quadrilateral that has two pairs of parallel sides.

Draw a parallelogram.
Is a rectangle a parallelogram? _____ Why or why not?
Is a square a parallelogram? _____ Why or why not?
Is a rectangle a square? _____ Why or why not?
Is a square a rectangle? _____ Why or why not?
Is a trapezoid a parallelogram? _____ Why or why not?
Draw a quadrilateral with only one pair of parallel sides.

Level: Fifth Grade Name: _____

Classifying 2-D Shapes

Directions: Think about what makes each shape its own. What is the criteria that makes each shape different from another? Solve the problems below.

I am a polygon. I have four sides and no right angles. I have one pair of parallel sides.

a. Draw me.

b. My name is _____.

I am a polygon. I have fewer sides than a quadrangle. All of my sides are equal.

a. Draw me.

b. My name is _____.

Choose all of the words that could be my name.

- ☐ polygon
- ☐ trapezoid
- ☐ rectangle
- ☐ square
- ☐ circle
- ☐ quadrangle

Name the triangles.

_____ _____

_____ _____

scalene equilateral

isosceles right

Choose two triangles. Explain how they are different from one another.

_____

_____

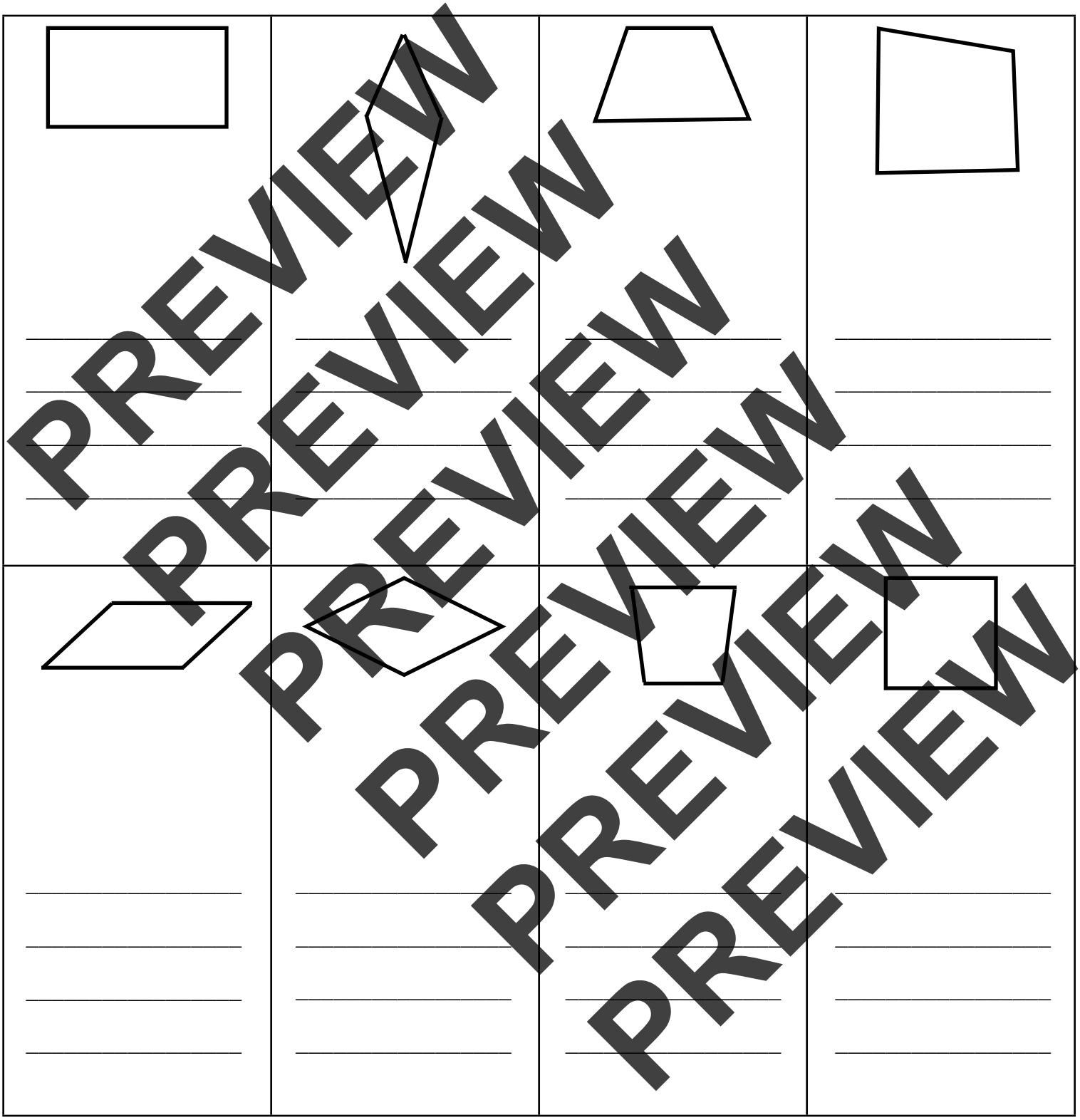
_____

_____

Level: Fifth Grade Name: _____

Classifying Quadrilaterals

Directions: Write all of the names that each 4-sided figure could be called.



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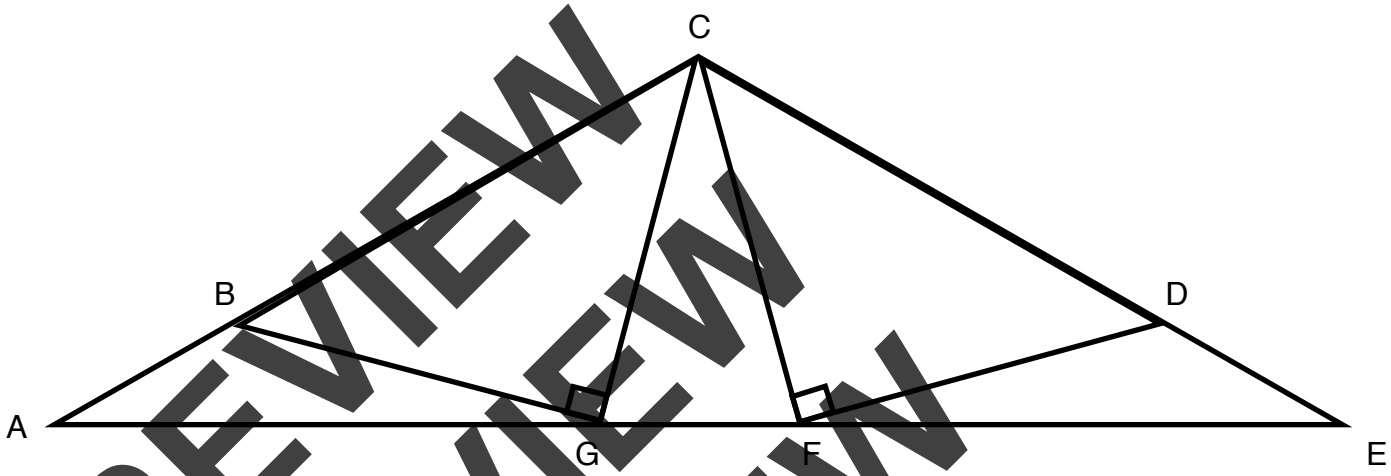
Classifying Triangles

Directions: Locate all of the triangles found in the diagram below. Name the triangles you find. What type of triangle is each? Use your protractor and ruler to help you.



right scalene isosceles

1. △_____ _____
2. △_____ _____
3. △_____ _____
4. △_____ _____
5. △_____ _____
6. △_____ _____
7. △_____ _____
8. △_____ _____
9. △_____ _____
10. △_____ _____

Draw an equilateral triangle.

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Common Core State Standards

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