

Name _____

Vocabulary: Context Clues

- When you read an unfamiliar word, look for **context clues**.
- The words and sentences around an unknown word can help you figure out a word's meaning.
- The author may include a definition, a synonym, or another clue to the word's meaning.

Directions Read the following passage about villagers experiencing a drought. Then answer the questions below. Look for context clues to help you figure out the meaning of any unfamiliar words.

Villager 1: This is the worst drought I can remember. My well has gone dry.
 Villager 2: (*nodding*) The cattle have nothing to feed on. They grazed all they could.
 Villager 1: Have you been to the farmers' market in town? People walk around in shock, as if they didn't know what hit them.

Villager 2: Can you blame them? Only six months ago, we had a time of abundance. The farmers had a plentiful harvest.
 Villager 1: Maybe it's time for us to leave the farming business altogether.
 Villager 2: (*shrugs*) I fear my cattle don't have that choice.

1. Is a *drought* a good or a bad thing? What clues from the story help answer this question?

2. What does the word *grazed* mean in this story?

3. How does the context tell you what *abundance* means?

4. Write a sentence that uses context clues to reveal the meaning of *shock*.



Home Activity Your child used context clues to identify the meanings of unfamiliar words. Challenge your child to write a paragraph that includes context clues to reveal the meanings of difficult or unfamiliar words.

Verb Tenses Worksheet (Re-Writing Part 1)

Present tense verbs tell what happens now.
 Past tense verbs tell about action that already happened.
 Future tense verbs tell about action that is going to happen.

Directions: Underline the verbs in each sentence below. Write whether it is present or past tense. On the lines provided, re-

write the sentence in future tense.

Example A - John went to the store

Answer - went - Past Tense - John will go to the store

1. David runs home after school.

2. The team left the bus.

3. The sun rises the morning.

4. There are seven days in the week.

5. After school, Kar asked home.

Pronouns Worksheet (Identifying Part 1)

A pronoun is a word that may take the place of one or more nouns.

Directions: Circle the pronoun that takes the place of the

underlined part of the sentence.

Example: I - My friend and I went to the store. We went to the

store. We danced together.

1. My mom and I played soccer. We played soccer.

2. My mom and dad went on vacation. They went on vacation.

3. John and Sarah danced together. They danced together.

4. My sister plays with dolls. She plays with dolls.

5. My brother went to school. He went to school.

6. My aunt and uncle went to my party. They went to my party.

7. Jacky bought a new car. She bought a new car.

8. Mr. Davis works in the library. He works in the library.

9. Jimmy plays basketball. She plays basketball.

10. My friend and I went to the park. We went to the park.

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Conjunctions

Directions Circle the coordinating conjunction in each sentence.

1. People from Europe and Africa settled in North America.
2. Most Europeans were free, but most Africans arrived in chains.
3. White people farmed and traded freely.
4. Africans were enslaved workers on farms and in cities.
5. Many people protested this injustice, but change was slow to come.
6. Would America take the path of freedom or of slavery?

Directions Use the coordinating conjunction *and*, *but*, or *or* to join each pair of sentences. Write the new sentences. Remember to add a comma.

7. The Civil War ended slavery. African Americans were set free.

8. It seemed that society had changed. New laws soon oppressed the freed slaves.

9. African Americans were free. They were still treated like slaves.

10. They must accept these cruel laws. They would suffer harsh punishment.

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Writing • Summary

Key Features of an Summary

- includes key events or main ideas
- is written in the writer's own words
- tells the events in chronological order

Summary of How Night Came from the Sea by Mary-Joan Gerson

How Night Came from the Sea is a myth from Brazil, retold by Mary-Joan Gerson. The story tells about Iemanjá, the African goddess of the sea and her daughter who marries an earthling.

At the beginning of time, there was no night, only sunlight on the earth. The daughter of Iemanjá happened to fall in love and marry an earth person. The two of them lived a happy life on the earth until the daughter began to miss the darkness she had grown up with in the depths of the sea.

Seeing his wife's sadness, the earth husband ordered his servants to get a bag of night from Iemanjá. When the scared servants arrived in the depths of the sea, Iemanjá gave them a bag of night with

clear instructions to not open up the bag until they were near her daughter, who could calm the night spirits. But the curious servants came back to the earth and opened the bag by themselves. All of the night beings exploded out of the bag, and night swiftly came to the earth. But the daughter of Iemanjá was able to tame the night beings, and she was again happy to have night.

Once the daughter was happy again, she celebrated by giving three gifts to the earth: the morning star to announce the birth of a new day, the rooster to remind us that day has begun, and singing birds to announce when dawn will come. In Brazil this kind of morning is called the *madrugada*.

1. Reread the summary. Write one sentence that tells the main idea of the second paragraph.

2. What key events does the summary explain?

Name: _____

Date: _____



GENIUSCHALLENGE

HUMAN BODY SYSTEMS

1. Fill in the blanks using the following words: circulatory, muscular, digestive, respiratory

When exercising, your _____ system helps you get oxygen from the air, and your _____ system helps move the oxygen throughout your body.

2. True or false: the body is made up of only four systems that all work together.

3. Which body system includes the heart? _____

4. Which body system includes the lungs? _____

5. True or false: chewing your food is the first step of digestion.

6. When Dr. Jeff pedals the bike, what three major body systems he is using?

1. _____ 2. _____ 3. _____

7. Which body systems is your blood a part of? _____

8. Fill in the blanks using the words increases, decreases, or stays the same.

When you exercise, your heart rate _____ and your breaths per minute _____

9. Fill in the blanks using the words contract and relax.

When you straighten your leg, the muscles on top of your leg _____ and the muscles on the bottom of your leg _____

10. What does oxygen hitch a ride on to move from the lungs to the blood and eventually the heart?

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Chapter 3 / Activity 6: Vocabulary Development

Use with Unit 2, Chapter 3, pgs. 92-101

Directions: Choose the word that best matches the given definition. Write the word on the line next to the number. Choose your answers from the words in the box. (If you need help, check the Glossary beginning on page 405 of your textbook.)

merchants	stands	squatters	Enabling Act	craftsmen
vacant	emigrants	executive	keelboat	spring
surveyors	mementos	townships	legislative	judicial
homesteads	miniatures	sections	petitioned	
constitution	constitutional	convention		

- People who buy and sell goods
- A meeting to discuss and write or revise a constitution
- The branch of government responsible for making laws
- People who leave one country to live in another
- A unit of local government
- In frontier Alabama, a place where one could stop for a meal or lodging while traveling
- Act that allowed Alabama to become a state
- Objects that remind one of a place, person, or time
- A boat steered with long poles
- A stream of water coming out of the ground
- Skilled artisans
- Empty
- Made a formal request
- People who occupy land or a building without the owner's permission
- Divisions of land marked by surveyors
- Branch of government responsible for carrying out plans, laws, and official policies
- Laws and principles that form the basis of a country's organization
- People who measure the land
- A house and its land and buildings
- Having to do with the law and courts
- Very small figures, paintings, or portraits

Name _____

Chapter 6 Extra Practice

Lesson 6.1

Tell whether the fractions are equivalent. Write = or ≠.

1. $\frac{5}{10} \bigcirc \frac{1}{2}$ 2. $\frac{2}{3} \bigcirc \frac{3}{6}$ 3. $\frac{6}{8} \bigcirc \frac{3}{4}$ 4. $\frac{7}{12} \bigcirc \frac{4}{6}$

Lesson 6.2

Write two equivalent fractions for each.

1. $\frac{2}{3}$ 2. $\frac{5}{10}$ 3. $\frac{4}{12}$ 4. $\frac{4}{5}$

Lesson 6.3

Write the fraction in simplest form.

1. $\frac{6}{12}$ 2. $\frac{2}{10}$ 3. $\frac{4}{6}$ 4. $\frac{3}{12}$ 5. $\frac{6}{10}$

Lesson 6.4

Write the pair of fractions as a pair of fractions with a common denominator.

1. $\frac{2}{3}$ and $\frac{5}{6}$ 2. $\frac{3}{5}$ and $\frac{1}{2}$ 3. $\frac{1}{4}$ and $\frac{5}{12}$

4. $\frac{7}{8}$ and $\frac{3}{4}$ 5. $\frac{3}{10}$ and $\frac{1}{5}$ 6. $\frac{3}{4}$ and $\frac{1}{3}$

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Lesson 6.5

1. Mr. Renner is decorating a bulletin board with groups of shapes. Each group has 3 shapes, and $\frac{2}{3}$ of the shapes are snowflakes. If Mr. Renner is using 4 groups of shapes, how many snowflakes will he need?

Complete the table to find the fraction of the shapes for each number of group that are snowflakes.

Groups of Shapes	1	2	3
Number of Snowflakes Number of Shapes	$\frac{2}{3}$	$\frac{4}{3}$	$\frac{6}{3}$

How many snowflake shapes will Mr. Renner use? _____

2. Nell made a pizza. She cut the pizza into fourths. Then she cut each fourth into four pieces. Nell and her friends ate 6 of the smaller pieces of the pizza.

What fraction of the pizza did Nell and her friends eat? _____

What fraction of the pizza did Nell and her friends NOT eat? _____

Lessons 6.6 - 6.7

Compare. Write <, >, or =.

1. $\frac{2}{6} \bigcirc \frac{3}{4}$ 2. $\frac{6}{8} \bigcirc \frac{1}{4}$ 3. $\frac{5}{6} \bigcirc \frac{2}{4}$ 4. $\frac{1}{3} \bigcirc \frac{4}{12}$
 5. $\frac{1}{6} \bigcirc \frac{1}{8}$ 6. $\frac{2}{3} \bigcirc \frac{4}{6}$ 7. $\frac{3}{10} \bigcirc \frac{3}{12}$ 8. $\frac{7}{8} \bigcirc \frac{4}{4}$

Lesson 6.8

Write the fractions in order from least to greatest.

1. $\frac{1}{2}, \frac{1}{4}, \frac{9}{10}$ 2. $\frac{2}{3}, \frac{1}{6}, \frac{3}{10}$ 3. $\frac{3}{5}, \frac{3}{4}, \frac{8}{8}$

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