

Name:

Fiction: Review – Q4:5

Date:

*As you answer this week's questions, highlight your evidence in the text.*

## **My Day at Funland**

**Kendra**

I've been to Funland so much every summer since I was little, so I wasn't sure going on a class trip there would be very special. I was hoping the class would choose the zoo this year, but everyone voted for Funland because of the water park. I like the big water slides, but what I really love are the roller coasters.

My favorite is the Angry Dragon, the biggest coaster in the park. As soon as I was tall enough to ride, my Dad rode it with me. One of my best memories. I have never been scared of roller coasters, so I didn't expect my friend Josh to make such a big deal about riding with me on the Angry Dragon.

Josh said he'd rather not go on the coaster with me, and I will admit I said "What are you, chicken?" I love to ride the coasters with my friends, and get that picture of both of us screaming. I was looking forward to getting a picture with Josh.

I guess everyone else started teasing Josh too, and that is when our teacher, Mr. Johnson, came over and made us stop. He said he didn't like roller coasters either, and it wasn't because he was scared of them. He just doesn't enjoy them. Before he was a teacher, Mr. Johnson was in the Army. I think he even fought in a war. He's the toughest person I know.

"Josh is your friend. Friends don't tell friends to do things they don't want to do," Mr. Johnson told me.

I felt bad that I made fun of Josh. I guess just because I love riding roller coasters, doesn't mean everyone else has to. While I rode the roller coaster, Josh went on the bumper cars. I don't like bumper cars. I can't figure out how to steer them and so I get bumped...a lot!

After our rides, Josh and I split a funnel cake with strawberries on it. Mr. Johnson said he hates funnel cakes, because they are nothing but sugar and starch. But that's okay. Everyone doesn't have to like the same things. Mr. Johnson bought himself a great big sour pickle. Still, I can't imagine ever choosing a pickle over a funnel cake.



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## My Day at Funland

Josh

With seven brothers and sisters in my family, theme parks have never been in our family budget. When Mr. Johnson said the class voted to go to Funland for our school trip, I was pretty excited. I've gone camping with my family lots of times, and done things like rock climbing and snorkeling, but I've never done rides or water slides.

My friend Kendra has been going to Funland ever since she was little. I grabbed a map of the park when we arrived, but Kendra said she knew the place by heart. I tucked the map in my pocket, anyway.

"I'll show you the Kendra way to do Funland," she told me. "You are going to love this place!"

I did love the water slide. It reminded me of Sliding Rock, a natural waterfall we slid down during our camping trip in North Carolina. On a hot day, there is nothing better than a waterfall. Unfortunately, the roller coaster wasn't as appealing. I thought the triple loops might make me throw up. Plus, who wants to wait in that long of line?

"But you've got to go on the Angry Dragon! You can't go to Funland and not go on the Angry Dragon!" Kendra insisted when I told her I didn't want to go on it. "It's the best ride in the park."

"You go ahead. I think I'll check out the bumper cars." I told her.

"What are you, chicken?" she said, teasing.

"No, I just—" I didn't get to finish.

"Josh is scared of roller coasters." One of our classmates shouted. The place was crowded so I couldn't see who started it, but soon other kids our class began chanting "Josh is chicken" at me. That's when Mr. Johnson came over. He's our teacher and he's really cool.

"I don't like roller coasters either," he told us. "If I'm going to get my adrenaline pumping, there better be a good reason for it. Just not my thing. Leave Josh alone. He's not scared he just doesn't enjoy roller coasters."

It got very quiet after Mr. Johnson spoke. Mr. Johnson was in the Army in Afghanistan, and we know he isn't afraid of much of anything.

"I'm sorry," Kendra said.

"Go have fun on the roller coaster, you daredevil," I told her with a smile.

The line for the Angry Dragon must have taken forever. I challenged Mr. Johnson to race me on the Bumper Cars. We rode 3 times in row before Kendra was done. I beat Mr. Johnson once, I don't even think he let me win.

Kendra said she still felt bad about teasing me back at the roller coaster. I told her it was all fine, but she insisted on treating me to my first funnel cake. It tasted a lot like a freshly cooked donut. We topped it with strawberries and lots and lots of powdered sugar. We offered Mr. Johnson a bite, but he said no. He ordered a big sour pickle, instead. He said he loves them, and I guess he does. But still, his lips made a funny pucker each time he bit into it. Kendra and I both agreed we'd choose sweet over sour every time.

Fiction: Review – Q4:5

| <b>Monday</b>  | <b>Tuesday</b>  |
|--|---|
| <p>Based on the title, what might this story be about?</p> <hr/>                             | <p>What details from the story tell you that Kendra would rather have gone somewhere else for the class trip?</p> <hr/> |
| <p>From what point of view are the stories being told?</p> <hr/>                             | <p>Why did Kendra not expect Josh to have a problem with going on the roller coaster with her?</p> <hr/>                |
| <p>Who is the main character in each story?</p> <hr/>  | <p>According to Kendra's story, what caused the other kids to make fun of Josh?</p> <hr/>                               |
| <p>Even though both stories have the same title, how are they different?</p> <hr/>           | <p>How did Kendra feel after making fun of Josh?</p> <hr/>  |
| <b>Wednesday</b>   | <b>Thursday</b>   |
| <p>What details from the story tell you that Josh was excited to go to Funland?</p> <hr/>    | <p>How are Kendra and Josh different?</p> <hr/>   |
| <p>What details from the story demonstrate Josh's feelings toward roller coasters?</p> <hr/> | <p>What information did we gain by reading the story from Josh's point of view?</p> <hr/>                               |
| <p>Mr. Johnson was in the Army. How does this fact help Josh?</p> <hr/>                      | <p>What is the theme of the story?</p> <hr/>  |
| <p>What did Kendra and Josh have in common at the end of Josh's story?</p> <hr/>             | <p>Based on the story, give one idea the author might agree with.</p> <hr/>   |

# Think It Through: May Week #1

## QUOTE OF THE WEEK

"Your best opportunities are out on the skinny branch."

- Lisa Nichols

INTERPRET THE QUOTE

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## WORD WORK OF THE WEEK

The week of May 6<sup>th</sup> is Teacher Week. Write the first word you think of that RELATES TO A TEACHER and begins with each letter of the alphabet. Challenge yourself to use only words with 2 or more syllables.

|   |       |   |       |
|---|-------|---|-------|
| A | _____ | N | _____ |
| B | _____ | O | _____ |
| C | _____ | P | _____ |
| D | _____ | Q | _____ |
| E | _____ | R | _____ |
| F | _____ | S | _____ |
| G | _____ | T | _____ |
| H | _____ | U | _____ |
| I | _____ | V | _____ |
| J | _____ | W | _____ |
| K | _____ | X | _____ |
| L | _____ | Y | _____ |
| M | _____ | Z | _____ |

## CREATION OF THE WEEK

**THE FIRST NEWSPAPER CARTOON RAN ON  
MAY 9, 1754.**

Create your own cartoon below.

|  |  |
|--|--|
|  |  |
|  |  |

Name \_\_\_\_\_

|                |           |            |           |              |
|----------------|-----------|------------|-----------|--------------|
| subtraction    | export    | tractor    | inspector | mission      |
| transportation | committee | spectator  | distract  | import       |
| missile        | respect   | attraction | spectacle | intermission |
| portable       | transport | dismiss    | inspect   | suspect      |

**A. Write the spelling words that contain the matching Latin root.**

***port***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

***spect***

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

***miss/mitt***

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

***tract***

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**B. Compare the words *subtraction* and *transportation*. How are they alike? How are they different?**

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Name \_\_\_\_\_

|                |           |            |           |              |
|----------------|-----------|------------|-----------|--------------|
| subtraction    | export    | tractor    | inspector | mission      |
| transportation | committee | spectator  | distract  | import       |
| missile        | respect   | attraction | spectacle | intermission |
| portable       | transport | dismiss    | inspect   | suspect      |

**A. Write the spelling word that has the same, or almost the same, meaning.**

- |                   |                  |
|-------------------|------------------|
| 1. examiner _____ | 6. release _____ |
| 2. sight _____    | 7. honor _____   |
| 3. check _____    | 8. job _____     |
| 4. observer _____ | 9. suppose _____ |
| 5. move _____     | 10. break _____  |

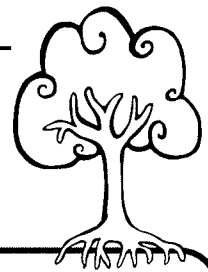
**B. Write the spelling word that best completes each sentence.**

11. The bus is my \_\_\_\_\_ to and from school.
12. Which automobiles do we \_\_\_\_\_ from other countries?
13. I used \_\_\_\_\_ to figure out how much money was left.
14. The food court is a popular \_\_\_\_\_ at the mall.
15. A \_\_\_\_\_ can be a very destructive weapon.
16. I try not to let phone calls \_\_\_\_\_ me when I'm studying.
17. The citizens formed a \_\_\_\_\_ so they could work together.
18. We take a \_\_\_\_\_ stove with us on camping trips.
19. The farmer kept his old \_\_\_\_\_ in the barn.
20. Can you name one \_\_\_\_\_ that we ship overseas?

Name \_\_\_\_\_

Date \_\_\_\_\_

# Word Roots Practice 1



A root is a word or word part that contains the basic meaning of the word. The meaning can be changed by combining two or more roots or by adding prefixes and suffixes. Knowing the meaning of roots can help you understand new words.

The root *man* means "hand"  
The root *ped* means "foot"

The root *fin* means "end."  
The root *ject* means "throw"

A. Underline the root in each word in the box. Then fill in each blank with the word that fits the definition.

manipulate

pedestrian

final

reject

infinite

trajectory

pedal

manually

1. A person who is walking. \_\_\_\_\_
2. By hand. \_\_\_\_\_
3. To refuse something or throw it away. \_\_\_\_\_
4. To move or control by hand. \_\_\_\_\_
5. The path of something that has been thrown. \_\_\_\_\_
6. The last one in a series. \_\_\_\_\_
7. Part of a bike that is pushed with the foot. \_\_\_\_\_
8. Without an ending. \_\_\_\_\_

B. Choose one of the words from the word box to use in a sentence.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Roots Match Up



A root is a word or word part that contains the basic meaning of the word. The meaning can be changed by combining two or more roots or by adding prefixes and suffixes. Knowing the meaning of roots can help you understand new words.

Underline the root in each word on the left side of the box. Then draw lines to match each word with its meaning. Use the chart to help you.

| Root  | Meaning       |
|-------|---------------|
| bio   | life          |
| cred  | believe       |
| fil   | threadlike    |
| firm  | fix or settle |
| flex  | bend          |
| fort  | strong        |
| hydr  | water         |
| lum   | light         |
| min   | small or less |
| mut   | change        |
| nym   | name          |
| rupt  | break         |
| spec  | see           |
| terra | earth or land |
| therm | heat          |

**Bonus:** Which of these animals is bioluminescent?

|       |          |
|-------|----------|
| zebra | firefly  |
| bat   | dolphin  |
| gecko | platypus |

|              |                           |
|--------------|---------------------------|
| inflexible ● | ● person who watches      |
| mutate ●     | ● fake name               |
| spectator ●  | ● not able to bend easily |
| dehydrate ●  | ● become different        |
| pseudonym ●  | ● take water away         |

|                |                           |
|----------------|---------------------------|
| fortify ●      | ● area of land            |
| terrain ●      | ● glowing                 |
| geothermal ●   | ● different kinds of life |
| biodiversity ● | ● heat of the earth       |
| luminescent ●  | ● make stronger           |

|                |                             |
|----------------|-----------------------------|
| miniscule ●    | ● burst or tear             |
| confirmation ● | ● tiny                      |
| filament ●     | ● hard to believe           |
| incredible ●   | ● thin wire in a light bulb |
| rupture ●      | ● stating something is true |



**1**

$$\begin{array}{r} 903 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 201 \\ \times 8 \\ \hline \end{array}$$

**2**

$$4 \overline{)88} \quad 2 \overline{)64}$$

**3**

7,802 visitors attended the museum's African exhibit. 2,107 visitors attended the Egyptian exhibit, and 5,890 visitors saw the Japanese exhibit. About how many visitors attended these exhibits?

- between 14,000 and 15,000  
 between 15,000 and 16,000  
 between 16,000 and 17,000

**4**

Natasha bought a package of cookies to share with her six friends. The package contained 45 cookies. If Natasha and her friends each get the same number of cookies, how many cookies will be leftover?

\_\_\_\_\_

**5**

Which equations are true?

- $(12 + 5) - 4 = 12 + (5 - 4)$   
  $(6 \times 5) \times 0 = 6 \times (5 \times 0)$   
  $(9 \times 8) \div 1 = 9 \times (8 \div 1)$   
  $(14 - 5) - 2 = 14 - (5 - 2)$

**6**

$$\frac{25}{5} \quad \frac{21}{7} \quad \frac{30}{5} \quad \frac{18}{9} \quad \frac{54}{6}$$

Write the above fractions in order from greatest to least.

\_\_\_\_\_

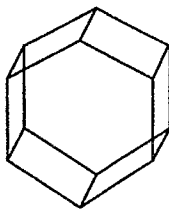
**7**

Which numeral shows 50 thousands, 35 hundreds, and 4 tens?

- 50,354  
 55,304  
 53,540  
 5,354

**8**

How many faces does this figure have?



\_\_\_\_\_ faces

**9**

Science Lab Schedule  
Minutes of Time Used Per Week

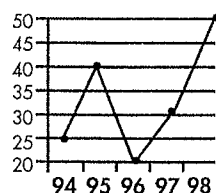
| Grade | Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|------|-------|------|--------|------|
| 2     | 30   |       | 30   |        | 30   |
| 3     | 45   |       |      | 45     |      |
| 4     | 20   | 20    | 20   |        | 30   |

For the week shown on the chart, how many minutes was the science lab in use?

\_\_\_\_\_ minutes = \_\_\_\_\_ hours \_\_\_\_\_ minutes

**10**

Average Temperature for February



The graph shows the average temperature for the month of February during the years 1994-1998.

During which two years was the difference in the average temperature the greatest?

\_\_\_\_\_ and \_\_\_\_\_

the least?

\_\_\_\_\_ and \_\_\_\_\_