



# **SUMMER HOME LEARNING**

**&**

# **SUPPLY LIST**

## **GETTING READY FOR FIFTH GRADE**

**Student Name** \_\_\_\_\_

**Required Summer Activities due  
Friday, August 16, 2024**

# Educational Websites

Students may access the following websites to build and enrich their skills in reading, Mathematics, and Science.

- <http://www.dadeschools.net/students/students.htm>
  - The student portal provides students with access to their textbooks electronically as well as numerous web-based instructional software programs such as: i-Ready, MyOn, Reading Plus, Tumblebooks, Discovery Education, Go Math and Reading Plus.
  - i-Ready is an interactive online learning designed to assess students individualized instruction based on student's needs in Reading and Mathematics (Grades K-5).
  - Textbook resources include links to lesson review videos, stories read in class during the Reading block as well as the opportunity to review content taught in Science and Social Studies.
- [www.reflexmath.com](http://www.reflexmath.com) (Grades 1-5)
  - Teaches children memorization techniques based on repetition in mastering facts in addition, subtraction, multiplication and division in game format.
- [www.brainpop.com](http://www.brainpop.com) and [www.brainpopjr.com](http://www.brainpopjr.com) (all grade levels)
  - BrainPop offers hundreds of animated educational videos across all subject areas, each video is accompanied by interactive quizzes, activities, and games.
- [www.a4esl.org](http://www.a4esl.org) (K-5)
  - Reinforce grammar skills of English Language Learners (ESOL) by providing Quizzes, tests, exercises and puzzles to help students learn English as a Second Language
- [www.abcmouse.com](http://www.abcmouse.com) (PK-K)
  - Full online curriculum for Reading, Math, Science, Art, colors, and Music. The carefully designed program with more than 850 lessons across ten levels. As your child completes each lesson, he or she is guided to the next one and is motivated to continue learning by ABCmouse.com's Tickets and Rewards System.
- [www.factmonster.com](http://www.factmonster.com) (Grades 2-5)
  - Factmonster.com combines essential reference materials, fun facts and features, and homework help for kids. Your child may access facts about any subject matter. Includes homework help center, games, quizzes, almanac, encyclopedia, dictionary, and thesaurus and educational games.
- [www.explorelearning.com](http://www.explorelearning.com) (Grades 3-5)
  - Explore math and science using interactive manipulatives which are designed to help students understand challenging concepts through inquiry and exploration
- [www.freerice.com](http://www.freerice.com) (Grades 1-5)
  - Vocabulary is an essential component of student achievement. This website allows your child to practice vocabulary and math facts. Through the World Food Program, this site donates 10 grains of rice for every correct answer to help end world hunger.
- [www.studyjams.com](http://www.studyjams.com) (Grades 1-5)
  - StudyJams! is a free Scholastic site that provides engaging multimedia lessons in math and science, ranging from basic algebra problems to more complex concepts like scientific theory and evidence.



# SILVER BLUFF ELEMENTARY

2609 SW 25<sup>th</sup> Avenue, Miami, FL 33133

Mayra Barreira, Principal

Christina Garcia, Asst. Principal

May 30, 2024

Dear Parents:

In order to better prepare your child for the upcoming school year, we have prepared summer homelearning assignments for your child to complete. They are required assignments during the summer months. Students will be expected to work on various skills according to their incoming grade level for the following school year. All students going to grades K through 5<sup>th</sup> will be assigned two required readings with a corresponding assignment. Books are available for purchase online, or at your local bookstore. All grade level assignments will be posted on our school's website at <http://silverbluff.dadeschools.net> as of today. The assignments are due back on **Friday, August 16, 2024**, from ALL students.

Please continue to encourage your child to read for recreation thirty minutes daily as well as take advantage of the many educational programs available through the Student Portal. We highly recommend they continue using i-Ready Reading and Math, and Reflex Math. This packet also contains a list of fun educational websites that your child should utilize to enrich his/her skills in Reading, Mathematics, Science, and some tips for parents on what your child will be learning in the fall.

In addition, our district has implemented a Summer Reading Plan for all students which lists additional book titles, resources and activities. All current kindergarten and first grade students will receive two books and a summer reading journal to take home in order to facilitate and encourage summer reading. The district plan is an enhancement to better prepare your child during the summer months. The district's plan will not be collected by our teachers, however we encourage you to work with your child at home during the summer months to continue building your child's academic growth. The district's plan can be accessed from the following website:

<https://read.dadeschools.net>

We hope these activities prove to be a good learning experiences for your child. Together, we can guarantee a successful start of the 2024-2025 school year. Thank you for helping your child avoid summer regression by supporting this initiative.

Sincerely,

A handwritten signature in cursive script that reads "M. Barreira".

Mayra Barreira, Principal

Telephone: 305.856.5197/Fax: 305.854.9671  
[silverbluff.dadeschools.net](http://silverbluff.dadeschools.net)



# SILVER BLUFF ELEMENTARY

2609 SW 25<sup>th</sup> Avenue, Miami, FL 33133

Mayra Barreira, Principal

Christina Garcia, Asst. Principal

30 de mayo del 2024

Estimados Padres:

Para preparar adecuadamente a su hijo para el año entrante, les pedimos que comiencen a trabajar en las tareas asignadas para los meses de verano. Todos los alumnos entrando de kindergarten a quinto grado recibirán dos asignaciones que se componen de dos lecturas o con una actividad correspondiente. Los libros se pueden conseguir en librerías locales por el internet. Las asignaciones de todos los grados están disponibles para imprimir de nuestra página web, <http://silverbluff.dadeschools.net>. Las asignaciones deben de ser entregadas al maestro(a) el **viernes, 16 de agosto del 2024** por todos los estudiantes.

Les pedimos que continuen alentando que su hijo(a) lea 30 minutos diariamente y utilice los programas educativos disponibles en el portal de alumnos como el i-Ready, MyOn, y Reflex Math. Este paquete también contiene una lista de páginas de web divertidas y educativas que deben de usar para enriquecer el aprendizaje de lectura, matemáticas, y ciencias al igual que unos consejos para padres sobre lo que su hijo(a) aprenderá al comienzo del curso escolar.

Además, el distrito ha implementado un plan de lectura de verano para todos los estudiantes que proporcionan libros, recursos y actividades. El plan del distrito ayuda a preparar a su hijo(a) durante los meses del verano. Todos los estudiantes de kindergarten y primer grado recibirán dos libros y un diario de lectura de verano para llevar a casa con el fin de facilitar y fomentar la lectura de verano. Les animamos a trabajar con su hijo en su casa durante los meses de verano. El plan del distrito se puede alcanzar en las siguientes páginas web:

<https://read.dadeschools.net>

Esperamos que estas actividades sean una experiencia de beneficio en el aprendizaje de su hijo(a). Unidos podemos asegurar un exitoso comienzo del año escolar 2023-2024. Gracias por ayudar a su hijo(a) durante los meses de verano.

Sinceramente,

A handwritten signature in cursive script that reads "M. Barreira".

Mayra Barreira, Directora

Telephone: 305.856.5197/Fax: 305.854.9671

[silverbluff.dadeschools.net](http://silverbluff.dadeschools.net)



## 2024-2025 FIFTH GRADE SUPPLIES LIST



**24 Standard Yellow #2 Pencils Pre-sharpened (No mechanical pencils allowed in school)**



**2 Packs of Crayola Crayons (24 color pack)**



**4 Large Erasers**



**2- Kid Safe Scissors-Blunt Tip (1 to be used in school and 1 to be kept for use at home)**



**1 bottle of liquid glue and 1 Large glue stick**



**2 Packs of Wide Ruled Notebook Paper**



**Music Recorder**



**5 Plastic/Poly Duotang Folders with Fasteners and Pockets (Red-Math, Blue-Reading, Yellow-Social Studies, Green-Science, Orange-Homelearning)**



**1 Large Pencil Pouch with zipper (No hard pencil boxes)**



**HIGHLIGHTERS (2 yellow highlighters)**



**Bookbag (no wheels and no single strap)**



**Plain white over sized T-shirt for STEAM projects**



**9in x12in whiteboard with expo dry erase marker and eraser for student use**



**5 Composition Notebooks (Math, Science, Reading, Language Arts, Social Studies)**



**1-12 inch ruler (with inches and centimeters)**

## 2024-2025 FIFTH GRADE SUPPLIES LIST



**\*Computers will be used all year for classwork and homework. Please make sure you have access to a computer and printer in order to complete homework assignments.\***



**Headphones or Earbuds**  
 (In a ziplock bag with student's name \*Required\* to be kept in bookbag)



**4 Red Pens for Writing Plan**



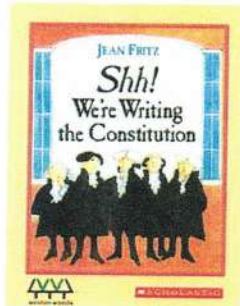
**1 Protractor**



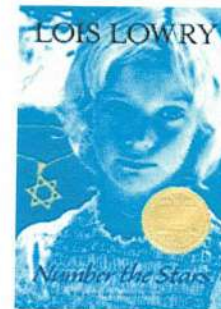
**1 pack of erasable markers**

### NOVELS

**Shh, We are Writing the Constitution**  
 By Jean Fritz



**Number the Stars**  
 By Lois Lowry



\*\*PTA membership is sold for \$12\*\*

\*\*Spirit Day T-Shirts will be sold by the PTA for students to wear on Fridays and are mandatory for Field Trips and School Events\*\*

\*\*NO ROLLING BOOK BAGS ALLOWED FOR SAFETY REASONS\*\*

\*\*No mechanical pencils, no sharpies, no liquid paper, no permanent markers, no pencil sharpeners\*\*

\*\*Please label all clothing with student's name\*\*

(Ex. sweaters, lunch boxes, book bags, etc.)

\*\*Supplies may be brought to class during Drop-In Day\*\*

\*\*Supplies are due no later than **Friday, August 16, 2024**\*\*

Do not forget Silver Bluff Elementary is a mandatory uniform school.

All students must wear the required uniform daily.

## 2024-2025 SPECIAL AREAS SUPPLIES LIST

### SPANISH GRADES K-5



1-composition book



1-blunt tip scissor



sharpened pencils to have in class



1-glue stick



1-pack of wide ruled paper



1-box of 24 crayons

### MUSIC GRADES 2-5



1-plastic duotang folder with fasteners and pockets



1-pack of wide ruled paper

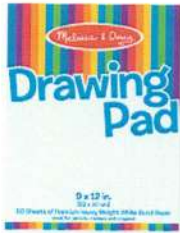


1-recorder



sharpened pencils to have in class

### ART GRADES 2-5



1-drawing pad  
9 x 12 inches



washable markers



24 Colored Pencil Pack

### PE GRADES 2-5



1-composition book



sharpened pencils to have in class

# Summer resources

Fun ways to keep students learning this summer



**Miami Dade County Public Schools**

# IXL Summer Boost

## Home Practice for K-8 Mathematics

The IXL Summer Boost skill plans are available for home (or on-the-go) practice to keep students' math skills sharp during Summer Break. Students can keep up with essential Mathematics learning every day during the break with exciting activities and themes highlighting foundational and high-priority math skills and concepts from the previous school year. The IXL Summer Boost skill plans are custom created for each grade level, Kindergarten through Grade 8, and are a great way to learn or retain content that was taught during the 2023-2024 school year.

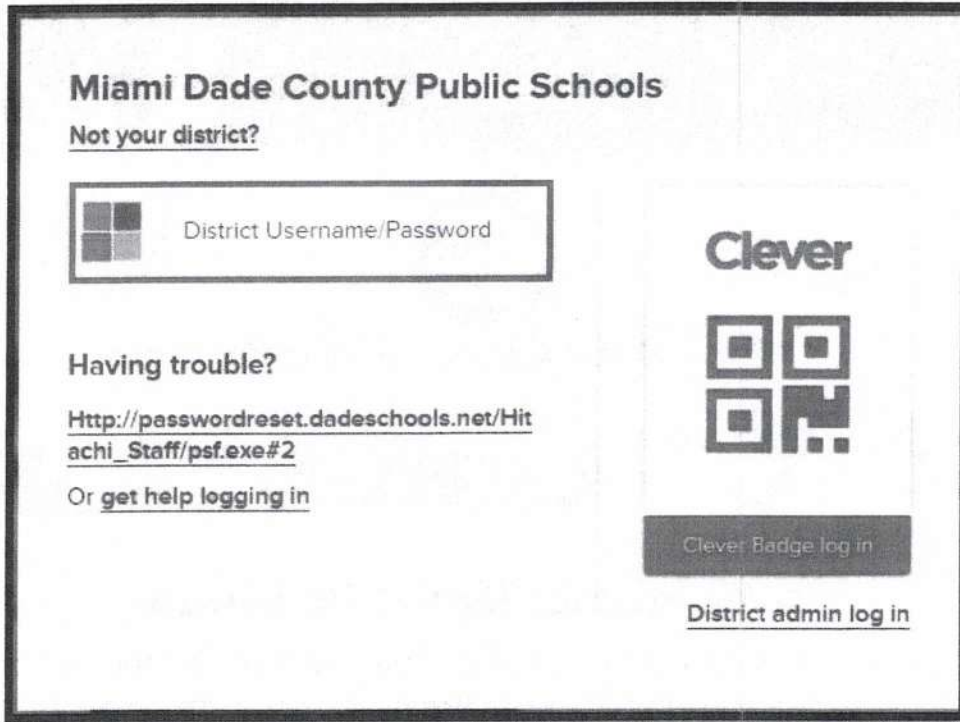
Starting below and on the following pages, you will find the step-by-step instructions on how to navigate to the IXL platform through the student portal.

1. Once logged into the student portal, click on the Schoology tile shown below from the main portal page.

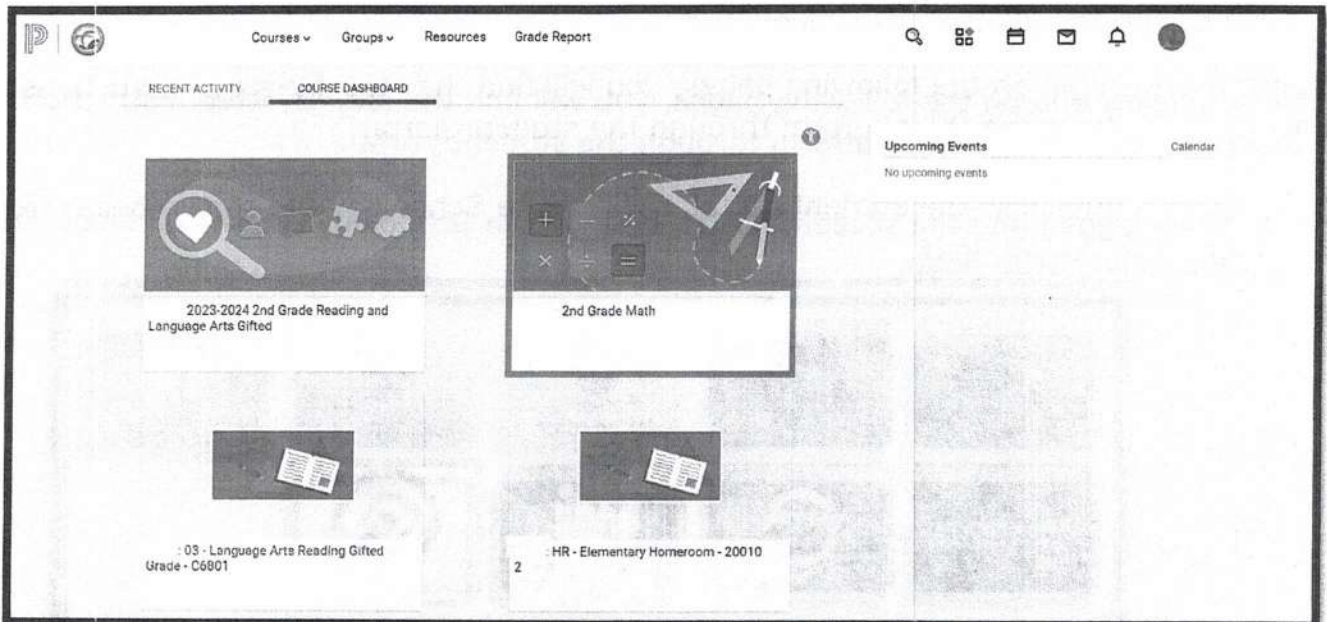




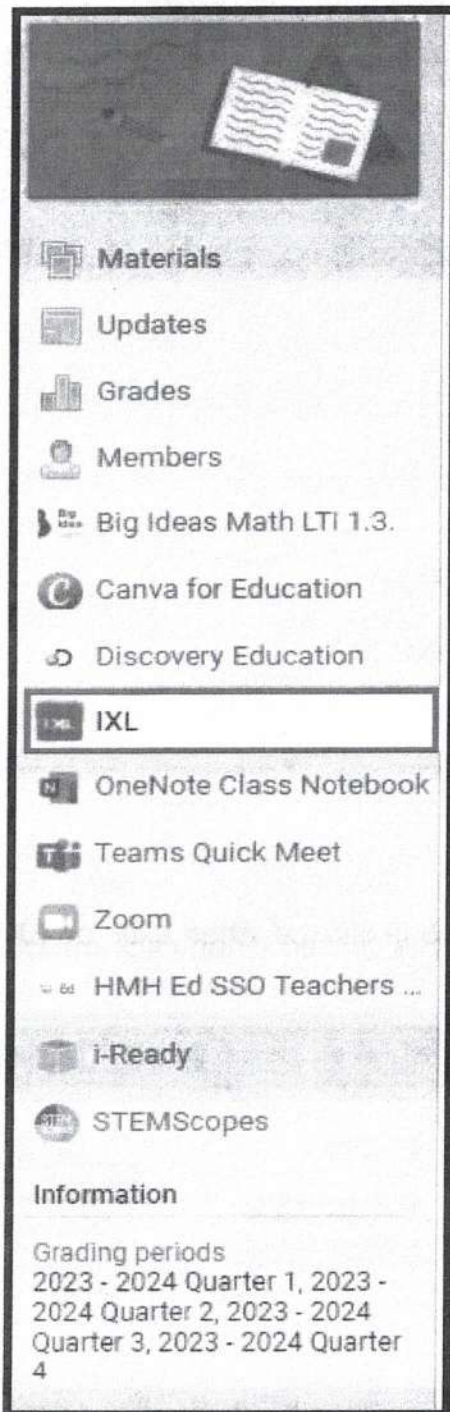
2. Click on **District Username/Password** and sign in using student's Miami Dade County Public Schools **Student Username and Password**.



3. Select student's **Math Course**.



4. Once in the math course, on the left side toward the bottom of the row, **select IXL.**



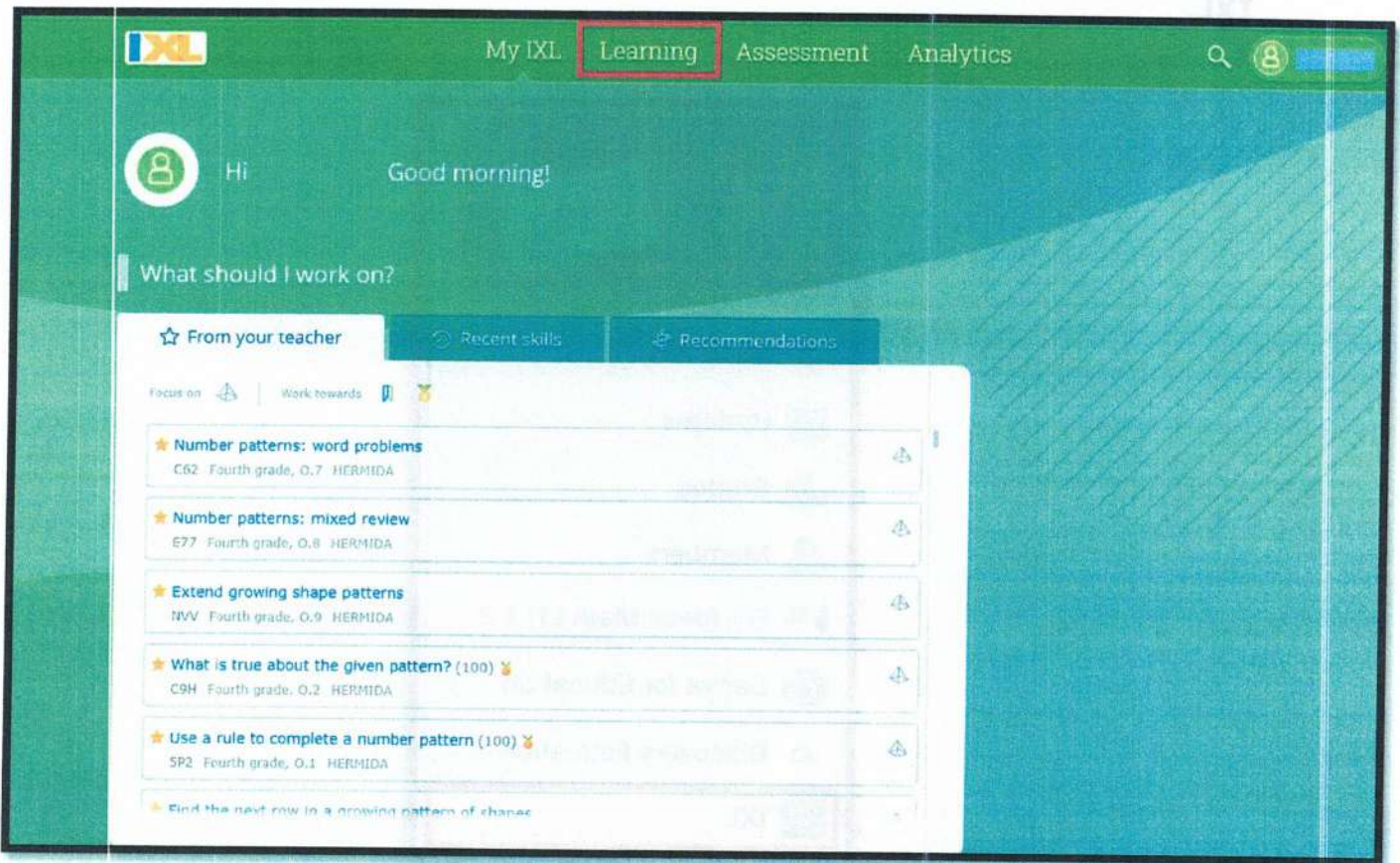
The image shows a vertical navigation menu with a dark header containing a white envelope icon. Below the header is a list of items, each with a small icon to its left. The item 'IXL' is highlighted with a white border. Below the list is a section titled 'Information' containing text about grading periods.

- Materials
- Updates
- Grades
- Members
- Big Ideas Math LTI 1.3.
- Canva for Education
- Discovery Education
- IXL**
- OneNote Class Notebook
- Teams Quick Meet
- Zoom
- HMH Ed SSO Teachers ...
- i-Ready
- STEMScopes

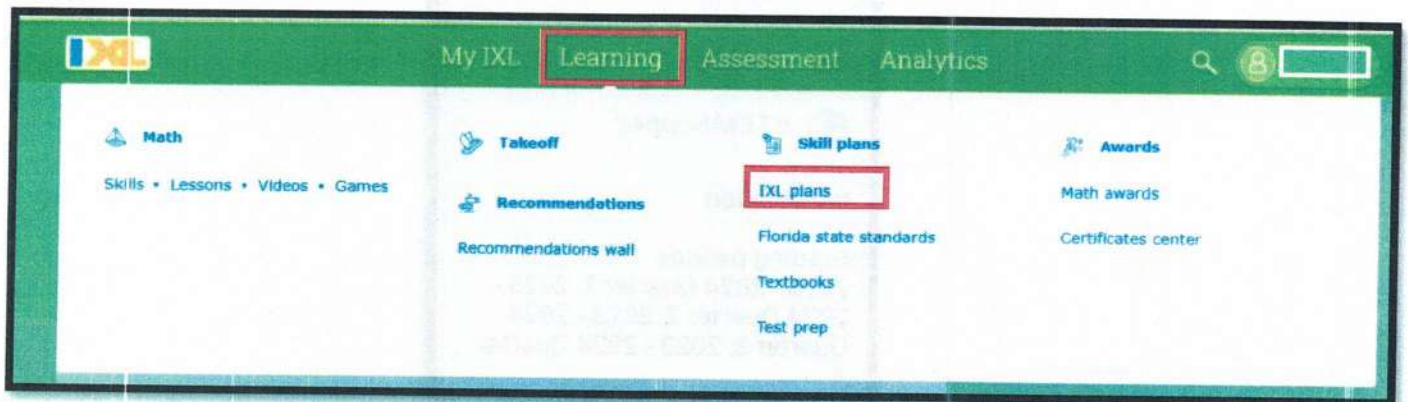
**Information**

Grading periods  
2023 - 2024 Quarter 1, 2023 -  
2024 Quarter 2, 2023 - 2024  
Quarter 3, 2023 - 2024 Quarter  
4

5. From the IXL Home Page, click on **Learning**.





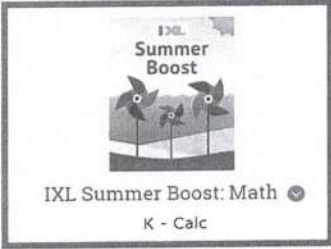



6. Once the **Learning** tab is clicked, then click on **IXL plans** under the Skill plans column.




7. Click on **IXL Summer Boost: Math (K – 8<sup>th</sup>)**.

Spotlight

 <p>IXL Weekly Boost: Math PK - Calc</p>	 <p>IXL Weekly Boost: Language Arts PK - 12th</p>	 <p>IXL Learn to Read: Language Arts PK - 3rd</p>
 <p>IXL Reading Intervention: Language Arts Level 1 - Level 3</p>	 <p>IXL Summer Boost: Math K - Calc</p>	 <p>IXL Summer Boost: Language Arts K - 12th</p>

8. Click on the **appropriate** Grade Level.



**IXL Summer Boost: Math**

Help students solidify their understanding of key concepts this summer with IXL's day-by-day skill plan!

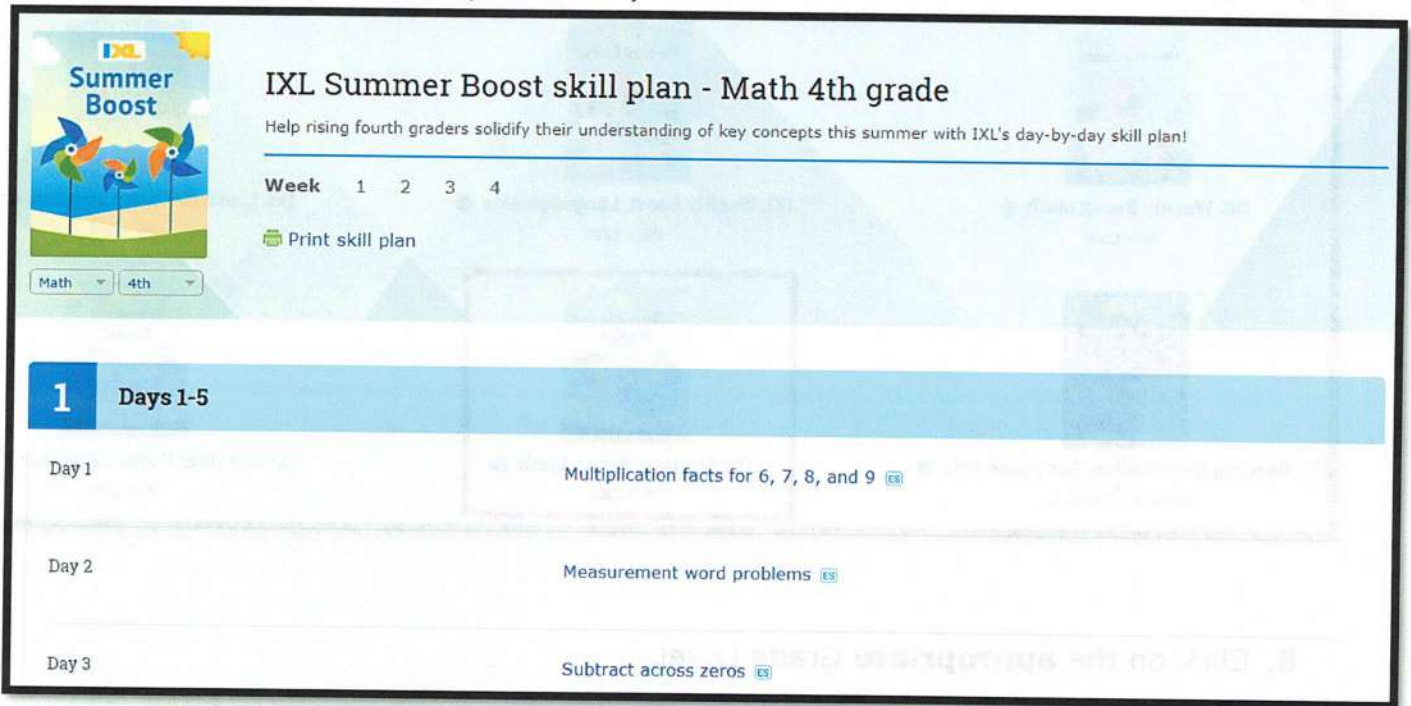
---

[K](#)   [1st](#)   [2nd](#)   [3rd](#)   [4th](#)   [5th](#)   [6th](#)

[7th](#)   [8th](#)   [Alg\\_1](#)   [Geo](#)   [Alg\\_2](#)   [Precalc](#)

[Calc](#)

9. Once on this landing page, the student is now ready to select their **Summer Boost Skill Plan** link(s) to begin working on their skill plan(s) for the day! (See grade 4 and grade 6 samples below)




**IXL Summer Boost**

### IXL Summer Boost skill plan - Math 4th grade

Help rising fourth graders solidify their understanding of key concepts this summer with IXL's day-by-day skill plan!




Week 1 2 3 4

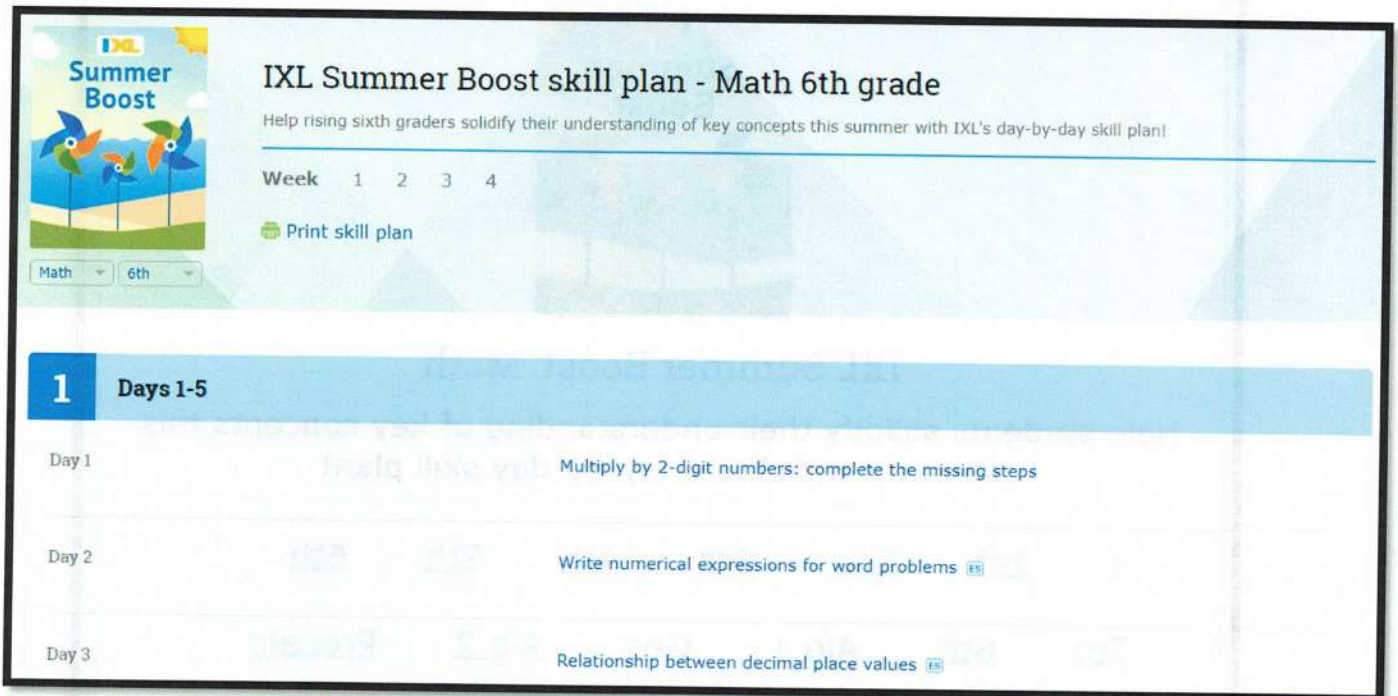
 Print skill plan

Math 4th

---

**1** Days 1-5

Day 1	Multiplication facts for 6, 7, 8, and 9 
Day 2	Measurement word problems 
Day 3	Subtract across zeros 




**IXL Summer Boost**

### IXL Summer Boost skill plan - Math 6th grade

Help rising sixth graders solidify their understanding of key concepts this summer with IXL's day-by-day skill plan!



Week 1 2 3 4

 Print skill plan

Math 6th

---

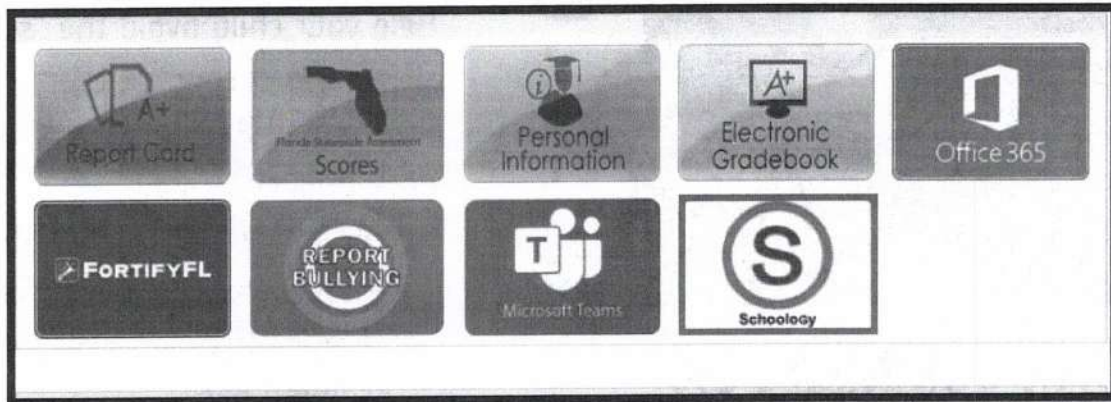
**1** Days 1-5

Day 1	Multiply by 2-digit numbers: complete the missing steps
Day 2	Write numerical expressions for word problems 
Day 3	Relationship between decimal place values 

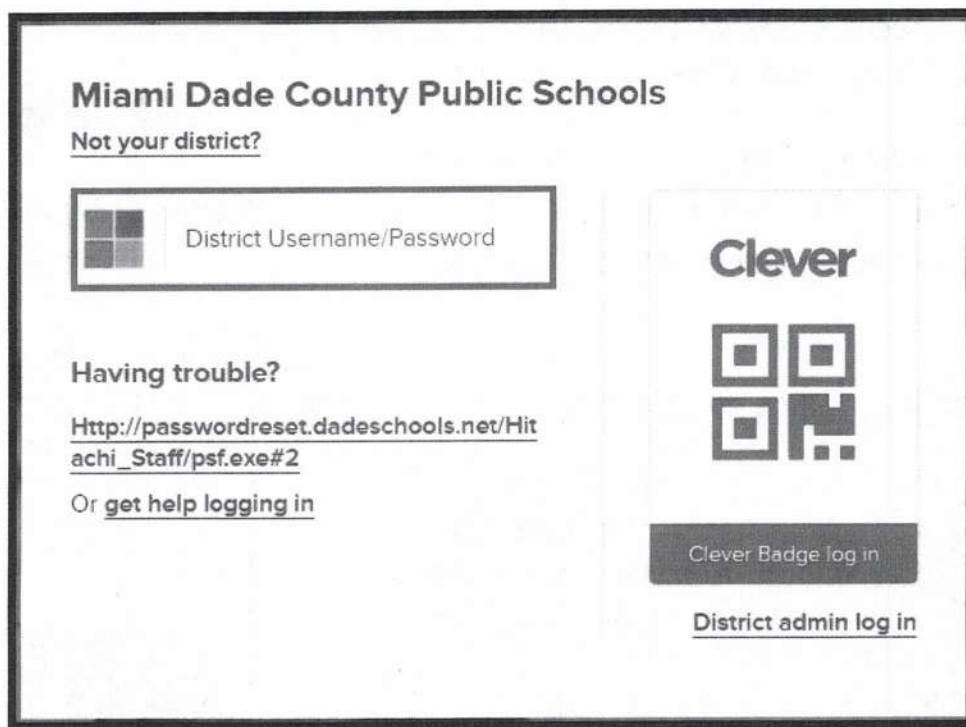
## Step-by-Step Instructions on Accessing Reflex/Frax in the Student Portal through Schoology

Starting below and on the following pages, please find the step-by-step instructions on how to navigate to the **REFLEX/FRAX** Math platform in the student portal through Schoology.

1. Once logged into the student portal, click on the Schoology tile shown below from the main portal page.



2. Click on **District Username/Password** and sign in using student's Miami Dade County Public Schools **Student Username and Password**.





# M-DCPS SUMMER MATH FUN

## MATH FACT FLUENCY AND FRACTIONS



2023-2024



### FRAX SUMMER FUN

AVAILABLE TO ALL M-DCPS STUDENTS IN GRADES 3-8  
ELEMENTARY/K-8 CENTERS ONLY

Frax stops the fractions struggle and puts students on a path to ongoing success in higher mathematics. Game-based and story-driven, the adaptive system meets students where they are and unlocks new games, challenges, and rewards for their efforts.

- **Student Daily Goal-** Complete a mission or get the green light if in Sector Review.
- **Student Summer Goal-** Complete Sector 1 and/or Sector 2.

### REFLEX SUMMER FUN

AVAILABLE TO ALL M-DCPS STUDENTS IN GRADES 1-8

Reflex is an online, game-based program that helps students quickly and effortlessly recall math facts. Research has shown that quick recall is critical for future success in mathematics.

- **Student Daily Goal-** Get the Green Light.
- **Student Summer Goal-** Reach 100% Fluency in their assignment and maintain it throughout the summer through practice with Reflex.

Dear Parents/Guardians,  
Help your child avoid the “summer slide” and encourage them to use their **Reflex** and **Frax** accounts this summer!  
Both programs are:

- Adaptive and individualized.
- Game-based. Fun challenges and frequent rewards keep students coming back.
- Research-based and standards-aligned.

### LOGGING IN

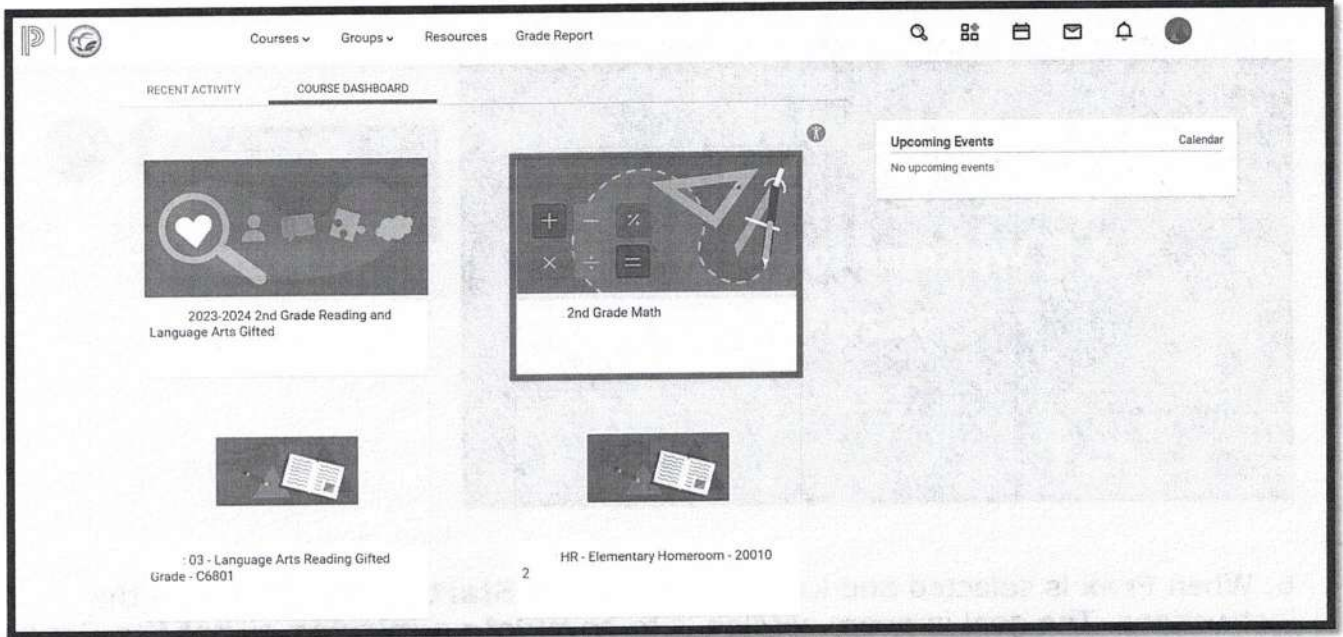
#### Reflex/Frax Student Portal Instructions

Login via Schoology in the student portal. See step-by-step instructions beginning on page 2.

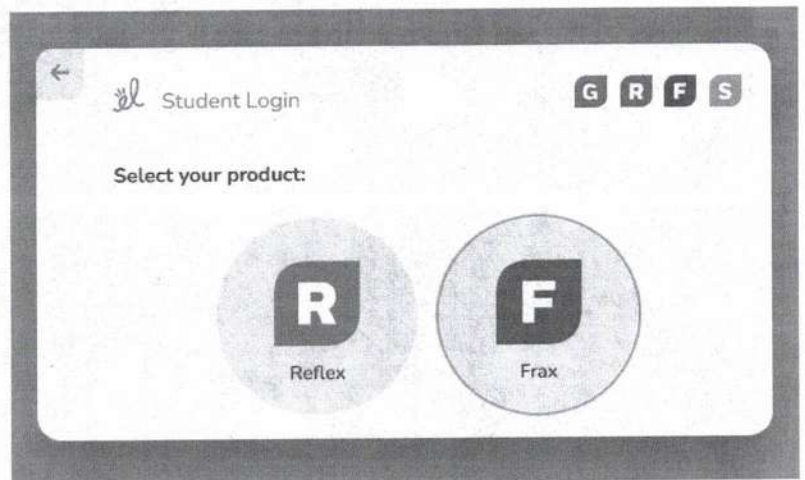
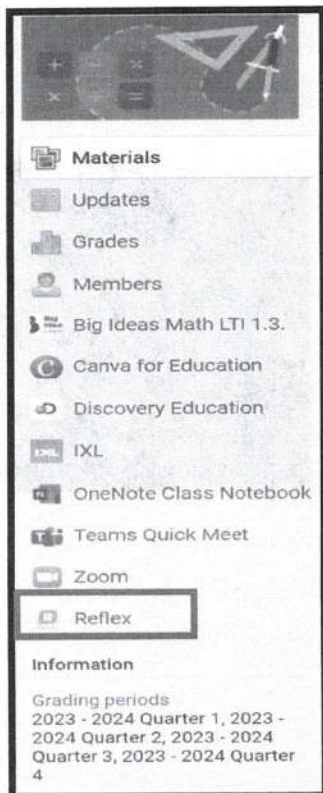
### REFLEX/FRAX SUMMER SUPPORT

Questions? Support?  
Please contact:  
Maira Maguire  
mmaguire@explorellearning.com

### 3. Select student's **Math Course**.



4. Once in the math course, on the left side toward the bottom of the row, **select Reflex** where you will be able to access **Frax** as well. Both programs are on the same platform.

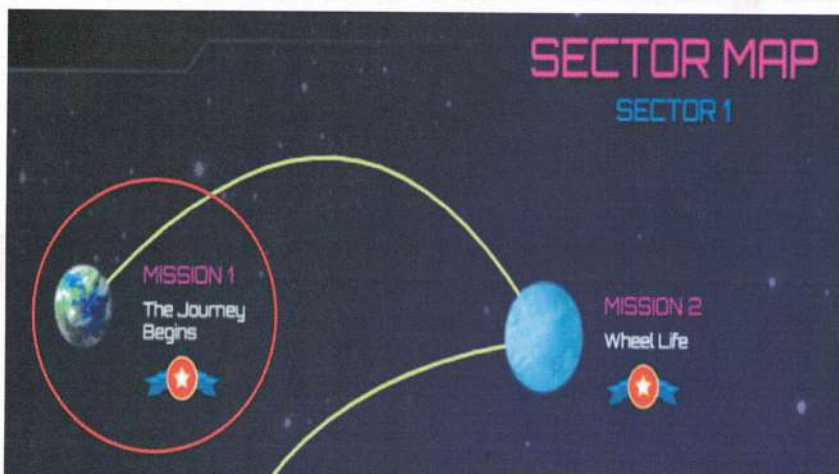




5. When **Reflex** is selected and loads, click the blue **Start** button and follow the instructions. The goal in every session is to **get the Green Light**.



6. When **Frax** is selected and loads, click the blue **Start** button and follow the instructions. The goal in every session is to **complete a mission** or **get the Green Light** if in Sector Review.



# Summer Homelearning Assignment Instructions

## Fifth Grade



i-Ready	<ul style="list-style-type: none"><li>• Students are to log onto Schoology in their MDCPS Student Portal to access i-Ready. Each lesson under Teacher Assigned are to be completed. Parents will initial the Home Log along with Date, Score % and Time on Task for each lesson.</li><li>• Students are also encouraged to play the i-Ready Learning Games. There is also a chart attached to track student Learning Games play. List the date, game, and topic.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Students are to memorize the meaning of the Greek and Latin Root of the word on the list provided.</li><li>• Pick 3 books from the Fifth Grade Book list and complete the "Understanding Setting" and "Character Turning Point" for each book.</li><li>• Students are to pick one poem and complete the Poem Analysis Prompts.</li><li>• Students are to complete Commonlit Reading and Vocabulary Extension pages.</li></ul>
Math	<ul style="list-style-type: none"><li>• Students are to complete the Fourth Grade Pre-Course Test pages 5-8.</li></ul>





Date	Lesson Name	Score % Go to: My Progress	Time on Task	Parent's Initials
<b>Reading</b>				
	Finding the Theme of a Story			
	Building Sentences Comprehension: Replaced Words and Ideas in Literature			
	Determine Word Meanings Using Roots <i>aud</i> and <i>spect</i>			
	Inferences About Information Texts			
	Determine Word Meanings Using Suffixes <i>-ive</i> and <i>-age</i>			
	Inferences in a Story			
	Determine Word Meanings Using Context Clues 1			
	Summarizing Literary Text			
	Analyzing Accounts of the Same Topic			
	Evaluating Arguments in Informational Text			
<b>Mathematics</b>				
	Understand and Model Decimals			
	Fractions as Tenths and Hundredths			
	Practice: Multiply Two-Digit Numbers			
	Divide Whole Numbers, Part 2			
	Add Fractions with Like Denominators			
	Practice: Mixed Number Addition and Subtraction			
	Add Decimals			
	Subtract Decimals			
	Multiply a Whole Number by a Fraction			
	Divide a Whole Number by a Fraction			

\*Each lesson varies in time and a score will not be available until a student completes the lesson\*



Date	Lesson Name	Score % Go to: My Progress	Time on Task	Parent's Initials
<b>Reading</b>				
	Finding the Theme of a Story			
	Building Sentences Comprehension: Replaced Words and Ideas in Literature			
	Determine Word Meanings Using Roots <i>aud</i> and <i>spect</i>			
	Inferences About Information Texts			
	Determine Word Meanings Using Suffixes <i>-ive</i> and <i>-age</i>			
	Inferences in a Story			
	Determine Word Meanings Using Context Clues 1			
	Summarizing Literary Text			
	Analyzing Accounts of the Same Topic			
	Evaluating Arguments in Informational Text			
<b>Mathematics</b>				
	Practice: Multiply Two-Digit Numbers			
	Divide Whole Numbers, Part 1			
	Divide Whole Numbers, Part 2			
	Find Equivalent Fractions			
	Use a Benchmark to Compare Fractions			
	Decompose Fractions			
	Add Fractions with Like Denominators			
	Practice: Add and Subtract Mixed Numbers			
	Understand and Model Decimals			
	Fractions as Tenths and Hundredths			

\*Each lesson varies in time and a score will not be available until a student completes the lesson\*

### 3<sup>rd</sup> – 5<sup>th</sup> Greek and Latin Roots:

The purpose of these Latin Roots is for students to learn to find the meaning of unknown words. Assist your child in memorizing the meaning of these roots, which are the most common. This will improve your child's ability to comprehend complex texts.



#### Greek and Latin Roots

##### 3<sup>rd</sup> – 5<sup>th</sup> Grade Sample List

Root	Meaning	Examples	Origin
ant, anti	against, opposed to, preventative	antagonist, antibiotic	Greek
aqua	water	aquarium, aquatic	Latin
aud	to hear	audiobook, audience	Latin
auto	self	autobiography, autograph	Greek
bio	life	biology, biography	Greek
cent	one hundred	century, percent	Latin
chron	time	chronological, chronic	Greek
cir/circum	around	circumference, circumstance, circular	Latin
duc/duct	lead, make	deduce, produce, educate	Latin
form	shape	formation, format	Latin
geo	earth	geography, geology	Greek
graph	write	autograph, graphic	Greek
hetero	different	heteronym, heterogeneous	Greek
homo	same	homonym, homogenous	Greek
logy	study of	biology, zoology	Greek
mal	bad	malfunction, malpractice, maleficence	Latin
meter/metr	measure	thermometer, perimeter	Greek
micro	small	microscope, microphone	Greek
mono	one	monologue, monotonous	Greek
multi	many	multimedia, multitask	Latin
photo	light	photograph, photosynthesis	Greek
port	to carry	import, transportation	Latin
scope	viewing instrument	microscope, telescope	Greek
spect	to look	inspection, spectator	Latin
tele	far off	television, telephone	Greek
vid/vis	to see	visual, video	Latin

### Fifth Grade's Book List:

The list of books below is highly recommended must-read books by Florida's Department of Education to enhance your child's reading comprehension skills. They are grade level books that will allow your child to develop a better understanding of what they read. Use one book for each graphic organizer attached.

#### 5th Grade

<b>Title</b>	<b>Author</b>
"I, Too"	Hughes, Langston
"If"	Kipling, Rudyard
"Paul Revere's Ride"	Longfellow, Henry Wadsworth
"The Road Not Taken"	Frost, Robert
<i>Abuelita's Heart</i>	Cordova, Amy
<i>Anne of Green Gables</i>	Montgomery, L.M.
<i>Call it Courage</i>	Sperry, Armstrong
<i>Call Me Maria</i>	Cofer, Judith Ortiz
<i>Chasing Vermeer</i>	Balliett, Blue
<i>City of Ember</i>	DuPrau, Jeanne
<i>Farewell to Manzanar</i>	Houston, Jeanne Wakatsuki and Houston, James D.
<i>Five Children and It</i>	Nesbit, Edith
<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>	Konigsburg, E.L.
<i>Hidden Figures</i>	Shetterly, Margot
<i>Hurricanes: Earth's Mightiest Storms</i>	Lauber, Patricia
<i>I am Malala</i>	Yousafzai, Malala
<i>Island of the Blue Dolphins</i>	O'Dell, Scott
<i>My Librarian is a Camel: How Books Are Brought to Children Around the World</i>	Ruurs, Margriet
<i>Shh! We're Writing the Constitution</i>	Fritz, Jean
<i>The Secret Garden</i>	Burnett, Frances Hodgson
<i>The Shakespeare Stealer</i>	Blackwood, Gary
<i>The Trail of Tears</i>	Bruchac, Joseph
<i>The Watsons Go to Birmingham</i>	Curtis, Christopher Paul
<i>They Called Her Molly Pitcher</i>	Rockwell, Anne
<i>Thurgood Marshall and the Supreme Court</i>	Kent, Deborah
<i>Volcano: Eruption and Healing of St. Helens</i>	Lauber, Patricia
<i>We the People: The Constitution of the United States of America</i>	Spier, Peter
<i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i>	Walker, Sally

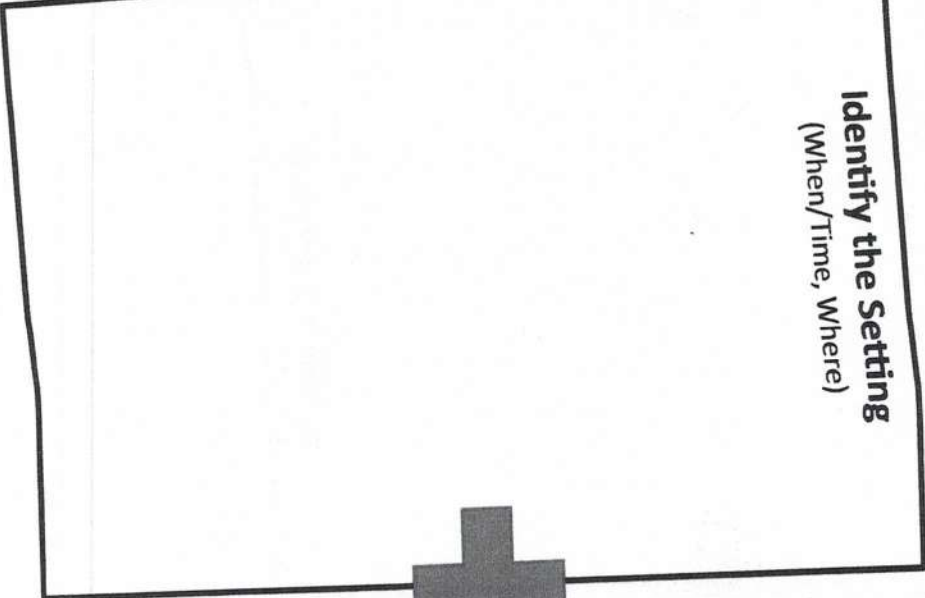
Name: \_\_\_\_\_

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

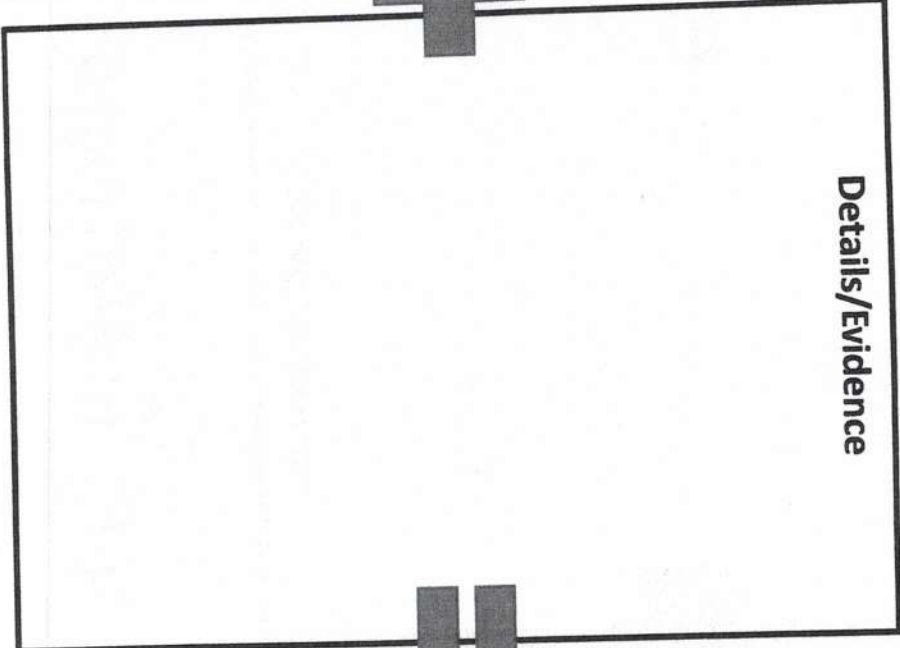
Title of the Text: \_\_\_\_\_

# Understanding Setting

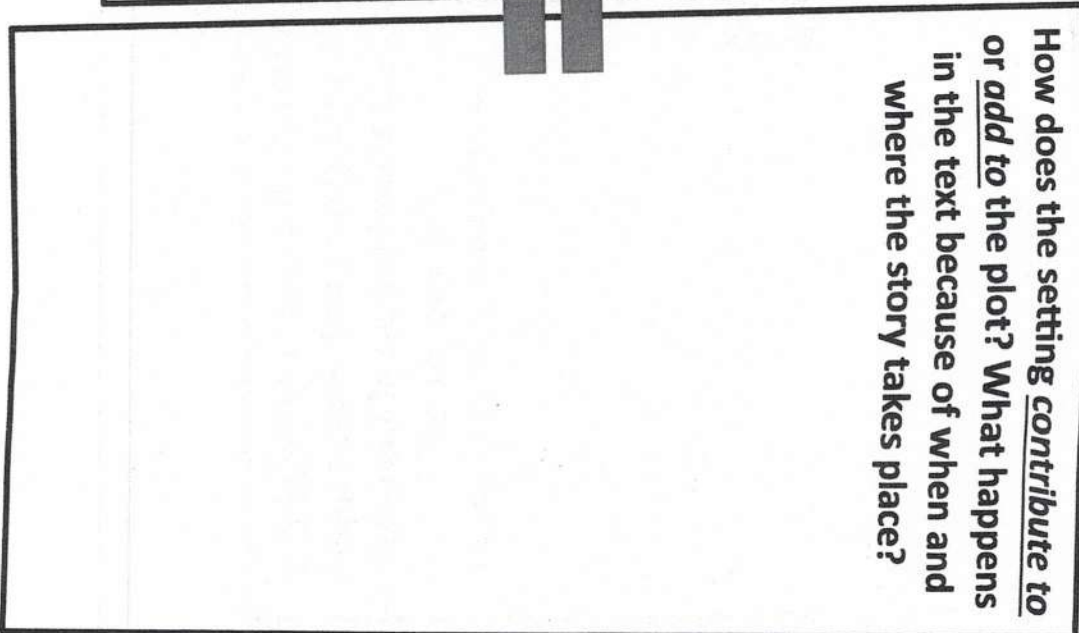
**Identify the Setting**  
(When/Time, Where)



**Details/Evidence**



How does the setting contribute to or add to the plot? What happens in the text because of when and where the story takes place?





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

Title of the Text: \_\_\_\_\_

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

# Understanding Events

Identify the Events

Details/Evidence

How do the events contribute to or add to the plot? What happens in the text because of the events that take place?  
(How do the events move the plot along?)

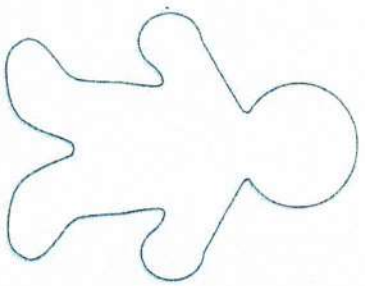


## Note Catcher: Character Turning Point

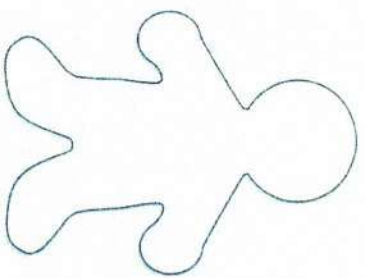
Literary Text (Title): \_\_\_\_\_

**Character:**

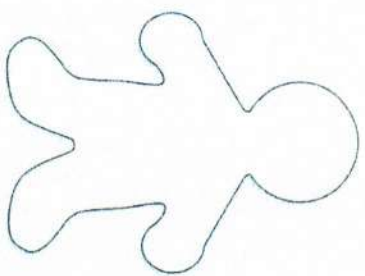
Write about the character at the **beginning of the selection** - include character's words, thoughts, feelings, and actions:



Write about the character as the **plot develops** - include character's words, thoughts, feelings, and actions:



Write about the character at the **end of the selection** - include character's words, thoughts, feelings, and actions:



### Plot

Major event(s) at the **beginning of the selection:**

Event(s) that caused change:


Major event(s) at the **end of the selection:**

How does \_\_\_\_\_ change throughout the plot? What event(s) caused the character to change?  
 Use information from your note catcher to write your response.

# Grades 5 Poem Analysis Prompts

## Examine Language and Style

What <b>word choices/figurative language</b> help bring the poet's subject to life?	
What <b>images</b> do you see and what <b>emotions</b> do you feel when reading this poem?	
Are there any unique features in this poem? Explain.	

**Write**  How do all the elements, or parts, of the poem work together to create meaning?


What is the theme of the poem? How does the author develop the theme?


# Grades 5 Poem Analysis Prompts

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

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

Poet: \_\_\_\_\_

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

## Examine Content

Read

What is this poem about (subject of poem)?	
Who is the speaker?	
What other characters are involved?	
Where does this poem take place (setting)?	
What event or situation is described?	
What is the major idea this poem suggests?	

## Examine Form and Structure

Reread

What <b>poetic form</b> /structure has the author used in this poem (for example limerick, haiku, rhyme verse or free verse)?	
Does the poet use <b>stanzas, line breaks, capitalization, or punctuation</b> ? Do any of these craft choices emphasize anything in the poem? If so, tell what is emphasized and how.	
Are <b>sound devices</b> - line breaks, rhyme, alliteration, repetition, or onomatopoeia - used? What do these add to the poem?	

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

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

## Where the Sidewalk Ends

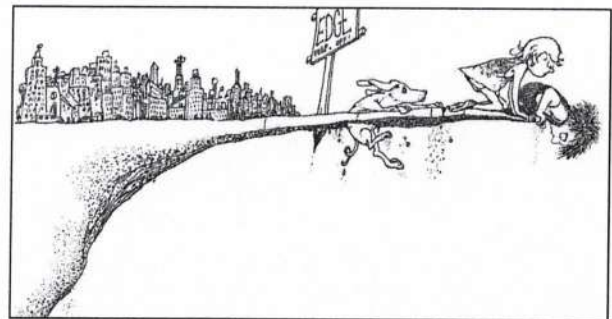
By Shel Silverstein

1974

*Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, and author of children's books. "Where the Sidewalk Ends" is a poem from Silverstein's collection by the same name, which features poems alongside illustrations.*

***As you read, take notes on how the author describes "where the sidewalk ends," and consider what the end of the sidewalk represents.***

- [1] There is a place where the sidewalk ends  
and before the street begins,  
and there the grass grows soft and white,  
and there the sun burns crimson bright,  
[5] and there the moon-bird rests from his flight  
to cool in the peppermint wind.



*"Where the Sidewalk Ends" by Evil Eye, LLC is used with permission.*

- Let us leave this place where the smoke blows  
black  
and the dark street winds and bends.  
Past the pits where the asphalt flowers grow  
[10] we shall walk with a walk that is measured  
and slow  
and watch where the chalk-white arrows go  
to the place where the sidewalk ends.
- Yes we'll walk with a walk that is measured and slow,  
and we'll go where the chalk-white arrows go,  
[15] for the children, they mark, and the children, they know,  
the place where the sidewalk ends.

*"Where the Sidewalk Ends" from Where the Sidewalk Ends, © 1974, Evil Eye, LLC. Reprinted with permission, all rights reserved.*

*Unless otherwise noted, this content is licensed under the [CC BY-NC-SA 4.0 license](https://creativecommons.org/licenses/by-nc-sa/4.0/)*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best describes the meaning of the phrase "peppermint wind," as it is used in line 6?
  - A. The wind smells like sweet candy.
  - B. The wind is energizing and refreshing.
  - C. The wind is blue-green in color.
  - D. The wind is red-and-white in color.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "soft and white" (Line 3)
  - B. "crimson bright" (Line 4)
  - C. "to cool" (Line 6)
  - D. "smoke blows black" (Line 7)
  
3. PART A: According to the narrator's descriptions, how does "a place where the sidewalk ends" and "this place" differ?
  - A. "The place where the sidewalk ends" is scary and unknown, while "this place" is familiar and comfortable.
  - B. "The place where the sidewalk ends" is dangerous because it is new, while "this place" is dangerous because it is old.
  - C. "The place where the sidewalk ends" requires accompaniment by children, while "this place" does not require accompaniment of any kind.
  - D. "The place where the sidewalk ends" is unknown and inviting, while "this place" is dirty and unwelcoming.
  
4. PART B: Which TWO details from the poem best support the answer to Part A?
  - A. "before the street begins" (Line 2)
  - B. "grass grows soft and white" (Line 3)
  - C. "Let us leave" (Line 7)
  - D. "measured and slow" (Line 10)
  - E. "chalk-white arrows" (Line 11)
  - F. "the children, they know" (Line 15)

5. How does the alliteration in line 9 contribute to the description of "this place"?
- A. "Past the pits" sounds harsh, hissing, and unfriendly.
  - B. "[A]sphalt flowers" bring to mind a harsh and industrial place.
  - C. "Past the pits" sounds bouncy and playful.
  - D. "[A]sphalt flowers" would never grow in pits.
6. How does the point of view differ between the speaker and the person he is speaking to?
- A. The speaker doesn't know where the end of the sidewalk is, but the person he is speaking to does.
  - B. The speaker knows about the end of the sidewalk, and wants to make sure the person he is speaking to doesn't find it.
  - C. The speaker has heard of the end of the sidewalk, and is asking the person he is speaking to for help finding it.
  - D. The speaker knows about the end of the sidewalk, and wants to show it to the person he is talking to.
7. How do the children contribute to the theme of the poem?

---

---

---

---

---

---

---

---

Lesson  
**20**

Word List

Study the definitions of the words. Then do the exercises that follow.

**ample**  
am' pəl

*adj.* 1. Plenty; more than enough.

One large turkey will provide **ample** food for eight people.

2. Large in size.

The cat's **ample** stomach was proof that he was given plenty of food.

**burden**  
bɜrd' n

*n.* 1. Something that is carried, especially a heavy load.

Carrying his frail son on his shoulder was never a **burden**.

2. Anything that is hard to bear.

The **burden** of caring for four sick children was too much for the babysitter.

*v.* To add to what one has to bear.

Don't **burden** your grandparents with this problem.



.....  
*Discuss with your partner how you could help a friend who has a large burden of chores.*

**compassion**  
kəm pash' ən

*n.* A feeling of sharing the suffering of others and of wanting to help; sympathy; pity.

Shazia's **compassion** for the homeless led to her working each weekend at the soup kitchen.

**compassionate** *adj.* The state of showing compassion.

The doctor's **compassionate** manner made her loved by all of her patients.



.....  
*Tell your partner how a compassionate friend or family member has helped you.*

**comply**  
kəm plī'

*v.* To act in agreement with a rule or another's wishes.

Unless you **comply** with the requirement to wear shoes, you cannot enter the restaurant.

**cumbersome**  
kum' bər səm

*adj.* Awkward and hard to handle; unwieldy.

The crate of oranges was **cumbersome**, but the clerk managed to get it up the stairs.

**distress**  
di stres'

*v.* To cause pain or sorrow; to trouble or worry.

It **distresses** me that no one offered to help when they saw the accident.

*n.* Pain, sorrow, or worry.

Our class felt **distress** because of our friend's illness, so we made a large poster with our get-well wishes.



**expel**

*verb* 1. To release from a container.  
2. To force to leave.

**Word Family**

**expelled** (verb)  
expulsion (noun)

**Word Parts**

The prefix *ex-* often means “out” or “away.”  
Other words with this prefix are *excavate* and *exhale*. What are some other words with the prefix *ex-*?

**Discussion & Writing Prompt**

When the car sped away, it **expelled** a thick cloud of black smoke.

Based on this sentence, write the definition of **expelled** and then use it in a new sentence of your own.

2 min.

1. Turn and talk to your partner or group.

Use this space to take notes or draw your ideas.

3 min.

2. Write 2–4 sentences.

Be ready to share what you have written.

---



---



---



---



---



---



---



---



---



---



---

**encounter**  
en koun' tər

- v. 1. To meet unexpectedly.  
The actress **encountered** a crowd of fans in the lobby of her hotel.
2. To be faced with.  
As the frightened children ran around the corner, they **encountered** a stone wall.
- n. 1. A chance meeting.  
Our **encounter** with our neighbors at the party was a pleasant surprise.
2. A battle or fight.  
The first major **encounter** of the Civil War occurred at Fort Sumter on April 12, 1861.



.....

*Show your partner what happens if a pen or pencil encounters a piece of scrap paper.*

**exert**  
eg zurt'

- v. To put forth effort.  
If Jane doesn't **exert** herself more in Spanish class, I'm sure she will not be able to speak the language.
- exertion** n. The act of tiring oneself; a strong effort.  
The **exertion** of climbing to the top of the ruins left the explorers feeling weak.



.....

*Show your partner what you would look like if you were tired from exertion.*

**indignant**  
in dig' nənt

- adj. Angry or resentful about something that seems wrong or unfair.  
Brandisha was **indignant** when her friend ignored her repeated texts.
- indignation** n. Anger that is caused by something mean or unfair.  
My **indignation** was aroused when I was not given a chance to defend myself.



.....

*Discuss with your partner what to do if someone becomes indignant while playing a friendly game with you.*

**jest**  
jest

- n. A joke or the act of joking.  
My remark was made in **jest**; I'm sorry you took me seriously.
- v. To joke or say things lightheartedly.  
"Surely you **jest**," I said when my aunt suggested throwing out the television set.

**mirth**  
mərth

- n. Laughter; joyfulness expressed through laughter.  
The sight of the three-year-old wearing her mother's hat and shoes provoked much **mirth** among the family.

**moral**

môr' əl

*n.* A useful lesson about life.The play's **moral** was "Look before you leap."*adj.* 1. Having to do with questions of right and wrong.Animal cruelty is a **moral** as well as a legal issue.

2. Based on what is right and proper.

You have a **moral** duty to report a crime if you see it.

.....

*Tell your partner whom you talk to when you are faced with a moral decision.*

**outskirts**

out' skɜrts

*n.* The parts far from the center, as of a town.The plan to build another large shopping mall on the **outskirts** of town was voted down at the meeting.**resume**

re zōm'

*v.* 1. To begin again after a pause.The concert will **resume** after a fifteen-minute break.

2. To occupy again.

After the quick stop, the bus passengers **resumed** their seats for the next part of the journey.

.....

*Sit silently for fifteen seconds and then resume your work on this lesson.*

**ridicule**

rid' i kyool

*v.* To make fun of; to mock.People once **ridiculed** the idea that flight by heavier-than-air machines was possible.*n.* Words or actions intended to make fun of or mock.Their **ridicule** of my friend finally provoked me to lose my temper.**ridiculous** *adj.* Laughable; deserving of mockery.It is **ridiculous** to suggest that a bridge could be built across the Atlantic Ocean.**20A****Using Words in Context**

Read the following sentences. If the word in **bold** is used correctly, write **C** on the line. If the word is used incorrectly, write **I** on the line.

- (a) Being poor was never really a **burden** for my family. \_\_\_\_  
 (b) The **burden** was heavy, but no one complained. \_\_\_\_  
 (c) Candace doesn't like to **burden** her friends with all her troubles. \_\_\_\_  
 (d) A bowl of **burden** is very refreshing on a hot day. \_\_\_\_

2. (a) The students show their **compassion** by volunteering at the animal shelter. \_\_\_\_  
(b) Alejandro is studying acting and feels **compassionately** about the theater. \_\_\_\_  
(c) The **compassion** of a light bulb causes it to heat up. \_\_\_\_  
(d) A **compassionate** note of kindness was given to the victims. \_\_\_\_
3. (a) The large chair was too **cumbersome** for us to carry easily. \_\_\_\_  
(b) She smiled and gave me a **cumbersome** look as she skipped out the door. \_\_\_\_  
(c) Checking out all these books from the library will be **cumbersome**, but I need them. \_\_\_\_  
(d) Sunshine shone in **cumbersome** beams on the neighborhood. \_\_\_\_
4. (a) We **encountered** a few bumps on our trip. \_\_\_\_  
(b) The **encounter** ended when the dog ran away and the cat purred. \_\_\_\_  
(c) I **encountered** an old friend when I returned to my hometown. \_\_\_\_  
(d) I **encountered** how many eggs we have, but I forget the number. \_\_\_\_
5. (a) The coach **exerted** that he was sure they would win the game. \_\_\_\_  
(b) You must **exert** pressure on the handle to release the brake. \_\_\_\_  
(c) The **exertion** of running all the way home made me so tired. \_\_\_\_  
(d) **Exert** the book back to me when you're done reading it. \_\_\_\_
6. (a) The **jest** was funny enough to make some of us laugh. \_\_\_\_  
(b) I was speaking in **jest** when I said I was quitting the team. \_\_\_\_  
(c) Don't **jest** about something as serious as your safety! \_\_\_\_  
(d) Keep the good ones and throw the **jest** away. \_\_\_\_
7. (a) **Mirth** was piled up in the driveway. \_\_\_\_  
(b) My brother tried to hide his **mirth** when I saw what he did to my room. \_\_\_\_  
(c) The **mirth** in the car grew louder as more of us got the joke. \_\_\_\_  
(d) He tried to tell us that the **mirth** wasn't ready yet. \_\_\_\_
8. (a) The **moral** of the story is "Always tell the truth." \_\_\_\_  
(b) The **moral** thing to do is to return the money you found. \_\_\_\_  
(c) The **moral** we caught was at least three feet long. \_\_\_\_  
(d) The **moral** ended happily with the friends reunited. \_\_\_\_

9. (a) I **resumed** that you would be coming with us. \_\_\_\_  
 (b) The campers **resumed** all the food that we brought with us. \_\_\_\_  
 (c) The play **resumed** after the actor stopped coughing. \_\_\_\_  
 (d) Mrs. Muhammad **resumed** teaching after she had her baby. \_\_\_\_
10. (a) The suggestion was met with **ridicule** by the class. \_\_\_\_  
 (b) It's **ridiculous** to suggest that I could climb Mount Everest. \_\_\_\_  
 (c) We got rid of the **ridicule** but managed to save the good stuff. \_\_\_\_  
 (d) The **ridicule** was harvested in the spring by the farmers. \_\_\_\_

# 20B

## Making Connections

Circle the letter next to each correct answer. There may be more than one correct answer.

- Which word or words go with *feeling bad*?  
 (a) humiliated    (b) distress    (c) precious    (d) forlorn
- Which word or words go with *feeling angry*?  
 (a) compassion    (b) indignation    (c) ridicule    (d) outrage
- Which word or words go with *not in the city*?  
 (a) outskirts    (b) urban    (c) moral    (d) jubilee
- Which word or words go with *make fun of*?  
 (a) negotiate    (b) mimic    (c) mock    (d) ridicule
- Which word or words go with *sympathy*?  
 (a) ample    (b) artificial    (c) somber    (d) compassionate
- Which word or words go with *begin again*?  
 (a) resume    (b) comply    (c) encounter    (d) decline
- Which word or words go with *clumsy*?  
 (a) indignant    (b) unwieldy    (c) cumbersome    (d) hilarious

ample
burden
compassion
comply
cumbersome
distress
encounter
exert
indignant
jest
mirth
moral
outskirts
resume
ridicule

8. Which word or words go with *joke*?  
(a) vow                      (b) jest                      (c) prank                      (d) likeness
9. Which word or words go with *agree to do something*?  
(a) decline                      (b) resume                      (c) encounter                      (d) comply
10. Which word or words go with *enough*?  
(a) sufficient                      (b) indignant  
(c) compassionate                      (d) ample

## 20C

### Determining Meanings

Circle the letter next to each answer choice that correctly completes the sentence. There may be more than one correct answer.

1. The **burdensome**  
(a) salad was eaten as soon as it was ready.  
(b) table was too heavy for one person.  
(c) road is always clear and easy for my mom to drive on.  
(d) lie was all I could think about.
2. I was **distressed**  
(a) to read that everything was going to be OK.  
(b) into my seat on the giant roller coaster.  
(c) by reports that the park might close for good.  
(d) to hear about your injured dog.
3. The **jesting**  
(a) began, but I knew they weren't serious.  
(b) made Usma laugh harder and harder.  
(c) kept getting bigger and bigger until it exploded.  
(d) on the lake swirled in the early morning light.
4. The **outskirts**  
(a) kept billowing in the wind until we tied them down.  
(b) of the town seemed the right place to have a bike race.  
(c) of the thunder crashed three times in a row.  
(d) had only a few houses but mostly trees.

5. The **ridiculousness**

- (a) of the movie was obvious.
- (b) should be eaten in small amounts.
- (c) in the tissues are at the bottom of the stairs.
- (d) was almost too funny to ignore.

6. She was **mirthless**

- (a) because she hadn't had much sleep.
- (b) as she hopped up and down with excitement.
- (c) about the difficult test that was coming up.
- (d) but said she would try to get in a good mood.

7. Paulo **encountered**

- (a) the ants on the bed and yelled.
- (b) all of us in his family's kitchen for the surprise party.
- (c) how many chairs he would need.
- (d) off the diving board into the pool.

8. The **exertion**

- (a) on the sign told us not to go any farther.
- (b) during the first day of practice made us more tired than we expected.
- (c) was through the door at the end of the hall.
- (d) of playing two soccer games in a row will be intense.

ample

burden

compassion

comply

cumbersome

distress

encounter

exert

indignant

jest

mirth

moral

outskirts

resume

ridicule

Name \_\_\_\_\_

**Grade**  
**5**

## Pre-Course Test

1. Choose all the ways that show 45.239.

- A. 45 ones + 239 thousandths
- B. 4 tens + 5 ones + 239 tenths
- C. 4 tens + 5 ones + 2 tenths + 3 hundredths + 9 thousandths
- D. 45 ones + 23 hundredths + 9 thousandths

---

2. Write the number in two other forms.

Word form: seven and two hundred thirteen thousandths

Standard form:

Expanded form:

---

3. Write the words as an expression.

Add 14 and 20, then multiply by 4.

4. Round 1.619 to the nearest tenth.

---

5. Compare.

$$9.904 \bigcirc 9.902$$

6. Find the sum.

$$\begin{array}{r} 1.549 \\ + 39.804 \\ \hline \end{array}$$

---

7. Find the difference.

$$\begin{array}{r} 3.184 \\ - 2.176 \\ \hline \end{array}$$

8. Is the equation *true* or *false*?

$$5 \times (24 - 19) \stackrel{?}{=} 75 \div 3$$



Name \_\_\_\_\_

**Grade  
5**

## Pre-Course Test (continued)

Find the product.

9. 
$$\begin{array}{r} 681 \\ \times 338 \\ \hline \end{array}$$

10.  $0.14 \times 0.1 = \underline{\hspace{2cm}}$

11. Divide. Write the answer in two ways.

$3,041 \div 14 = \underline{\hspace{1cm}} \text{ R } \underline{\hspace{1cm}}, \text{ or } \begin{array}{r} \square \\ \hline \square \end{array}$

12. Find the quotient.

$19.7 \div 100 = \underline{\hspace{2cm}}$

13. Add.

$2\frac{4}{6} + 1\frac{1}{4} = \underline{\hspace{2cm}}$

14. Multiply.

$\frac{2}{3} \times \frac{2}{3} = \underline{\hspace{2cm}}$

15. Divide.

$9 \div \frac{1}{8} = \underline{\hspace{2cm}}$

16. Convert the capacity.

$8\frac{1}{4} \text{ c} = \underline{\hspace{1cm}} \text{ fl oz}$

17. Without calculating, tell whether the product  $\frac{5}{5} \times \frac{9}{8}$  is *less than*, *greater than*, or *equal to* each of its factors.

$\frac{5}{5} \times \frac{9}{8}$  is \_\_\_\_\_  $\frac{5}{5}$ .

$\frac{5}{5} \times \frac{9}{8}$  is \_\_\_\_\_  $\frac{9}{8}$ .

18. A geologist needs  $\frac{3}{10}$  cup of volcanic sand to perform an experiment. She has  $\frac{7}{10}$  cup of quartz sand. She has  $\frac{1}{2}$  cup more quartz sand than volcanic sand. Can she perform the experiment?

Name \_\_\_\_\_

**Grade**  
**5**

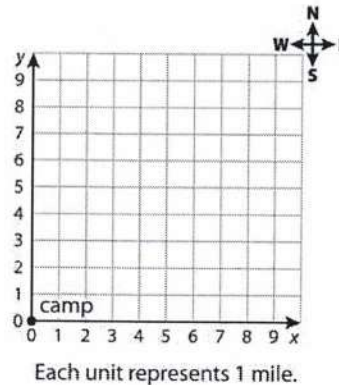
## Pre-Course Test (continued)

19. A recipe calls for  $2\frac{1}{2}$  teaspoons of baking powder per serving. You have 7 teaspoons of baking powder. You want to make  $2\frac{1}{2}$  servings. Do you have enough baking powder?

20. You have a board that is 2 feet. You cut  $\frac{1}{9}$ -foot pieces. How many pieces do you cut?

21. Plant A is 38 inches tall. Plant B is 4 feet 4 inches tall. Which plant is taller? How many inches taller?

22. A cave is located 9 miles east and 3 miles north of camp. Plot and label the cave.



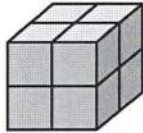
23. A container is a rectangular prism. The area of the base is 3 square feet. The height is 9 feet. Can the container hold 25 cubic feet of water?

Name \_\_\_\_\_

**Grade  
5**

**Pre-Course Test** (continued)

24. Find the volume of the figure.



Volume = \_\_\_\_\_ cubic units

25. Tell whether the statement is *true* or *false*.

*All quadrilaterals are trapezoids.*

26. The table shows the number of students per class.

Students Per Class			
23	21	20	19
23	16	18	20

Find and interpret the mean of the data.

27. Classify the solid.

