Grade 5 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet includes practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!

See the Grade 5 Math concepts covered in this packet!

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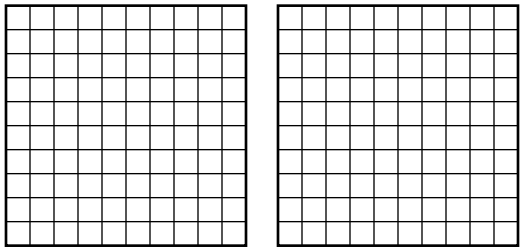
Understanding of Place Value

Name: _____

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.



0.5 **0.05**

Complete the comparison statements.

0.05 is _____ of 0.5.

0.5 is _____ times the value of 0.05.

Complete the equations.

$0.5 \div$ _____ $= 0.05$

$0.05 \times$ _____ $= 0.5$

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times$ _____ $= 2$

$2 \div$ _____ $= 0.2$

3 Which type of model do you like best? Explain why.

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Understanding Powers of 10

Name: _____

Multiply or divide.

1. $6 \div 10$ _____
2. $0.6 \div 10$ _____
3. $6 \div 10^2$ _____
4. $0.6 \div 10^2$ _____
5. $6 \div 10^3$ _____
6. $60 \div 10^3$ _____
7. 0.3×10 _____
8. 0.3×10^2 _____
9. 0.3×10^3 _____
10. 0.03×10^2 _____
11. 0.003×10^2 _____
12. 0.03×10^3 _____
13. $72 \div 10$ _____
14. 0.72×10^2 _____
15. $7{,}200 \div 10^3$ _____
16. $20 \div 10^2$ _____
17. 0.9×10^3 _____
18. 0.001×10^2 _____
19. $54 \div 10$ _____
20. $150 \div 10^3$ _____
21. 0.46×10^3 _____

22. What strategies did you use to solve the problems? Explain.

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Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1. 0.2

_____

2. 0.02

_____

3. 0.002

_____

4. 0.12

_____

5. 0.012

_____

6. 0.102

_____

7. 1.002

_____

8. 9.4

_____

9. 90.04

_____

10. 0.94

_____

11. 500.2

_____

12. 8.008

_____

13. 700.06

_____

14. 6.335

_____

15. 3,000.001

_____

16. What strategies did you use to help you read the decimals? Explain.

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Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1 one and six tenths

_____

2 eight and eleven hundredths

_____

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

_____

4 thirteen and thirteen thousandths

_____

5 $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

_____

6 $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$

_____

7 five hundred twelve thousandths

_____

8 $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$

_____

9 $2 \times 1 + 4 \times \frac{1}{100}$

_____

10 forty-two and forty-one hundredths

_____

11 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

_____

12 twelve and sixty-eight thousandths

_____

13 $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

_____

14 nine hundred fifty-six and four hundred twenty-seven thousandths

_____

15 How was writing decimals for numbers in word form different from numbers in expanded form?

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Comparing Decimals

Name: _____

Write the symbol <, =, or > in each comparison statement.

1. 0.02 _____ 0.002
2. 0.05 _____ 0.5
3. 0.74 _____ 0.84
4. 0.74 _____ 0.084
5. 1.2 _____ 1.25
6. 5.130 _____ 5.13
7. 3.201 _____ 3.099
8. 0.159 _____ 1.590
9. 8.269 _____ 8.268
10. 4.60 _____ 4.060
11. 302.026 _____ 300.226
12. 0.237 _____ 0.223
13. 3.033 _____ 3.303
14. 9.074 _____ 9.47
15. 6.129 _____ 6.19
16. 567.45 _____ 564.75
17. 78.967 _____ 78.957
18. 5.346 _____ 5.4
19. 12.112 _____ 12.121
20. 26.2 _____ 26.200
21. 100.32 _____ 100.232

22. What strategies did you use to solve the problems? Explain.

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Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1. 0.32 _____
2. 3.87 _____
3. 0.709 _____
4. 12.75 _____
5. 12.745 _____
6. 645.059 _____

Round each decimal to the nearest hundredth.

7. 1.079 _____
8. 0.854 _____
9. 0.709 _____
10. 12.745 _____
11. 645.059 _____
12. 50.501 _____

Round each decimal to the nearest whole number.

13. 1.47 _____
14. 12.5 _____
15. 200.051 _____

16. Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17. Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

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Multiplying Multi-Digit Whole Numbers

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1 132 × 34

2 247 × 15

3 145 × 23

4 308 × 12

5 158 × 41

6 364 × 32

7 400 × 29

8 254 × 17

9 187 × 42

10 216 × 12

11 323 × 18

12 194 × 26

13 317 × 14

14 385 × 31

15 285 × 27

16 What strategies did you use to solve the problems? Explain.

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Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 580 × 30

2 3,104 × 18

3 1,482 × 38

4 1,085 × 17

5 1,236 × 55

6 1,625 × 18

7 2,105 × 13

8 1,788 × 15

9 2,500 × 19

10 648 × 32

11 2,409 × 23

12 306 × 62

13 2,417 × 24

14 650 × 35

15 962 × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

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Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
516 ÷ 12	~~*48*~~ 43 Check: 12 × 48 = 576
837 ÷ 31	*27*
351 ÷ 13	*57*
918 ÷ 54	*22*
896 ÷ 32	*23*
1,482 ÷ 78	*14*
1,012 ÷ 11	*82*
1,344 ÷ 56	*24*

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

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Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1 540 ÷ 12

_____

2 798 ÷ 38

_____

3 429 ÷ 11

_____

4 931 ÷ 19

_____

5 925 ÷ 25

_____

6 390 ÷ 15

_____

7 1,071 ÷ 51

_____

8 1,326 ÷ 13

_____

9 1,856 ÷ 32

_____

10 2,952 ÷ 72

_____

11 1,869 ÷ 89

_____

12 1,798 ÷ 29

_____

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

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Adding Decimals

Name: _____

Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.

1 0.24 + 4.25

_____

2 4.8 + 0.16

_____

3 2.31 + 2.075

_____

4 2.31 + 2.7

_____

5 0.909 + 4.09

_____

6 3.99 + 1.109

_____

7 2.675 + 2.325

_____

8 3.775 + 0.225

_____

9 2.06 + 2.933

_____

10 2.6 + 2.933

_____

11 1.809 + 3.091

_____

12 3.01 + 1.991

_____

13 1.83 + 3.1 + 0.1

_____

14 0.012 + 3.79 + 1.101

_____

15 2.6 + 2.04 + 0.099

_____

16 What strategies did you use to solve the problems?

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Subtracting Decimals to Hundredths

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 7.5 − 1.2

_____

2 10.75 − 4.13

_____

3 20.2 − 14.8

_____

4 6.12 − 0.7

_____

5 41.5 − 33.25

_____

6 15.9 − 8.92

_____

7 105.53 − 99.28

_____

8 9.46 − 3.68

_____

9 74 − 65.9

_____

10 5.05 − 0.56

_____

11 31.27 − 23.67

_____

12 256.4 − 248.38

_____

13 12 − 4.39

_____

14 1,280.01 − 1,272.77

_____

15 500.2 − 494.94

_____

Answers

6.25	5.26	6.62	8.1	7.6
4.49	8.25	7.61	6.98	5.42
7.24	5.4	8.02	5.78	6.3

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Using Estimation with Decimals

Name: _____

Solve the problems.

1 Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

2 Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

3 Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

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Name: _____

4 Kyle wants to buy a hat for $5.75, a T-shirt for $7.65, and a keychain for $3.15. He has $16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

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Grade 5 NTI Packet #1

Grade 5 Reading

Student At-Home Activity Packet

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 5 Reading activities included in this packet!

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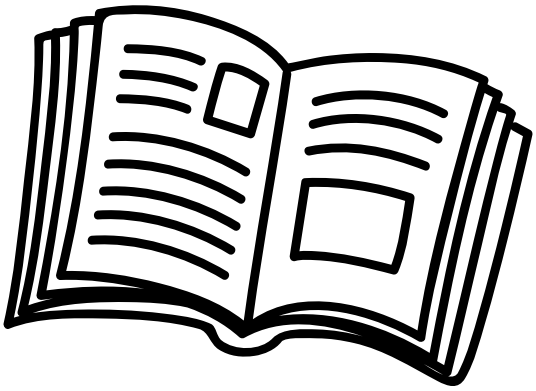
Independent Reading!



See pages 53 and 54 of this packet.

Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Name _____ Date _____

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

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Lesson 21

Homographs

Introduction

Homographs are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

A brisk wind blew, so I buttoned my coat.

Then I began to wind my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

wind[1] (wĭnd) *n.* **1.** moving air **2.** breath, or breathing

wind[2] (wīnd) *v.* **1.** to go along a twisty path **2.** to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.

Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

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Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

1 I wandered down to the port to watch cargoes being unloaded from boats.

A **port**[1] (pôrt) *n.* a harbor

B **port**[2] (pôrt) *n.* the left on a ship

C **port**[3] (pôrt) *n.* a valve, or opening that lets liquid out

D **port**[4] (pôrt) *n.* a person's manner, or bearing

2 "Your ship looks sound," I said to a fisherman.

A **sound**[1] (sound) *n.* a noise

B **sound**[2] (sound) *adj.* in good shape

C **sound**[3] (sound) *n.* a long, wide body of water

D **sound**[4] (sound) *v.* to measure how deep water is

3 "It has to be," he said. "Tomorrow we're bound for the fishing lanes."

A **bound**[1] (bound) *v.* to leap or jump forward

B **bound**[2] (bound) *n.* border

C **bound**[3] (bound) *adj.* tied

D **bound**[4] (bound) *adj.* on the way to a particular place

4 "High winds and fierce storms are sure to batter us on the open seas," he continued.

A **batter**[1] ('batər) *v.* to hit, pound

B **batter**[2] ('batər) *n.* a player at bat

C **batter**[3] ('batər) *n.* a liquid mixture, often of flour, eggs, and milk

D **batter**[4] ('batər) *n.* a sloping structure

5 "Fortunately, our bow is sturdy and true," he finished.

A **bow**[1] (bou) *v.* to bend the head or upper body in greeting

B **bow**[2] (bou) *v.* to be pushed over with age or pressure

C **bow**[3] (bou) *n.* the front of a ship's hull

D **bow**[4] (bo) *n.* a weapon for shooting arrows

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Lesson 8
Finding the Theme of a Poem

Learning Target

Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

Read Poems can express feelings and ideas on many **topics**. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.

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Think What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			Night can ease the worries of the day.

Talk Share your chart with a partner.

- What is the topic of the comic strip?
- Did you describe in the same way what the friends say and do? How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk

Use these words to talk about the text.

- **theme**
- **topics**
- **speaker**
- **reflect**

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Read

Genre: Lyric Poem

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.
Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.
By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

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Explore **What details in the poem "Darkness in the Desert" develop its theme?**

Look for evidence of what the speaker thinks about day and night in the desert.

Think

1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Talk

2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

Write

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

HINT Start your response by stating the theme in one sentence.

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Write **Use the space below to write your answer to the question on page 137.**

Darkness in the Desert

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response.

HINT Start your response by stating the theme in one sentence.

Don't forget to check your writing.

Check Your Writing

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

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Genre: Narrative Poem

NIGHT WALK

by Amy Saito

The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.

The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.

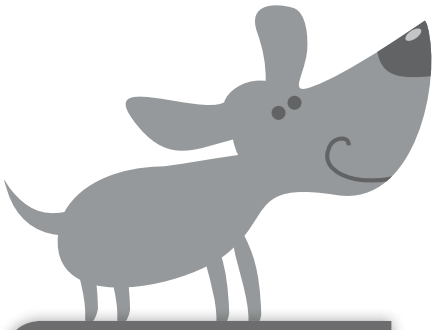
What's that thing moving in the tree?
The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
Can't run all night when she's so small.

Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.

Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.



Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

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Think

Use what you learned from reading the poem to answer the following questions.

A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

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

Part A

How are the events in stanzas three and four important to the theme of the poem?

A The events show it is a good night for a walk.

B The events show that puppy is young and active.

C The events show the speaker is the puppy's master.

D The events show that the night is dark and dangerous.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

A "What's that thing moving in the tree?" (stanza three)

B "The puppy dashes up to see." (stanza three)

C ". . . sits beneath the tree. . . ." (stanza three)

D "Her master guides her. . . ." (stanza four)

E ". . . there is no light . . ." (stanza four)

F "She yanks her leash: . . ." (stanza four)

Talk

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.

HINT Think about the speaker's reflections on how the puppy will change over time.

Write

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 141 to write your answer.

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NIGHT WALK

2 **Use the chart below to organize your ideas.**

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Write **Use the space below to write your answer to the question on page 139.**

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

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Lesson 2

Prepositions and Prepositional Phrases

Introduction

A **preposition** is a word that shows how other words in a sentence are related. Words such as *about*, *by*, *in*, *of*, *on*, *to*, and *under* are prepositions.

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is called the **object** of the preposition.

  preposition object preposition object
  The Emperor penguins [of] [**Antarctica**] spend winter [on] the open [**ice**.]

- A preposition tells about the relationship between the object of the preposition and another word in the sentence. Look at these sentences.

  Emperor penguins swim **under the** ice when they hunt.

  I recently saw a movie **about these amazing** penguins.

- In the first sentence, the preposition *under* tells about the relationship between *ice* and the verb *swim*. In the second sentence, the preposition *about* tells about the relationship between *penguins* and the noun *movie*.
- A prepositional phrase sometimes tells *how*, *when*, *where*, or *what kind*. In the sentences you just read, the prepositional phrase *under the ice* tells *where* the penguins swim. The prepositional phrase *about these amazing penguins* tells *what kind* of movie it was.

Guided Practice

Underline the prepositional phrase in each sentence and circle the preposition. Then draw an arrow from the object of the preposition to the word it relates to.

HINT Most prepositional phrases come after the noun or verb they describe.

Example:
I read a book **about Emperor penguins.**

1. Emperor penguins breed in the winter.
2. Female Emperor penguins lay eggs on the ice.
3. Males watch the eggs while the females travel to the sea.
4. The warmth of the males' feathers protects the eggs.
5. The females return and provide food for the little chicks.

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Independent Practice

For numbers 1–3, choose the prepositional phrase in each sentence.

1 Emperor penguins can be found on only one continent.

A found on only one continent

B can be found

C only one continent

D on only one continent

2 Antarctica's winter begins in late March.

A winter begins

B begins in

C in late March

D begins in late March

3 There are 17 types of penguins, and the Emperor penguin is the largest.

A of penguins

B and the Emperor penguin

C is the largest

D are 17 types of

For numbers 4 and 5, answer the question.

4 Read this sentence.

> Most animals move <u>to</u> a warmer place each winter, but Emperor penguins do not.

What is the purpose of the underlined preposition?

A to describe when animals move

B to connect *warmer* with *animals*

C to connect two phrases about winter

D to show a relationship between *move* and *place*

5 Read this sentence.

> The feathers <u>of</u> the penguin keep out cold air and water.

What is the purpose of the underlined preposition?

A to connect *feathers* with *cold*

B to show a relationship between *feathers* and *penguin*

C to tell what a penguin's feathers do

D to show a relationship between *penguin* and *cold*

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Read

Genre: Narrative Poem

Anna's MONSTERS

by Justin Nuñez

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **assured**
- **complained**

I'm scared of the darkness, I don't care who knows it,
I don't like the darkness at all.
I sleep with the lights on—two lights in my room,
And a much brighter light in the hall.
I'm frightened of monsters that might come and get me,
Whenever I climb into bed.
My mother says, "Anna, you're just being silly,
The monsters are all in your head!"

But I don't think that's true, because of what happened
Last night, the first day of the week.
I put on my nightgown, got under the covers—
Rolled over, and heard a strange squeak.
It wasn't a mouse, and it wasn't a rabbit,
It wasn't a dog or a cat.
So I screamed out in terror. My mother came running!
"Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
I was almost too frightened to talk.
I *knew* it was monsters, some big hungry monsters,
It was all I could do not to squawk!
"I *don't* like the darkness," I said to my mother,
"I don't like the dark and the night.
Can't I get up and sit with you out on the couch,
In a room that's all cheery and bright?"

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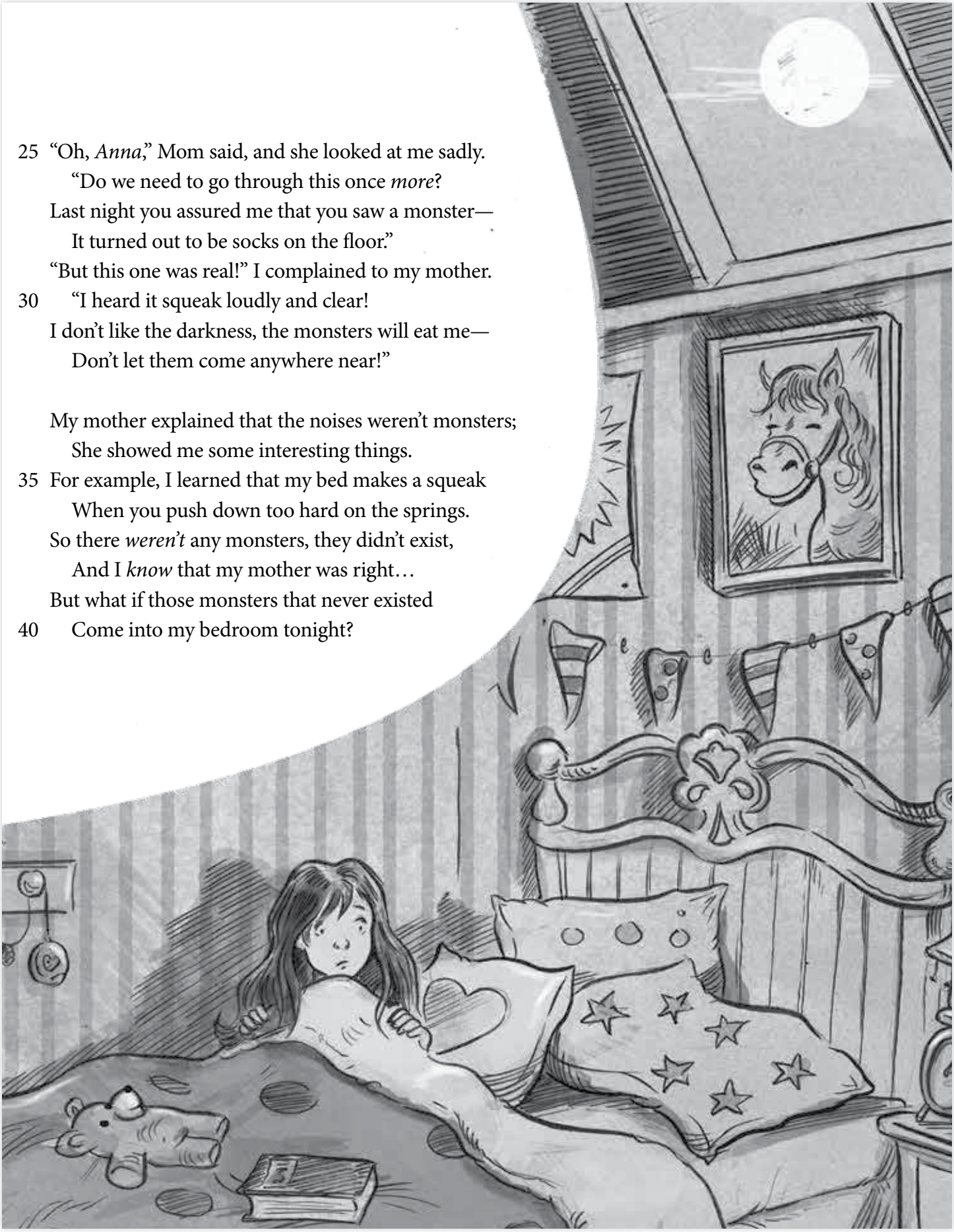
"Oh, *Anna*," Mom said, and she looked at me sadly.
"Do we need to go through this once *more*?
Last night you assured me that you saw a monster—
It turned out to be socks on the floor."
"But this one was real!" I complained to my mother.
"I heard it squeak loudly and clear!
I don't like the darkness, the monsters will eat me—
Don't let them come anywhere near!"

My mother explained that the noises weren't monsters;
She showed me some interesting things.
For example, I learned that my bed makes a squeak
When you push down too hard on the springs.
So there *weren't* any monsters, they didn't exist,
And I *know* that my mother was right…
But what if those monsters that never existed
Come into my bedroom tonight?



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Think Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Read the line from the first stanza of the poem.

The monsters are all in your head!

Which phrase **best** states the meaning of all in your head?

A easy to see

B ready to attack you

C only imagined

D giving you a headache

Part B
Which detail in the first stanza **best** helps the reader understand the meaning of all in your head?

A "I'm scared of the darkness, . . ."

B "I sleep with the lights on, . . ."

C "Whenever I climb into bed."

D "'Anna, you're just being silly, . . .'"

2 Which statement **best** summarizes the speaker's message about fears?

A For most people, nighttime is scary because it is dark and quiet and nobody is awake.

B Many people are much too fearful, and some are even afraid of their own surroundings.

C It can be hard to stop being afraid, even when someone proves that what you fear is not real.

D It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

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3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How are the events in stanzas two and three important to the poem's theme?

A These events show Anna doesn't like the dark of night because that is when she sees the monsters.

B These events show Anna remembers it was last night that she heard a squeak.

C These events show Anna's mother comes running in fear when Anna screams.

D These events show Anna believes that monsters make the noises that scare her in the dark.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

A ". . . because of what happened. . . ." (stanza two)

B ". . . I screamed out in terror." (stanza two)

C ". . . 'Whatever,' she asked me, 'was that?'" (stanza two)

D "I *knew* it was monsters, . . ." (stanza three)

E "It was all I could do. . . ." (stanza three)

F ". . . a room that's all cheery and bright?" (stanza three)

4 Which line from the poem **best** summarizes a theme of the poem?

A "'The monsters are all in your head!'" (line 8)

B "Rolled over, and heard a strange squeak." (line 12)

C "So I screamed out in terror. My mother came running!" (line 15)

D "'I *don't* like the darkness,' I said to my mother," (line 21)

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Read

Genre: Lyric Poem

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **hovering**
- **vaster**

SUMMER NIGHT

by Bianca Cappeletta

The city is full of streetlights, stoplights, floodlights
making it hard to see the stars
But Ben and Louie are out this summer night at ten PM
in front of their apartment building, peering up at the sky anyway.
Ben asks if that's the constellation Orion hovering over there just
above that billboard
Louie shrugs because he doesn't know for sure
He asks how many light-years to the edge of the universe
and what's beyond the edge when you get there
if you could get there (which you probably can't, but if you *could*)
Ben says he doesn't know for sure either
It's a vast place, the universe, but what's beyond it must be vaster still
And they know they should go inside and get ready for bed
but it's too wonderful out here below the faint glow of the stars
and they just can't

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Write Use what you learned from reading "Summer Night" to answer the following question.

5 **Short Response** What is the theme of the poem "Summer Night"? Use details from the poem to support your answer.

Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.

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Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, Climbing Mount Whitney. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On

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Now that you're in shape and used to the height, rest. The day before your climb, take it easy. The night before your climb, eat a dinner of spagheti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will had reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

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23 Read this sentence from the essay.

I read all about it in a library book, Climbing Mount Whitney.

What is the correct way to write the title of the book?

A 'Climbing Mount Whitney'

B "*Climbing Mount Whitney*"

C *Climbing Mount Whitney*

D "Climbing Mount Whitney"

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