

## Book Report Reminders

1. Setting- where and when a story takes place. Be as descriptive as possible!

---

2. Plot-(Summarizing)-Plot is the main events that happen in the story. Be sure to include the Turning Point(Climax)- This is the Big Event in the story at which everything changes! From there, the story comes to a resolution or ending.
3. Write your report in your **best handwriting!** You may want to do a rough draft first.

## Essay Reminders

1. Write your essay just like we did in class. Use the sheet given to organize your thoughts; complete with transitions between each paragraph and 2-4 details. Don't forget the conclusion on the back of this paper! Once you have completed the rough draft to your satisfaction, you are ready for your neat copy!!

All other work---Be careful and thoughtful! Read directions carefully. If you do not understand, ask an adult in your household to help you!

Love you, and stay well!

Ms. Gowens

## DEFINITION OF EXPOSITORY WRITING

**EXPOSITORY WRITING** is defined as presenting reasons, explanations, or steps in a process. Logical order should be used with appropriate sequence of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.

### EXPOSITORY PROMPT

Think about different places where people live. Some people live in the country. Other people live in small towns or big cities. If you could live somewhere else, think about where you might like to live and why. Write to a friend and tell one place where you might like to live. Be sure to use examples that clearly explain what you mean.

# Use your Prompt to help you get started.  
\* Write your Neat Copy after you do your rough draft!

Name \_\_\_\_\_

Class \_\_\_\_\_

Begin writing here.

Brainstorm  
introduction

Transition

Topic Sent #1

Details

2 or 3

Transition

Topic Sent #2

Details

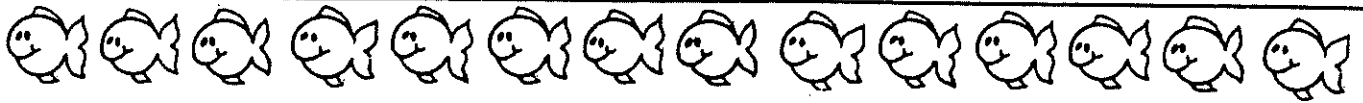
2 or 3

Topic Sent #3

Transition

Details

2 or 3



Name \_\_\_\_\_ Class: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Main Characters: \_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Agreeable Articles

Articles

Name \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## All About Articles

*A*, *an*, and *the* are called **articles**. These articles are really a type of adjective. Each article must agree with the word that follows it.

We use *a* right before a singular word that begins with a consonant (*a bear, a telephone, a car*).

We use *an* right before a singular word that begins with a vowel (*an apple, an ear, an igloo*).

*The* is used with either singular or plural words. *The computer* and *the computers* are both correct.

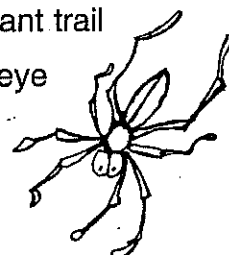
## Practice Makes Perfect

Read the facts about spiders. Fill in the blanks with the correct article *a*, *an*, or *the*. \*

Spiders are not insects. They belong to \_\_\_\_\_ group of animals called arachnids. \_\_\_\_\_ arachnid of one kind or another can be found all over the world. \_\_\_\_\_ arachnid group contains more than 30,000 different types of spiders. Unlike \_\_\_\_\_ insect, \_\_\_\_\_ spider has eight legs so it is \_\_\_\_\_ easy creature to identify. \_\_\_\_\_ black widow spider has \_\_\_\_\_ dangerous bite. Where does it get \_\_\_\_\_ name "black widow?" The female has \_\_\_\_\_ nasty habit of sometimes eating \_\_\_\_\_ male after mating. \_\_\_\_\_ black widow has \_\_\_\_\_ shiny black body with \_\_\_\_\_ red or yellow mark in \_\_\_\_\_ shape of \_\_\_\_\_ hourglass on its abdomen. \_\_\_\_\_ deadly poison in \_\_\_\_\_ spider can make \_\_\_\_\_ person very ill.

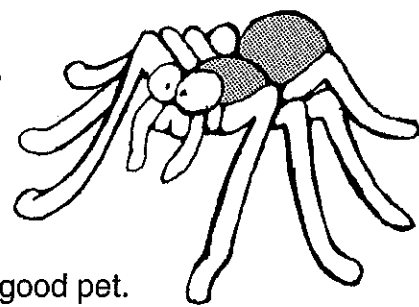
\* Write *a* or *an* on the line before each word.

_____ eagle	_____ apple	_____ bat	_____ table
_____ easy test	_____ fat worm	_____ dark day	_____ ant trail
_____ tiny turtle	_____ green liquid	_____ animal noise	_____ eye



\* Write the correct article *a*, *an*, or *the* in each sentence.

- \_\_\_\_\_ insect has only six legs.
- \_\_\_\_\_ spider I found had a leg missing.
- You can often find \_\_\_\_\_ black widow spider hiding in garages.
- Charlotte's Web* is \_\_\_\_\_ famous book about \_\_\_\_\_ spider.
- \_\_\_\_\_ spider spins \_\_\_\_\_ web and waits for its prey.
- \_\_\_\_\_ prey gets caught in \_\_\_\_\_ sticky web.
- \_\_\_\_\_ tarantula is \_\_\_\_\_ large, hairy spider that makes \_\_\_\_\_ good pet.
- \_\_\_\_\_ variety of interesting spiders exists, including jumping spiders and trap-door spiders.



Write a story about how you would like to have a pet tarantula and how you would take care of it. Use lots of articles in your story.

Name \_\_\_\_\_

Skill: Grammar, Capitalization,  
and Punctuation—Test 6

**DIRECTIONS:**

Read each sentence and look at the underlined word or words. If there is no error in grammar, capitalization, or punctuation, mark the answer "correct." If there is an error, choose the answer that is correct.

<p>1. <u>Ms Jones told me</u> to work on the computer after recess.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Ms jones told me</p> <p><input type="radio"/> Ms Jones told Me</p> <p><input type="radio"/> Ms. Jones told me</p>	<p>6. I saw a <u>daddy longlegs</u> and a horsefly.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Daddy Longlegs</p> <p><input type="radio"/> Daddy longLegs</p> <p><input type="radio"/> Daddy longlegs</p>
<p>2. I planted <u>melons, peppers, and tomatoes</u> in my garden.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Melons, Peppers, and Tomatoes</p> <p><input type="radio"/> melons peppers, and tomatoes</p> <p><input type="radio"/> melons, peppers, and, tomatoes</p>	<p>7. The <u>police and firefighters</u> rushed to the scene of the accident.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Police and firefighters</p> <p><input type="radio"/> Police and Firefighters</p> <p><input type="radio"/> police, and firefighters</p>
<p>3. Next year I will go to <u>ferndale middle school</u>.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Ferndale Middle School</p> <p><input type="radio"/> Ferndale Middle school</p> <p><input type="radio"/> Ferndale middle school</p>	<p>8. <u>Is it too late to call.</u> I just had to talk to you!</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> Is it too, late to call.</p> <p><input type="radio"/> Is it too late to call?</p> <p><input type="radio"/> is it too late to call?</p>
<p>4. <u>We was eating cake</u> and ice cream at the party.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> We were eating cake</p> <p><input type="radio"/> We was eating Cake</p> <p><input type="radio"/> We Were eating cake</p>	<p>9. The coach told us to bring <u>balls, bats, gloves, and caps</u> to the game.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> balls bats, gloves and caps</p> <p><input type="radio"/> balls, bats gloves, and caps</p> <p><input type="radio"/> balls, bats, gloves, and caps,</p>
<p>5. My sister went to <u>australia and africa</u> with my aunt.</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> australia, and africa</p> <p><input type="radio"/> Australia, and Africa</p> <p><input type="radio"/> Australia and Africa</p>	<p>10. <u>I weren't going</u> to eat your sandwich!</p> <p><input type="radio"/> correct</p> <p><input type="radio"/> I were'nt going</p> <p><input type="radio"/> I aren't going</p> <p><input type="radio"/> I wasn't going</p>

Name \_\_\_\_\_

Skill: Expository Passages

**DIRECTIONS:** Read each story, then read each question. Read all the answers, then mark the space for the answer you think is right. Mark NH (not here) if the answer can't be figured out from the story.

People used to think that rainbows were magic. They thought tiny elves painted them in the sky and hid buckets of gold at each end! Today we know that a mixture of water and sunlight causes a rainbow to appear in the sky. Sunlight looks white, but it is really made up of many different colors. One way to see these colors is to bend the light. A crystal or prism held in the sunlight will bend the light, causing the different colors to shine. The same thing happens with a rainbow. As the sunlight passes through the raindrops in a storm, the light is bent, and the colors can be seen. You must be in the right spot to see a rainbow. You have to be standing between the sun and the storm clouds in order to see the colors.

1. What did people used to believe was at the end of a rainbow?

- tiny elves
- buckets of gold
- bent light
- NH

2. What is a rainbow?

- light bending in the water drops
- sunlight in a straight line
- a painted circle in the sky
- NH

3. Where is the best place to find a rainbow?

- over the ocean
- in the mountains
- in the desert
- NH

4. Where must you be standing to see a rainbow?

- behind the cloud facing the sun
- facing away from the cloud
- between the sun and the cloud
- NH

5. How wide can a rainbow be?

- 50 feet
- three miles
- twenty-five miles
- NH

6. What allows us to see the colors in sunlight?

- when the light is faded
- when the light is bent
- when the light goes out
- NH

7. What could you use to make your own rainbow from sunlight?

- a microscope
- a prism
- a sheet of paper
- NH

## Science and Social Studies Assignments

March 18- April 3

### Science-

- If you have internet complete the project on MYON
- If you do not have internet, read articles and answer questions.

### Social Studies-

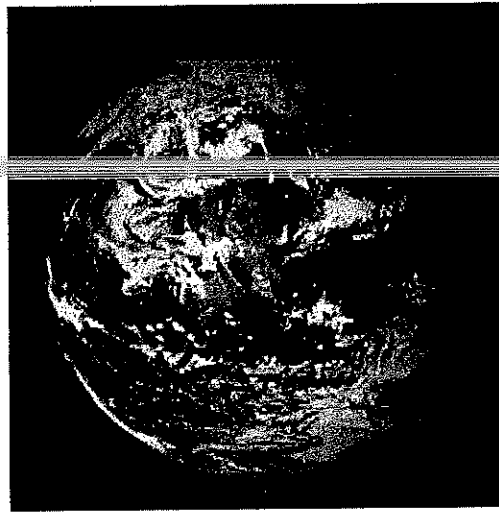
- If you have access to the internet you may complete the project we are currently working on.

Be sure to answer all questions, and log your score for each quiz. Create a presentation using the suggestions on Google Classroom.

- If you do NOT have internet, read articles and answer questions.



## Place in Space



The capsule began to vibrate. Eva tried to distract herself. She studied the panel in front of her—with its red-lit numbers and many gauges. She looked out the window, taking her last peek at Earth. On her left sat her mother, who, like her, was wearing a pillowy-looking space suit. On her right was her brother, and to his right, their father. The newspapers had called them "pioneers," but Eva felt more like a guinea pig.

The noise was almost unbearable as the ship lifted off. In just minutes, Earth was far below them as they sped toward deep space. She had expected it to be dark, like night. But space was brightly lit. It reminded her of a birthday cake, with stars flickering like candles.

She remembered their house. It was like all the other houses in the neighborhood. She remembered the day that the dome was placed over her sector of town. The grownups had said that the dome would protect them. That was just four years ago. Now she and her family were headed to a space station, thousands of miles away from the world she knew. The grownups said that *this* would be safe, but she didn't really believe them anymore.

Her mother and her brother had both been excited when the family was chosen to migrate. She was more like her father; she liked things to stay the way they had always been. She didn't want to be part of this great experiment. As she took her last look down at Earth, she understood for the first time that her planet really was a small place. Space was huge. She was determined to find her place in it.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why is it going to matter in the story that space is brightly lit?

- A. An explosion might force the ship out of orbit.
- B. Eva will be able to see what's happening.
- C. They are getting too close to the heat of the sun.
- D. It might all of a sudden become pitch-black.

2. It is implied that where they're going might

- A. be safer than anywhere they've ever lived.
- B. have its own problems.
- C. be over-crowded like earth.
- D. be another space vehicle.

3. Eva's character is shown by the fact that she

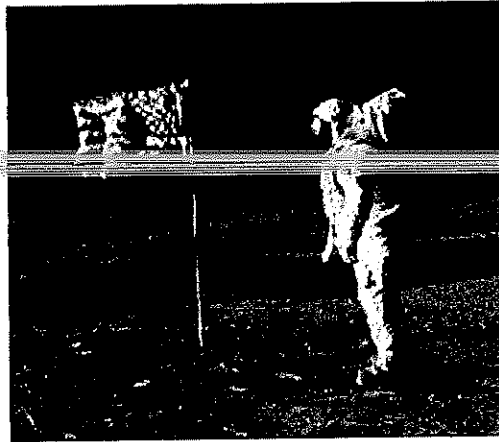
- A. is impatient to get to a new place.
- B. is glad to have been chosen for the experiment.
- C. is courageous in the face of uncertainty.
- D. grimly accepts her fate.

4. If life at the new space station turns out to be similar to life on Earth, the family member(s) who might be most happy about that is/are

- A. Eva's mother and brother.
- B. Eva's father and brother.
- C. Eva's mother only.
- D. Eva and her father.

5. What do you think could have happened to Earth to force some of the population to migrate off the planet?

# A Stargazer's Guide to Mission Control



NASA

*Astronaut Edwin E. Aldrin, Jr. with an American flag during the Apollo 11 mission, 1969.*

Someone must have pulled the plug on the green computer consoles long ago. The carpet is now ratty and dirty. The room could stand a new coat of paint.

When I stepped into the old Mission Control room at the Johnson Space Center in Houston recently, it made me feel as though it were 1969 again. It was one of the most important rooms in U.S. history. This was the control room the National Aeronautics and Space Administration (NASA) used when the United States sent men to the moon.

This Mission Control served as the nerve center for dozens of space missions, including Edward White's first spacewalk in 1965 and the space shuttle *Challenger* disaster in 1986. On the walls of the room are plaques commemorating those and other NASA missions.

"This room was used from the *Gemini* missions all the way through to the space shuttle in the early 1990s," said NASA's Gary Kitmacher, my guide for the day.

The tour brought back many memories. I remember watching on my parent's first color television the black-and-white image of Neil Armstrong taking "one giant leap for mankind" as he became the first human to walk on the moon in 1969. As Armstrong made history, I could hear on TV that the scientists, who were in this very room, were whooping and hollering.

A year later, I was glued to the TV again as scientists crowded around the consoles trying to figure out how to get the astronauts of *Apollo 13* back home when an oxygen tank exploded aboard their craft.

The next stop on the tour was the new Mission Control, where engineers keep tabs on the International Space Station (ISS) orbiting above Earth.

Not far from the Mission Control building is a *Saturn V* rocket, the vehicle that launched NASA astronauts to the moon. The rocket looks just like a plastic model I built as a kid. But this aging ship is real and much, much bigger.

Near the *Saturn V* is a Redstone rocket with a Mercury capsule on top. The *Mercury* missions were the first U.S. manned missions to space. The Redstone looks like a toy compared with the gigantic *Saturn V*.

Also at the Johnson Space Center is an enormous building where astronauts train before heading to the ISS. The building houses models of the various components that make up the huge space station. There were two Russian cosmonauts walking around during the tour.

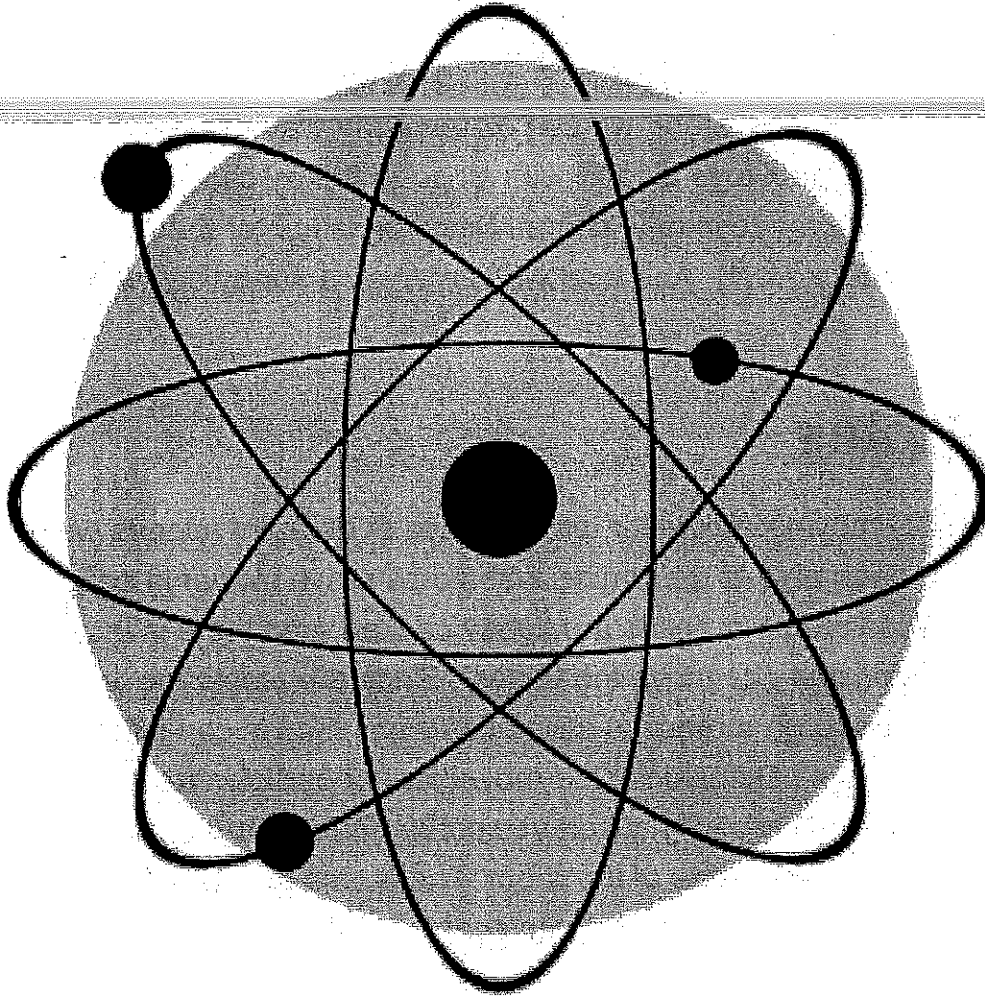
When I was a kid, I always wanted to walk on the moon. Walking through the Johnson Space Center some 30 years later is the next best thing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. You can tell this is a nonfiction passage, because
  - A. it gives biographical information about 1960's astronauts.
  - B. the author writes using the first person singular.
  - C. it is a true account of a visit to a famous place.
  - D. there is detailed description of the setting.
  
2. The detailed descriptions of the space machinery are intended to
  - A. help the reader picture the tour as if he/she were there.
  - B. make space travel seem like a board game.
  - C. make the reader feel lost and unable to find the way out.
  - D. confusing the reader.
  
3. A passage like this would likely be found
  - A. in a guidebook.
  - B. in a story book.
  - C. in a magazine.
  - D. in a history textbook
  
4. "I was glued to the TV" is a fancy way of saying
  - A. my interest was so great, I couldn't leave the TV.
  - B. scientists were worried about the exploded oxygen tank.
  - C. television was how most people experienced the event.
  - D. the *Apollo 13* astronauts were scared for their lives.
  
5. How is this passage different from a fiction passage? Explain.

# Matter Is Everywhere!

by ReadWorks



Everything around us is made of matter—your clothes, the trees, even the water you drink! We divide matter into four major categories, which are called the four states of matter: liquid, gaseous, solid, and plasma. However, we will focus on the first three. Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as a single piece of human hair. So, we can only look at atoms through very powerful tools, one of them being the "scanning tunneling" microscope.

## How Do We Know?

We can easily see liquids and solids around us, but most gases aren't visible. We can't see the air around us, but it is still made of atoms that constantly move around freely in space. How can we tell?

Take a balloon, for example. When we pump air into a balloon, it visibly inflates. That means that gaseous matter is filling the balloon and taking up space. The more air we blow into the balloon, the bigger it gets. Therefore, we can observe the way gas moves around space. In the same way, inflatable pool toys also fill with air so that they can float on water. When we fill the plastic shells with air, the toys take shape. Since air is lighter than water, the pool toys can rest on the water without sinking. And then we can enjoy a sunny day while floating in a pool!

## Moving Atoms

Atoms are constantly moving. However, atoms move at different speeds within different states of matter. We have been able to determine that atoms move slower in solids than they do in liquids. That's because atoms in solids are tightly packed, and there is less space to move around freely. The atoms in gas move the fastest. Since the atoms move more freely in liquids and gases, they can undergo a process called diffusion. (Solids can diffuse as well, although it's a much longer process.) Diffusion is the movement of particles from a higher concentration to a lower concentration. That's why, when you spray perfume in a corner of a room, you will eventually smell it on the other side of the room. The atoms from the perfume diffuse through the air. Because of this diffusion, the perfume scent is spread.

## Identification

We can identify materials according to a variety of properties. Scientists have determined several different measurements to help label materials. Some examples are temperature, hardness, color and length. Usually, these are used to measure solids, like rocks and minerals. However, temperature can be used to measure liquids as well. When geologists study rocks, they often use the Mohs scale of mineral hardness. This scale allows us to characterize the scratch resistance of various minerals. A diamond is described as hard because it is extremely difficult to scratch. Scientists can measure hardness with the Mohs scale and compare minerals to other minerals.

Scientists always use various methods to group materials together—that way, it's easier to study and compare them. That's another reason why we differentiate between liquids, gases, solids and plasmas!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Everything around us is made of
  - A. liquids
  - B. matter
  - C. plasma
  - D. gas
  
2. Why does the author describe the balloon and inflatable pool toys filling up with air?
  - A. in order to explain that it is impossible to observe the way gas moves around space
  - B. in order to explain that air is not made of atoms that take up space
  - C. in order to explain that air is made of atoms that take up space even though air is invisible
  - D. in order to prove that these are fun objects to inflate
  
3. Atoms move slower in solids than they do in liquids. Which evidence from the passage best supports this statement?
  - A. Solids, liquids, and gases can all undergo the process of diffusion.
  - B. Diffusion is the movement of particles from a higher concentration to a lower concentration.
  - C. The atoms in gas move the fastest.
  - D. Atoms in solids are more tightly packed than atoms in liquids, so there is less space to move around freely in solids.
  
4. Based on the passage, the corner where a perfume is initially sprayed has
  - A. has no concentration of perfume particles
  - B. has the same concentration of perfume particles as the rest of the room
  - C. a lower concentration of perfume particles than the other corners of the room
  - D. a higher concentration of perfume particles than the other corners of the room



5. What is this passage mainly about?

- A. matter and the properties it has in certain states
- B. the process of diffusion
- C. the different measurement scientists use to label materials
- D. the inflation of balloons and pool toys

6. Read the following sentences from the passage: "Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as **a single piece of human hair.**"

The author uses the example of "**a single piece of human hair**" to illustrate

- A. how atoms can be seen with a regular microscope
- B. how tiny atoms actually are
- C. how hairy atoms actually are
- D. how much they look like hair

7. Choose the answer that best completes the sentence below.

Scientists group materials together \_\_\_\_\_ it is easier to compare and study them that way.

- A. however
- B. but
- C. although
- D. because

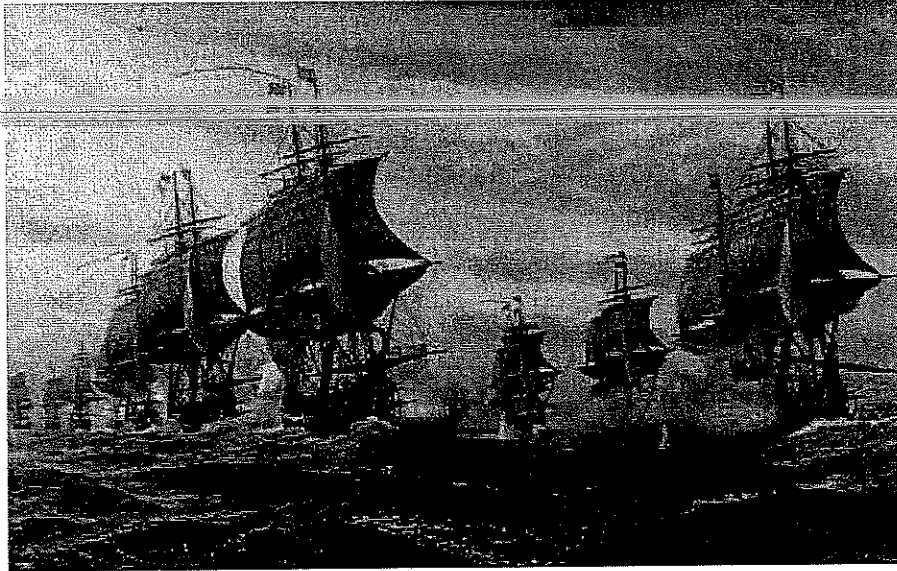
8. Explain why atoms move at different speeds depending on whether they are in liquids or solids.

9. What is diffusion?

10. Explain whether smoke filling up a room is diffusion or not.

# Non-Colonists in the American Revolution

by ReadWorks



*French fleet (left) against British fleet (right) in Second Battle of the Virginia Capes*

From the point of view of some Europeans, the American Revolution pitted the ideals of the Enlightenment, republicanism, and democracy against Europe's established order, as exemplified by Britain. Some countries found that watching wasn't enough—they joined the fight.

One of these countries was France. Without France, a very important ally of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons. A weakened England could only heighten France's status and influence—both in Western Europe and around the world as various countries competed to establish colonies. Some French might have been seeking payback. Only twelve years before the American Revolution, France was at war with Britain in the Seven Years' War, and they lost. This resulted in France being forced to give North American territories to Britain.

Five months after the Declaration of Independence was signed, Benjamin Franklin traveled to Paris. He hoped to explain the revolutionary cause to the French and enlist their support. Franklin was already popular in France for his writings and scientific discoveries, and he was able to secure French support. At first, France supported the Americans only in secret. Gunpowder, ammunition, weapons, and money were smuggled into the country, hidden in commercial ships. Military strategists crossed the Atlantic to advise Continental Army military commanders.

In February 1778, France officially recognized the United States (following the Battle of Saratoga, in which the Continental Army decisively defeated the British army and gave a resurgence of hope to the Americans' fight for independence), and the countries signed an alliance. French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the

equivalent of what would be about 13 billion dollars in the U.S. today.

Spain also supported the Americans. First, like France, the Spanish contribution consisted of money and weapons. But in 1779, Spain joined France with military support. Also like France, the Spanish navy played an important role in combatting the formidable British fleet. Land and sea battles were sometimes fought far from the North American continent—in the Mediterranean and West Africa.

But French, Spanish, American, and British armies were not the only armies fighting in the American Revolution. A quarter of all soldiers under the British flag were actually from the area known as Germany today—30,000 hired men in all. These soldiers were known as Hessians, because many of them were from the independent principality of Hesse-Cassel.

Native Americans also fought in the American Revolution. Most considered the United States to be a threat to their territory, so they fought on the British side. In total, approximately 13,000 Native Americans fought for the British. But other Native Americans fought against them. The Revolution was, for some Native Americans, a controversial and divisive matter. For instance, the Iroquois Confederacy, also known as the Six Nations, was a powerful organization of tribes that tried to stay neutral. But pressed to choose a side, the Confederacy could reach no agreement; it split up, with two tribes pledging their allegiance to the Americans, and four to the British.

Not only did foreign nations and groups join the Revolution, but foreign individuals did, too. Friedrich Wilhelm von Steuben, a Prussian, served as inspector general and major general of the Continental Army. He went on to serve as George Washington's chief of staff. He wrote *The Revolutionary War Drill Manual*, which was the official American drill manual for the next forty years.

Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski. Tadeusz Kociuszko was born in Poland, moved to France, sailed to America, and rose to the rank of brigadier general. His countryman, Casimir Pulaski, has been called the "father of the American cavalry." Pulaski organized and trained the Continental Army's horsemen, which had been used mostly for scouting. Pulaski was also promoted to general but was killed in the war. Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which nation was a very important ally of America in the Revolutionary War?

- A. Germany
- ~~B. France~~
- C. Britain
- D. Poland

2. What does the author describe in this passage?

- A. the ways that different nations and individuals helped Americans in the Revolutionary War
- B. the reasons why different nations decided to support Britain during the Revolutionary War
- C. the reasons why the American army needed so much help from other nations and people
- D. the reasoning Ben Franklin used to convince France to support the Americans in the Revolution

3. Read these sentences from the text.

"French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the equivalent of what would be about 13 billion dollars in the U.S. today."

What conclusion can you draw about France based on this evidence?

- A. France was very committed to helping the Americans defeat the British.
- B. France wanted to defeat the British as payback for the Seven Years' War.
- C. France supported the Americans because of the ideals they represented.
- D. France did not want to be as involved in the war as it was.

4. Read these sentences from the text.

"Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski. [ . . . ] Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."

What conclusion can be drawn based on this evidence?

- A. Most people in Poland did not support the Americans' struggle for freedom and self-governance.
- B. The ideals of the American Revolution appealed to people outside of America.
- C. The Americans and the British were both fighting for freedom and self-governance.
- D. Pulaski and Kociuszko did not think that Poland was a free country.

5. What is the main idea of this text?

- A. The French chose to support the Americans because of their own desire to improve their status by weakening Britain.
- B. Many individuals and groups aside from the Americans and the British participated in the American Revolution.
- C. Most people around the world supported the Americans in the American Revolution because of the ideals that the Americans represented.
- D. The British received help from Native Americans and Hessians during the American Revolution.

6. Read these sentences from the text.

"Without France, a very important **ally** of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons."

What does the word "**ally**" mean here?

- A. a country that fights a lot of wars and is disliked by other countries
- B. a country that prefers to solve problems peacefully than to solve them by fighting
- C. a country that helps another country during a war
- D. a country that never gets involved in wars

7. Choose the answer that best completes the sentence.

Most Native Americans fought on the British side \_\_\_\_\_ they considered the Americans to be a threat to their territory.

- A. therefore
- B. although
- C. because
- D. before

8. Why did Tadeusz Kosciuszko and Casimir Pulaski join the Americans' fight?

9. What reasons did the French have for supporting the Americans? Include at least two pieces of information from the text in your answer.

10. Non-colonists and non-British people fought in the American Revolution mostly to improve their own status or well-being. Argue for or against this statement, using evidence from the text.

# Pleasant Valley Elementary

"~~Just in Case~~"

---

## Home Assignment

This is a packet of work that will be utilized in the event that our school will be closed due to the COVID-19 virus.

This work is not to be completed unless it is determined by the Calhoun County Board of Education that our school will be closed.

Thank you for your continued support of our students.

IXL Math Skills to do instead of worksheets:

Day 1: B1

Day 2: C19

Day 3: C20

Day 4: L13

Day 5: L15

Day 6: D 14

Day 7: L20

Day 8: M5

Day 9: M8

Day 10: N8

These are all review skills!! No new material.



Convert each problem to numeric notation.

Ex)  $8 + (2 \times \frac{1}{10}) + (3 \times \frac{1}{100})$

1)  $7 + (8 \times \frac{1}{10})$

2)  $8 \times 10 + 6 + (3 \times \frac{1}{10}) + (1 \times \frac{1}{100})$

3)  $8 \times 10 + 1 + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100})$

4)  $8 \times 100 + 6 \times 10 + 4 + (3 \times \frac{1}{10}) + (4 \times \frac{1}{100}) + (7 \times \frac{1}{1000})$

5)  $2 \times 100 + 9 \times 10 + 1 + (2 \times \frac{1}{10})$

6)  $5 + (3 \times \frac{1}{10})$

7)  $1 \times 10 + 9 + (9 \times \frac{1}{10}) + (8 \times \frac{1}{100})$

8)  $6 \times 10 + 5 + (9 \times \frac{1}{10}) + (4 \times \frac{1}{100}) + (9 \times \frac{1}{1000})$

9)  $1 + (7 \times \frac{1}{10}) + (4 \times \frac{1}{100}) + (5 \times \frac{1}{1000})$

10)  $1 \times 10 + 2 + (7 \times \frac{1}{10}) + (5 \times \frac{1}{100})$

11)  $3 \times 10 + 3 + (4 \times \frac{1}{10})$

12)  $1 + (6 \times \frac{1}{10}) + (6 \times \frac{1}{100}) + (3 \times \frac{1}{1000})$

13)  $9 \times 100 + 7 \times 10 + 5 + (2 \times \frac{1}{10})$

14)  $7 + (1 \times \frac{1}{10}) + (6 \times \frac{1}{100}) + (8 \times \frac{1}{1000})$

15)  $3 \times 100 + 4 \times 10 + 9 + (6 \times \frac{1}{10}) + (5 \times \frac{1}{100}) + (1 \times \frac{1}{1000})$

16)  $7 \times 10 + 6 + (5 \times \frac{1}{10}) + (2 \times \frac{1}{100}) + (9 \times \frac{1}{1000})$

17)  $4 \times 10 + 6 + (6 \times \frac{1}{10}) + (3 \times \frac{1}{100})$

18)  $7 \times 10 + 7 + (8 \times \frac{1}{10}) + (4 \times \frac{1}{100})$

19)  $4 \times 10 + 8 + (2 \times \frac{1}{10}) + (5 \times \frac{1}{100})$

20)  $5 \times 100 + 3 \times 10 + 4 + (2 \times \frac{1}{10})$

**Answers**Ex. 8.23

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

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

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

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

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

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

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

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_





Convert each problem to numeric form.

Ex) one hundred fifty-three and fifty-one hundredths

Answers

Ex. 153.51

1) one hundred seventy-five and seven hundred twenty-six thousandths

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

2) ~~six and three thousandths~~

3) sixty-three and one tenth

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

4) four hundred thirty-seven and eight hundred twenty-three thousandths

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

5) eight hundred fifty-four and ninety-six hundredths

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

6) four and eight tenths

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

7) three hundred eighty-one and one thousandth

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

8) one hundred seventy-five and one hundred fifty-five thousandths

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

9) six and eleven hundredths

9. \_\_\_\_\_

10) one and eight tenths

10. \_\_\_\_\_

11) four hundred thirteen and nine hundred forty-one thousandths

11. \_\_\_\_\_

12) four hundred twenty-three and three hundred twelve thousandths

12. \_\_\_\_\_

13) one and twenty-six thousandths

13. \_\_\_\_\_

14) nine hundred seventy-six and five thousandths

14. \_\_\_\_\_

15) four and fourteen hundredths

15. \_\_\_\_\_

16) one and thirty-seven hundredths

16. \_\_\_\_\_

17) one hundred thirteen and two tenths

17. \_\_\_\_\_

18) five hundred sixty-three and seven thousandths

18. \_\_\_\_\_

19) three and one thousandth

19. \_\_\_\_\_

20) four hundred seventy-five and six hundredths

20. \_\_\_\_\_

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0



# Multiplication (Vertical)

Name: DAY #3

Solve each problem.

## Answers

$$\begin{array}{r} 1) \quad 7,654 \\ \times \quad 91 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 2,107 \\ \times \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 5,574 \\ \times \quad 57 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 8,175 \\ \times \quad 83 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 5) \quad 7,625 \\ \times \quad 26 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6,983 \\ \times \quad 72 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 3,401 \\ \times \quad 85 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 3,875 \\ \times \quad 42 \\ \hline \end{array}$$

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

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

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

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

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

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

$$\begin{array}{r} 9) \quad 4,995 \\ \times \quad 96 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 8,695 \\ \times \quad 14 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 2,001 \\ \times \quad 56 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 8,786 \\ \times \quad 51 \\ \hline \end{array}$$

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

$$\begin{array}{r} 13) \quad 6,514 \\ \times \quad 97 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 4,992 \\ \times \quad 84 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 8,125 \\ \times \quad 37 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 2,658 \\ \times \quad 88 \\ \hline \end{array}$$

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

$$\begin{array}{r} 17) \quad 9,930 \\ \times \quad 97 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 2,626 \\ \times \quad 81 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 1,522 \\ \times \quad 96 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 1,241 \\ \times \quad 39 \\ \hline \end{array}$$

17. \_\_\_\_\_

18. \_\_\_\_\_

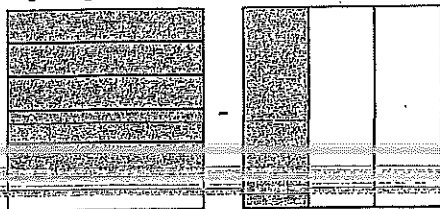
19. \_\_\_\_\_

20. \_\_\_\_\_

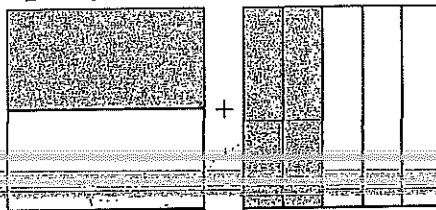
1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Solve each problem.

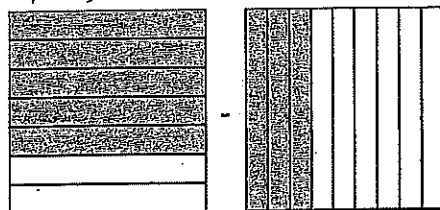
1)  $\frac{5}{6} - \frac{1}{3} =$



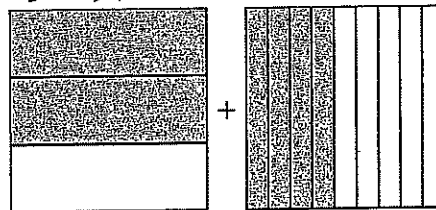
2)  $\frac{1}{2} + \frac{2}{5} =$



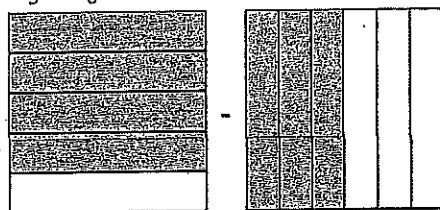
3)  $\frac{5}{7} - \frac{3}{9} =$



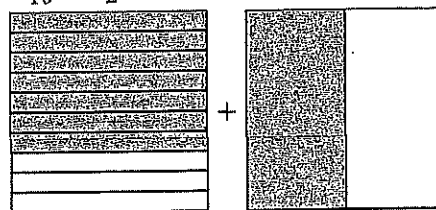
4)  $\frac{2}{3} + \frac{4}{9} =$



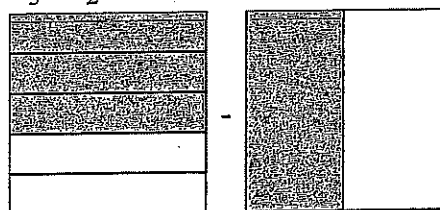
5)  $\frac{4}{5} - \frac{3}{6} =$



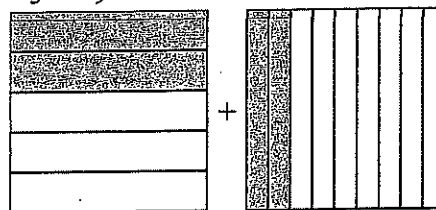
6)  $\frac{7}{10} + \frac{1}{2} =$



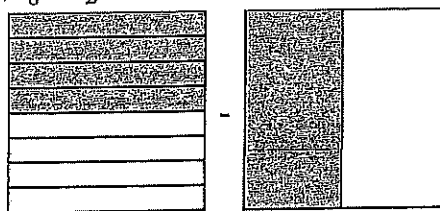
7)  $\frac{3}{5} - \frac{1}{2} =$



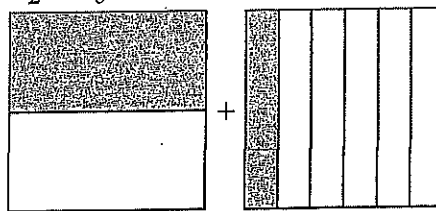
8)  $\frac{2}{5} + \frac{2}{9} =$



9)  $\frac{4}{8} - \frac{1}{2} =$



10)  $\frac{1}{2} + \frac{1}{6} =$

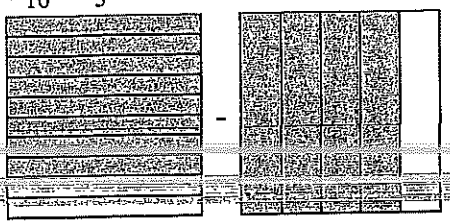


Answers

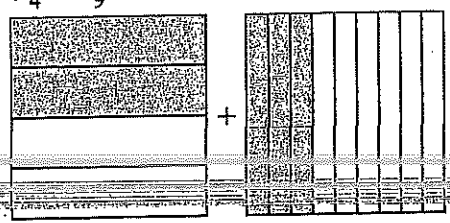
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Solve each problem.

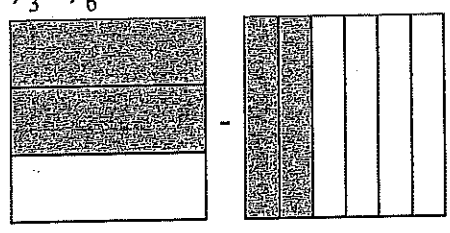
1)  $\frac{8}{10} - \frac{4}{5} =$



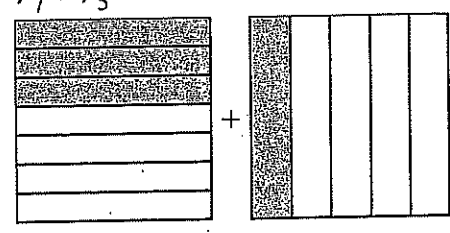
2)  $\frac{2}{4} + \frac{3}{9} =$



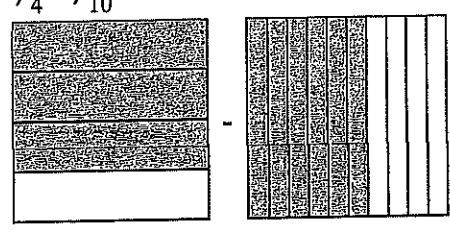
3)  $\frac{2}{3} - \frac{2}{6} =$



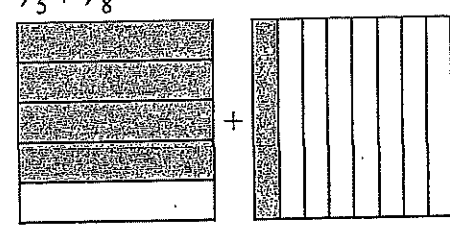
4)  $\frac{3}{7} + \frac{1}{5} =$



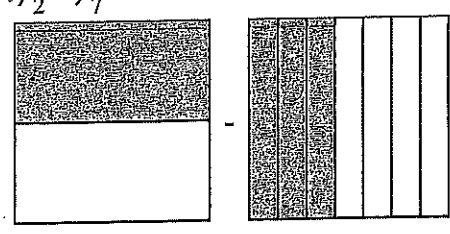
5)  $\frac{3}{4} - \frac{6}{10} =$



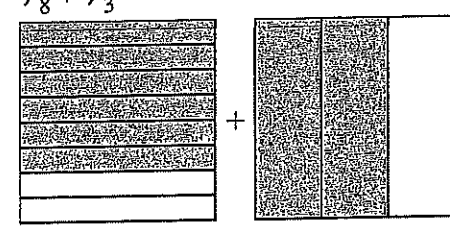
6)  $\frac{4}{5} + \frac{1}{8} =$



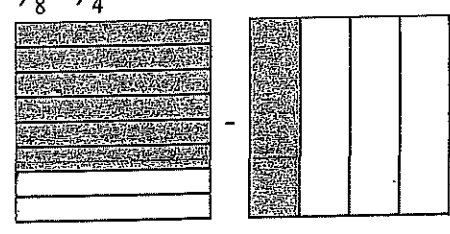
7)  $\frac{1}{2} - \frac{3}{7} =$



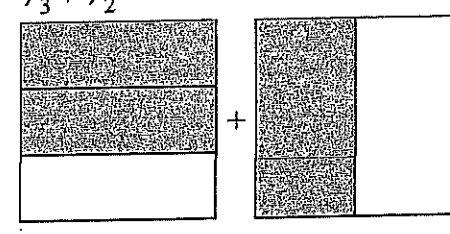
8)  $\frac{6}{8} + \frac{2}{3} =$



9)  $\frac{6}{8} - \frac{1}{4} =$



10)  $\frac{2}{3} + \frac{1}{2} =$



**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



Solve each problem.

1)  $30 \overline{) 7,230}$

2)  $16 \overline{) 4,932}$

3)  $28 \overline{) 6,511}$

4)  $39 \overline{) 5,214}$

5)  $28 \overline{) 8,232}$

6)  $95 \overline{) 4,524}$

7)  $56 \overline{) 6,496}$

8)  $39 \overline{) 5,694}$

9)  $83 \overline{) 9,296}$

10)  $62 \overline{) 2,170}$

11)  $59 \overline{) 8,835}$

12)  $23 \overline{) 1,380}$

Answers

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

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

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

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

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

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

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

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

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



# Adding & Subtracting Fractions

Name: DAY #7

Solve each problem. Write your answer as a mixed number (if possible).

## Answers

1)  $2\frac{1}{9} - \frac{7}{6} =$

2)  $\frac{2}{3} + \frac{2}{4} =$

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

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

3)  $\frac{32}{6} - 4\frac{5}{7} =$

4)  $\frac{23}{9} + \frac{5}{2} =$

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

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

5)  $4\frac{2}{7} - 2\frac{1}{5} =$

6)  $5\frac{7}{8} + \frac{11}{4} =$

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

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

7)  $\frac{5}{8} - \frac{2}{5} =$

8)  $\frac{16}{5} + 2\frac{1}{2} =$

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

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

9)  $\frac{21}{6} - \frac{7}{3} =$

10)  $4\frac{2}{6} + 1\frac{2}{7} =$

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

11)  $3\frac{5}{7} - \frac{7}{2} =$

12)  $\frac{2}{4} + \frac{1}{2} =$

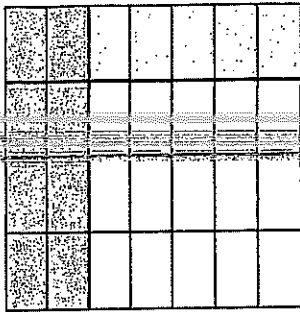


# Multiplying Fractions (Visual)

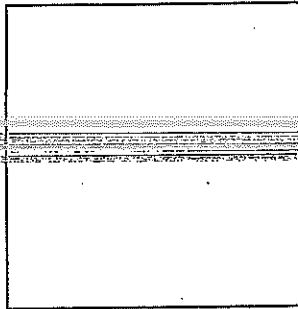
Name: DAY #8

Use the box provided to show a visual example of how to multiply two fractions.

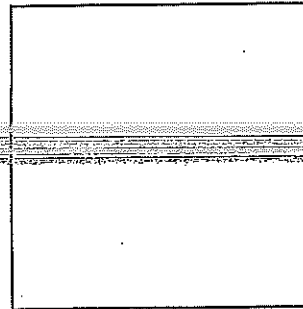
Ex)  $\frac{2}{7} \times \frac{1}{4} =$



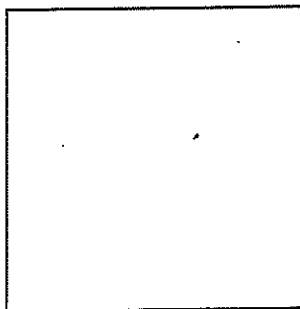
1)  $\frac{1}{4} \times \frac{4}{7} =$



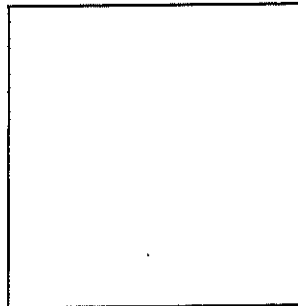
2)  $\frac{1}{3} \times \frac{1}{2} =$



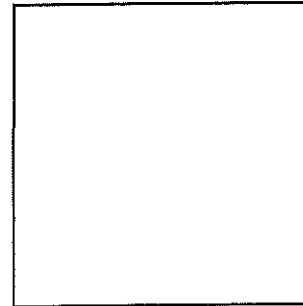
3)  $\frac{2}{7} \times \frac{2}{4} =$



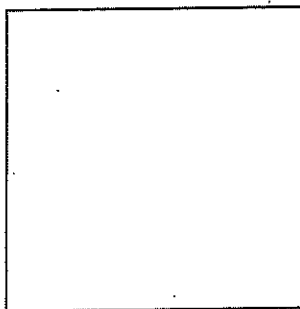
4)  $\frac{2}{8} \times \frac{3}{6} =$



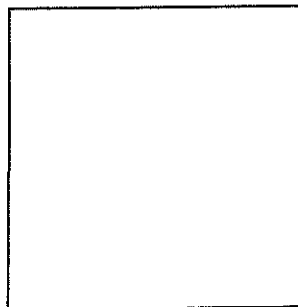
5)  $\frac{8}{9} \times \frac{2}{3} =$



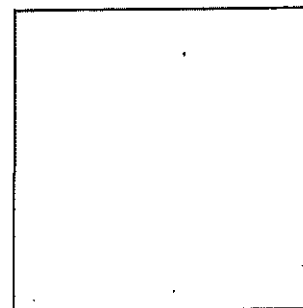
6)  $\frac{3}{8} \times \frac{1}{2} =$



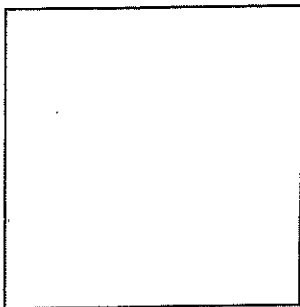
7)  $\frac{2}{6} \times \frac{1}{5} =$



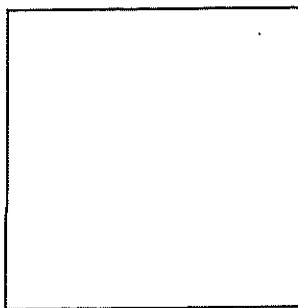
8)  $\frac{5}{9} \times \frac{1}{2} =$



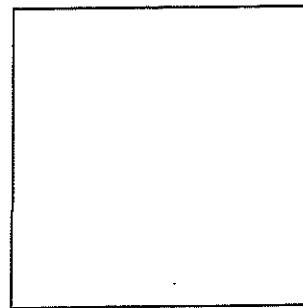
9)  $\frac{3}{8} \times \frac{2}{9} =$



10)  $\frac{5}{9} \times \frac{1}{2} =$



11)  $\frac{1}{7} \times \frac{2}{7} =$



## Answers

Ex.  $\frac{2}{28}$

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

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

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

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

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

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

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

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

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_



Fill in the blank to make each conversion true.

Answers

One trick to remember the American Capacity conversions is to remember the numbers:

8 2 2 4

These correspond to the measurement units needed for the next higher measurement unit (see the example to the right).

8 Ounces = 1 Cup

2 Cups = 1 Pint

2 Pints = 1 Quart

4 Quarts = 1 Gallon

1) \_\_\_\_\_ ounces = 2 cups

2) \_\_\_\_\_ ounces = 7 cups

3) \_\_\_\_\_ cups = 40 ounces

4) \_\_\_\_\_ cups = 32 ounces

5) \_\_\_\_\_ cups = 80 ounces

6) \_\_\_\_\_ cups = 3 pints

7) \_\_\_\_\_ cups = 2 pints

8) \_\_\_\_\_ cups = 5 pints

9) \_\_\_\_\_ pints = 14 cups

10) \_\_\_\_\_ pints = 20 cups

11) \_\_\_\_\_ pints = 6 quarts

12) \_\_\_\_\_ pints = 7 quarts

13) \_\_\_\_\_ quarts = 20 pints

14) \_\_\_\_\_ quarts = 16 pints

15) \_\_\_\_\_ quarts = 10 pints

16) \_\_\_\_\_ quarts = 8 gallons

17) \_\_\_\_\_ quarts = 9 gallons

18) \_\_\_\_\_ gallons = 8 quarts

19) \_\_\_\_\_ gallons = 40 quarts

20) \_\_\_\_\_ gallons = 28 quarts

- 1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_





# Converting Metric Capacity

Name: DAY #10

Fill in the blank to make each conversion true.

## Answers

1) \_\_\_\_\_ milliliters = 6 liters

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

2) \_\_\_\_\_ milliliters = 24 liters

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

3) \_\_\_\_\_ milliliters = 3 liters

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

4) \_\_\_\_\_ milliliters = 27 liters

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

5) \_\_\_\_\_ milliliters = 4 liters

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

6) \_\_\_\_\_ milliliters = 22 liters

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

7) \_\_\_\_\_ milliliters = 2 liters

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

8) \_\_\_\_\_ milliliters = 19 liters

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

9) \_\_\_\_\_ milliliters = 23 liters

9. \_\_\_\_\_

10) \_\_\_\_\_ milliliters = 18 liters

10. \_\_\_\_\_

11) \_\_\_\_\_ liters = 20,000 milliliters

11. \_\_\_\_\_

12) \_\_\_\_\_ liters = 5,000 milliliters

12. \_\_\_\_\_

13) \_\_\_\_\_ liters = 10,000 milliliters

13. \_\_\_\_\_

14) \_\_\_\_\_ liters = 17,000 milliliters

14. \_\_\_\_\_

15) \_\_\_\_\_ liters = 26,000 milliliters

15. \_\_\_\_\_

16) \_\_\_\_\_ liters = 29,000 milliliters

16. \_\_\_\_\_

17) \_\_\_\_\_ liters = 13,000 milliliters

17. \_\_\_\_\_

18) \_\_\_\_\_ liters = 11,000 milliliters

18. \_\_\_\_\_

19) \_\_\_\_\_ liters = 21,000 milliliters

19. \_\_\_\_\_

20) \_\_\_\_\_ liters = 30,000 milliliters

20. \_\_\_\_\_