Remote Learning Packet 2

Dear Families and Students,

This packet contains important information needed in the event GFPS has a remote learning day. Keep it in a safe place as it contains everything you need.

How to use:

- A new packet will be sent home periodically with your student throughout the school year.
- Each packet will contain 3 days worth of tasks.
- Each day includes a cover page outlining the required assignments and requires an adult signature when returned.
- If there are no remote learning days that require the use of this packet, please use these resources to extend your students at home learning.

Considerations Made:

- Each subject area is intended to take 15-45 minutes to complete.
- Assignments included are a review of content previously taught.

Expectations:

- Teachers are available via a virtual meeting from 10:00-11:00 am and 2:00-3:00 pm to answer student questions.. Please reach out to your child's teacher via Seesaw or email if you would like a virtual meeting link. Teachers will also be responding to email periodically throughout the day to provide support for students and families.

Attendance:

- To be counted 'present' the **signed** daily cover page(s) and completed work must be returned within three (3) school days of the remote learning day.

We appreciate your partnership ensuring that remote learning days are an effective part of our educational journey. Please reach out to your child's teacher with any questions as we are here to support you and your child.

-Your GFPS partners in learning

Remote Learning Packet 2

Day 1

Math:

- ❏ Points, Line Segments, and Lines
- ❏ Parallel and Intersecting Line Segments and Lines
- ❏ Naming Line Segments
- ❏ Multiplication Practice

Literacy:

- ❏ “Charlie Meets a Dragon”
- ❏ Recognizing and Correcting Inappropriate Fragments
- ❏ Independent reading (20 minutes)

Other:

- ❏ Cursive
- ❏ Snow Day Olympics

Return this signed sheet with all completed work for Day 1 within three (3) school days to be considered present for our remote learning day.

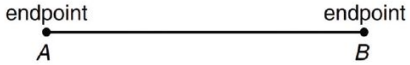
Parent Signature:_____ Date:_____

Name Date Time

Points, Line Segments, and Lines



Line AB, line BA, $\overleftrightarrow{AB}$, or $\overleftrightarrow{BA}$



Line segment AB, line segment BA, $\overline{AB}$, or $\overline{BA}$

Use a straightedge to draw the following:

1. a. Draw and label line segment RT ($\overline{RT}$).

b. What is another name for $\overline{RT}$? _____

2. a. Draw and label line BN ($\overleftrightarrow{BN}$). Draw and label point T on it.

b. What are 2 other names for $\overleftrightarrow{BN}$? _____

3. a. Draw and label line AB.

b. Draw and label line segment AB.

c. Explain how your drawings of $\overleftrightarrow{AB}$ and $\overline{AB}$ are different.

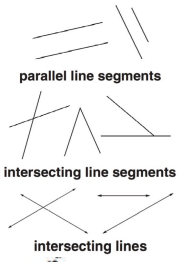
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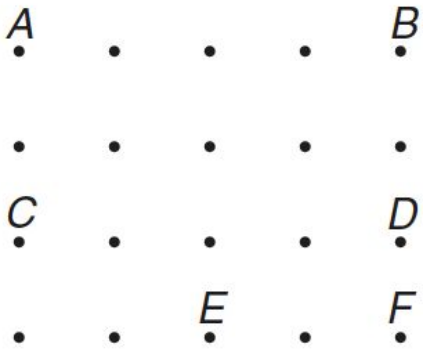
Name Date Time

Parallel and Intersecting Line Segments and Lines



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Use a straightedge.



1. Draw line segments *AB* and *CD*.
Are line segments *AB* and *CD* parallel?

_____

2. Draw line segment *EF*.
Are line segments *AB* and *EF* parallel?

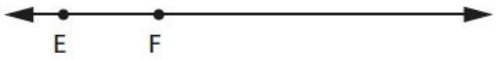
_____

Use a straightedge and a sharp pencil to draw the following. Be sure to mark points and label the line segments and lines.

3. Draw line segment, $\overline{YZ}$, that is parallel to $\overline{AB}$.



4. Draw a line segment, $\overline{CD}$, that intersects $\overleftrightarrow{EF}$.



5. Draw two intersecting lines $\overleftrightarrow{MY}$ and $\overleftrightarrow{AN}$.

6. Draw and label three parallel line segments. Draw and label a line that intersects all three line segments.

Name Date Time

Naming Line Segments

Draw a line segment between each pair of points.
How many line segments did you draw?
Name each segment.

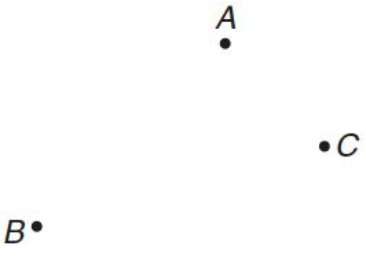
Example: 

2 points

1 segment

Segment name: $\overline{CD}$

1.



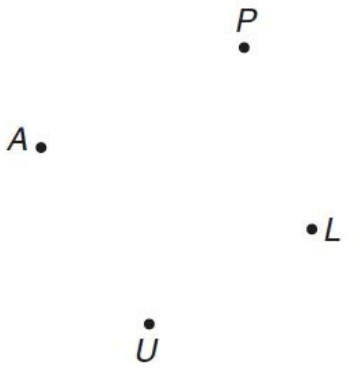
3 points

____ line segments

Segment names: _____

_____

2.



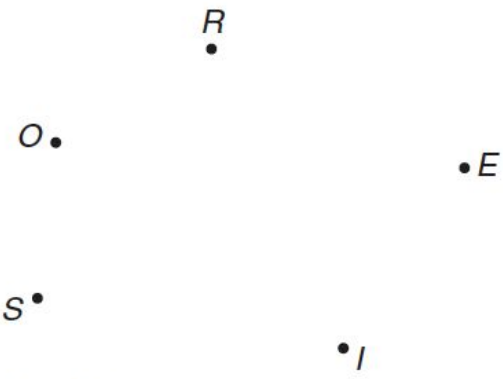
4 points

____ line segments

Segment names: _____

_____

3.



5 points

_____ line segments

Segment names: _____

_____

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Multiplying by 1 to 10 (B)

Name: _____ Date: _____ Score: ____ /50

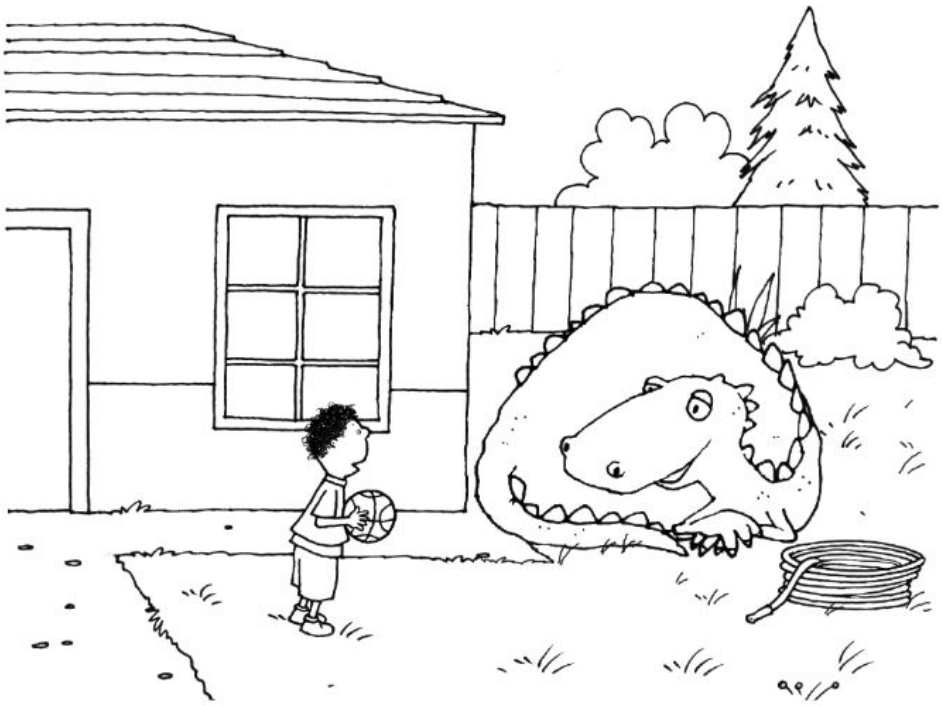
Calculate each product.

4 × 7	7 × 2	9 × 1	7 × 5	1 × 4	10 × 8	1 × 3	12 × 7	8 × 8	2 × 5
5 × 2	10 × 4	6 × 7	10 × 5	1 × 10	7 × 7	5 × 3	10 × 7	10 × 2	5 × 5
4 × 10	4 × 5	12 × 6	9 × 9	6 × 4	7 × 4	3 × 1	1 × 2	5 × 10	2 × 9
10 × 9	12 × 8	3 × 6	5 × 6	11 × 6	8 × 7	4 × 9	5 × 9	7 × 6	4 × 6
11 × 9	7 × 10	2 × 7	4 × 4	1 × 8	8 × 1	6 × 10	11 × 7	11 × 4	6 × 2

Name _____ Date _____

Read this passage. Then answer the questions.

Charlie Meets a Dragon



1 The first time Charlie met Rupert, Charlie was playing in his yard. He was supposed to be cleaning his room, but he had gotten distracted. Besides, he would use any excuse to avoid his chores.

2 Rupert was curled up behind the house and snoring like a giant with a cold. He was mostly dark green, and he was covered with scales as big as roof shingles.

3 Just then Rupert woke up. He gazed at Charlie with eyes like sandwich plates.

4 "Wow!" said Charlie. "Are you a dragon?"

continued

5 Rupert nodded. "Yes, I am a hungry dragon. Do you have any food?"

6 "Well, um, sure," Charlie stammered. "I'll get you some, but then you will have to tell me where you came from and how you got here."

7 Rupert agreed. So Charlie ran into the house and filled a bag with a head of lettuce, two oranges, a loaf of bread, and some peanut butter. Then he raced back outside. He wasn't sure what dragons eat.

8 As Rupert happily munched on the food, he told Charlie about his homeland and the huge cave he lived in.

9 "It sounds like you miss your home," Charlie said. "Why are you here?"

10 "They made me leave because I refused to do my work," Rupert explained sadly. "Every dragon must work, and my job was to take care of the garden. But I liked taking naps instead. I was warned many times, and then they made me leave."

11 Charlie could see how sad Rupert was, and that got him thinking about his own situation. He had work to do, too. He promised Rupert that he would come back the next day.

12 When Charlie got to his room, he felt energized. He looked around at the mess. What a job this would be! But Charlie knew he had put this off long enough, and he was ready to work hard. As Rupert had learned the hard way, everyone has work that must be done.

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1. Choose **three** sentences that belong in a correct summary of events and put them in time order by writing a number from 1 (first) to 3 (last) on the line next to the event. (Four events will not be used.)

___ Charlie learns a lesson from Rupert and goes to clean his room.

___ Rupert is curled up behind Charlie's house taking a nap.

___ A boy named Charlie meets a dragon named Rupert.

___ Charlie gives him lettuce, oranges, bread, and peanut butter.

___ The dragon tells Charlie he was sent away for not doing his work.

___ Rupert tells Charlie about the huge cave he lived in.

___ Charlie did not know what kind of food dragons liked.

2. Look at the picture. What was Charlie doing when he met Rupert?

A playing with a ball

B cleaning his room

C working in his garden

D doing his homework

3. Reread paragraphs 1 and 2. Find **two** sentences that describe the dragon. Underline the sentences you choose.

> The first time Charlie met Rupert, Charlie was playing in his yard. He was supposed to be cleaning his room, but he had gotten distracted. Besides, he would use any excuse to avoid his chores.
>
> Rupert was curled up behind the house and snoring like a giant with a cold. He was mostly dark green, and he was covered with scales as big as roof shingles.

continued

4. In paragraph 1, the u in excuse is pronounced like the u in—

A just.

B sure.

C munch.

D huge.

5. What information can the reader learn from the picture and not from the story?

A how big Rupert is

B where Charlie lives

C what dragons eat

D how Charlie's room looks

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

Part A At the beginning of the story, what can the reader infer about Charlie?

A He is good at sports.

B He does not like to work.

C He knows a lot about dragons.

D He gets good grades at school.

Part B Which sentence from the passage **best** supports the inference in Part A?

A "The first time Charlie met Rupert, Charlie was playing in his yard."

B "He was supposed to be cleaning his room, but he had gotten distracted."

C "Besides, he would use any excuse to avoid his chores."

D "Rupert was curled up behind the house and was snoring like a giant with a cold."

7. Read this sentence from paragraph 3.

> He gazed at Charlie with eyes like sandwich plates.

What does this sentence suggest about Rupert?

A He was really hungry.
B His face looked like a sandwich.
C He had plates over his eyes.
D His eyes were large and round.

8. Read this sentence from paragraph

> "Well, um, sure," Charlie stammered.

The word stammered suggests that Charlie was—

A nervous.
B friendly.
C brave.
D bored.

9. From this story, the reader can infer that Rupert is—

A selfish.
B angry.
C lazy.
D curious.

continued

Name _____ Date _____

Recognize and Correct Inappropriate Fragments

A sentence tells a complete thought and contains a subject and a verb. A fragment is missing a subject, a verb, or both and does not express a complete thought.

The rock climber the avalanche.

The rock climber **survived** the avalanche.

Determine whether each sentence is complete or a fragment. If it is complete, write CS. For each fragment, write what is missing: subject or verb.

1. The view beautiful from the mountaintop. _____

2. Our group won the talent show. _____

3. A big storm is forecast for tomorrow. _____

4. Was concerned about the consequences. _____

5. Stopped in its tracks. _____

Combine each pair of fragments to form a complete sentence. Write the sentence on the line.

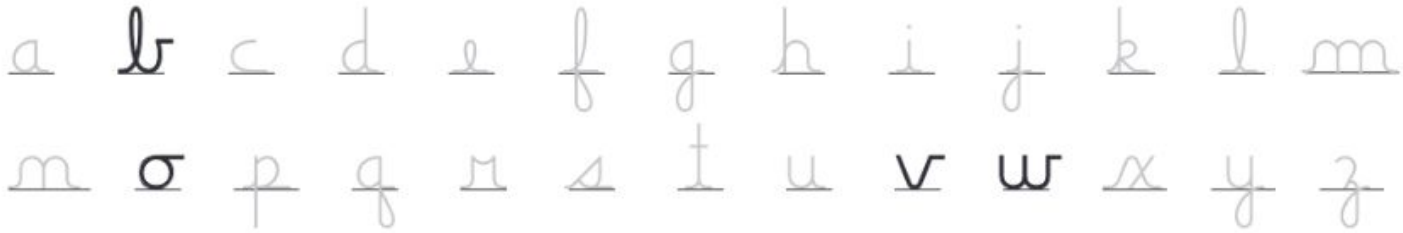
6. The explorers who traveled by boat. Set up camp on the shore.

_____

7. Serena dropped a stack of plates. Made a huge mess.

_____

Review & Mastery: Cursive to Cursive



Wait for the teacher to play the Freeze Game.

Cursive with new letters: b σ v w

ride - rode

-

fight - fought

-

tell - told

-

take - took

-

is - was

-

buy - bought

-

hold - held

-

shake - shook

-

give - gave

-

sell - sold

-

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Snow Day Olympics

Complete the following events and fill in how you did on each event. After completing the Snow Day Olympics Please fill in your answers on the worksheet.

*Iron cross (T position with arms) holding soup cans parallel to the ground for as long as possible. How long did you go?

*Soup can curls-How many curls can you do without stopping holding a soup can in each hand?

*How many baskets in a row made shooting baskets with 8 x 10 sheets of paper from a distance of 10 feet into a knee high garbage can or some form of box? KOBE!

*How long can you balance in tree pose without touching the ground?

*How long you can hold the plank position?

*How many Jumping Jacks can you do in one minute?

*How many push ups can you do without stopping?

*How many sit ups can you do without stopping?

*How many glasses of water (8oz) can you drink in one day?

*How many different fruits and vegetables can you eat in one day?

Remote Learning Packet 2

Day 2

Math:

- ❏ Points, Line Segments, and Lines
- ❏ Parallel and Intersecting Line Segments and Lines
- ❏ Naming Line Segments
- ❏ Multiplication Practice

Literacy:

- ❏ “Viewing the Super Moon”
- ❏ Recognizing and Correcting Inappropriate Fragments
- ❏ Independent reading (20 minutes)

Other:

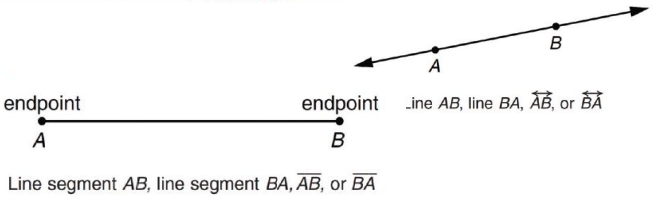
- ❏ Cursive
- ❏ Phone Number Workout

Return this signed sheet with all completed work for Day 2 within three (3) school days to be considered present for our remote learning day.

Parent Signature:_____ Date:_____

Name: _____ Date: _____ Time: _____

Points, Line Segments, and Lines



Use a straightedge to complete the following:

1. Draw line segment *EF* and line *MN*.

E *F*

M *N*

2. **a.** Draw and label line segment *KM* ($\overline{KM}$) and line *SP* ($\overleftrightarrow{SP}$).

b. What is another name for $\overline{KM}$?

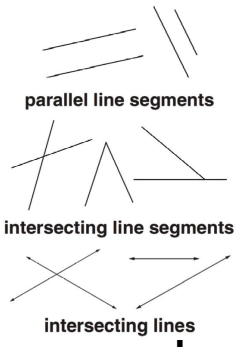
c. What is another name for $\overleftrightarrow{SP}$?

3. Explain how your drawings of $\overline{KM}$ and $\overleftrightarrow{SP}$ in Problem 2 are different.

4. Create and solve your own Review Box (similar to Problem 2).

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Name: _____ Date: _____ Time: _____



Parallel and Intersecting Line Segments and Lines

1. Draw a line segment, $\overline{PG}$.
Draw a line, $\overleftrightarrow{KE}$.

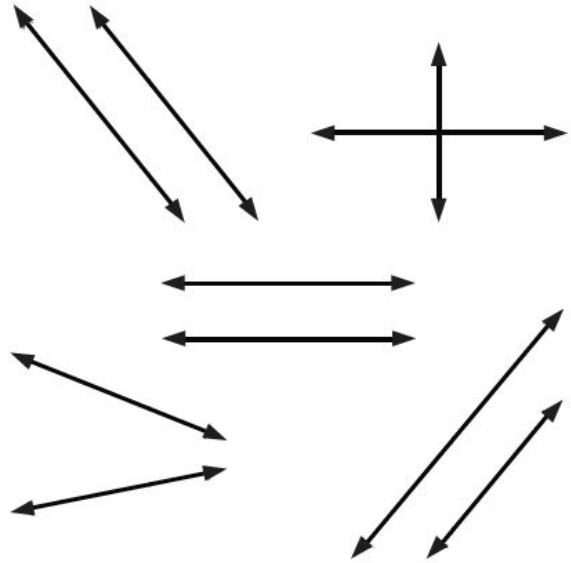
P

G

K

E

2. Circle pairs of parallel lines.



3. Draw a line segment, $\overline{EF}$, parallel to line $\overleftrightarrow{CD}$. Draw a line, $\overleftrightarrow{GH}$, that intersects the line $\overleftrightarrow{CD}$.

C D

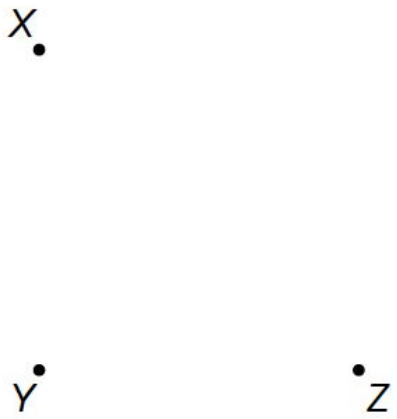
4. Draw and label a pair of parallel lines, $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$, and a pair of intersecting lines, $\overleftrightarrow{EF}$ and $\overleftrightarrow{GH}$.

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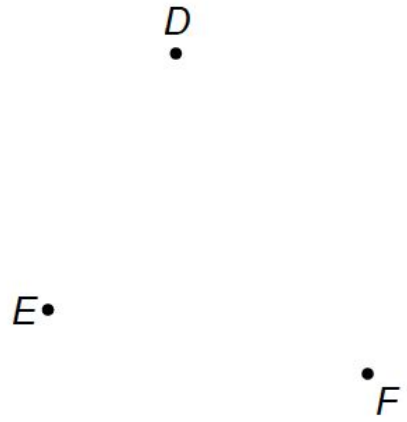
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Naming Line Segments

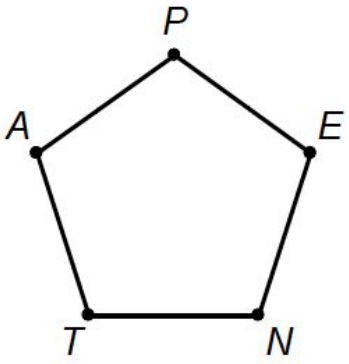
1. Draw a line segment from point *X* to point *Y* and from point *X* to point *Z*. Name the line segments.



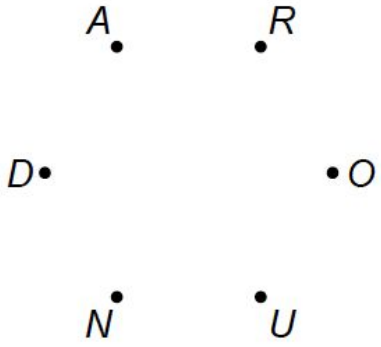
2. Draw a line segment between each pair of points. Name the line segments.



3. Name each line segment in the figure:



4. Draw a line segment from point *A* to each of the other points. Name each line segment you draw.



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Multiplying by 1 to 10 (C)

Name: _____ Date: _____ Score: ____ /50

Calculate each product.

3 × 2	9 × 6	5 × 6	10 × 9	10 × 3	4 × 10	10 × 7	6 × 9	4 × 2	9 × 8
12 × 1	9 × 9	4 × 4	6 × 10	7 × 6	5 × 2	12 × 3	6 × 7	2 × 6	3 × 9
12 × 9	10 × 8	12 × 10	10 × 10	2 × 1	7 × 1	8 × 5	1 × 1	6 × 1	11 × 7
11 × 9	7 × 8	8 × 6	1 × 5	9 × 10	4 × 8	7 × 10	4 × 6	10 × 6	5 × 4
9 × 2	12 × 6	9 × 1	11 × 5	3 × 5	8 × 1	4 × 9	11 × 2	11 × 4	11 × 8

Name _____ Date _____

Read this passage. Then answer the questions.

Viewing the Super Moon

1 I first heard about the "super moon" during a TV weather report. Then I read about it in the newspaper. The radio stations also mentioned it. It was supposed to be the biggest and brightest moon in twenty years.

2 After a late Sunday dinner, I decided to go outside and see the "super moon." The night was mild and cloudless, perfect for stargazing. So I sat back and watched. As promised, the moon was big and bright. I could clearly make out mountains, valleys, and craters. It shined like a white dinner plate. But, to be honest, I was a little disappointed. It didn't look that much different from other lovely full moons.

3 Even so, I continued my sky watching. Stars glinted overhead. A light breeze cooled the air. Crickets chirped and hummed.

4 The night sky made me think about how people once believed Earth was the center of the universe. Today, we know that Earth orbits the sun (not the other way around). Our sun is a tiny star among countless other stars. Many ordinary people today know much more about the sun, the moon, and the stars than the greatest scientists of the past ever did.

5 While I was enjoying these deep thoughts, I heard loud crunching and cracking nearby. As I turned, I saw some animals in the mulberry tree a few yards away. To be more precise, it was a family of raccoons. The raccoons were eating all the berries in our tree. For them, the "super moon" did not hold a candle to nice, juicy food. They did not seem too concerned about me, either.

continued

1. This question has two parts. Answer Part A and then Part B.

Part A What is the main idea of the passage?

A The author looked at the "super moon," the biggest and brightest moon in twenty years.

B When the author looked at the "super moon," it turned out to be unexciting.

C While looking at the "super moon," the author noticed nighttime happenings.

D The author looked at the "super moon" after learning about it in the media.

Part B Choose **three** sentences from the passage that support the main idea in Part A. Check the box next to each sentence you choose.

☐ "I first heard about the 'super moon' during a TV weather report."

☐ "After a late Sunday dinner, I decided to go outside and see the 'super moon.'"

☐ "I could clearly make out mountains, valleys, and craters."

☐ "It didn't look that much different from other lovely full moons."

☐ "Today, we know that Earth orbits the sun (not the other way around)."

☐ "While I was enjoying these deep thoughts, I heard loud crunching and cracking nearby."

☐ "As I turned, I saw some animals in the mulberry tree a few yards away."

2. Paragraph 2 says, "It shined like a white dinner plate." What does this sentence suggest about the moon?

A It looked like a good meal.

B It was round and bright.

C It had a large plate on it.

D It was made of plastic.

3. What understanding does the author gain during the night of the "super moon"?

A The author can learn about events like the "super moon" from TV and newspapers.

B The author can take advantage of today's knowledge to learn more about the stars.

C The author determines that Earth travels around the sun.

D The author knows more about the stars than amazing scientists of the past knew about them.

4. In paragraph 1, the a in stations is pronounced like the a in—

A crater.

B watched.

C raccoon.

D family.

5. What is the main idea of paragraph 4? Underline the sentence that **best** states the main idea.

> The night sky made me think about how people once believed Earth was the center of the universe. Today, we know that Earth orbits the sun (not the other way around). Our sun is a tiny star among countless other stars. Many ordinary people today know much more about the sun, the moon, and the stars than the greatest scientists of the past ever did.

continued

6. What idea about nighttime does the passage express?

A Animals of the night are more selfish than daytime animals.

B The nighttime sky helps a person understand world history.

C A person's nighttime imagination leads to strange dreams.

D The nighttime is good for sky watching and thinking.

7. In paragraph 5, what is the meaning of the idiom hold a candle to?

A heat up

B compare to

C have an effect on

D shine a light on



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Name _____ Date _____

Recognize and Correct Inappropriate Fragments

A sentence tells a complete thought and contains a subject and a verb. A fragment is missing a subject, a verb, or both and does not express a complete thought.

Spend most of their life in water.

Otters spend most of their life in water.

Circle whether each fragment is missing a subject or a verb. Choose the correct word or phrase and rewrite the fragment as a complete sentence.

1. Protects it from predators. (missing a subject, missing a verb)
A turtle's shell Is useful

_____

2. In the cold, reptiles. (missing a subject, missing a verb)
sluggish move slowly

_____

3. Some animals in very cold temperatures.
(missing a subject, missing a verb)
hibernate or bears

_____

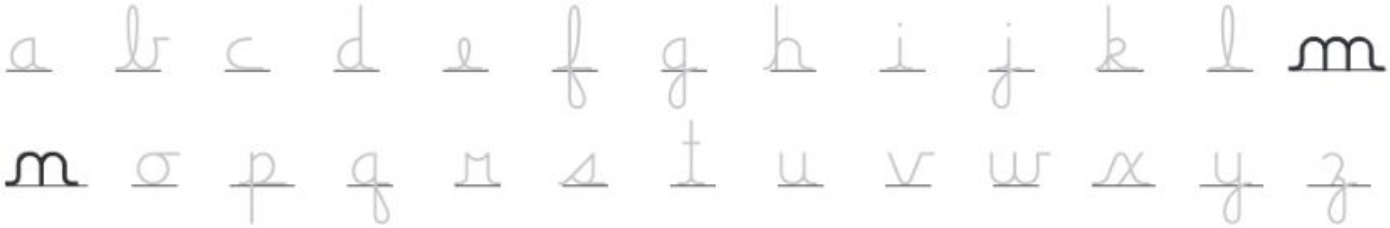
4. Is the natural home of an animal. (missing a subject, missing a verb)
Live there A habitat

_____

5. Alligators a freshwater environment. (missing a subject, missing a verb)
prefer marshes

_____

Review & Mastery: Cursive to Cursive



Cursive with new letters: m m

Wait for the teacher to play the Freeze Game.

sing - sang

-

come - came

-

shine - shone

-

ring - rang

-

go - went

-

know - knew

-

win - won

-

make - made

-

spend - spent

-

spin - spun

-

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Phone Number Workout

***Experts say children should learn their full name, address (including street, town and state) and their parents' names and phone numbers. The information can help families in an emergency.**

Directions: Using one or more family members phone number, complete the workout below with the exercises in their number.

0: 10 ARM CIRCLES

1: 15 SHOULDER TAPS

2: 20 JUMPING JACKS

3: CROSS - UNCROSS YOUR FEET 8X

4: MONKEY ARMS - COUNT TO 20

5: SIDE STRETCHES - 5 EACH SIDE

6: 6 STAR JUMPS

7: 10 WINDMILLS

8: SHOULDERS UP - RELAX 8X

9: INVISIBLE JUMP ROPE - COUNT TO 30

Remote Learning Packet 2

Day 3

Math:

- ❏ Points, Line Segments, and Lines
- ❏ Parallel and Intersecting Line Segments and Lines
- ❏ Naming Line Segments
- ❏ Multiplication Practice

Literacy:

- ❏ “Henry David Thoreau” and “The Tree”
- ❏ Edit to Correct Inappropriate Fragments
- ❏ Independent reading (20 minutes)

Other:

- ❏ Cursive
- ❏ Children’s Book EMOJI Pictionary

Return this signed sheet with all completed work for Day 3 within three (3) school days to be considered present for our remote learning day.

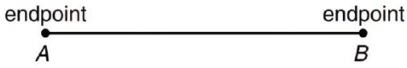
Parent Signature:_____ Date:_____

Name: _____ Date: _____ Time: _____

Points, Line Segments, and Lines



Line AB, line BA, $\overleftrightarrow{AB}$, or $\overleftrightarrow{BA}$



Line segment AB, line segment BA, $\overline{AB}$, or $\overline{BA}$

1. a. Draw and label line segment HJ ($\overline{HJ}$).

b. What is another name for $\overline{HJ}$?

2. a. Draw and label line RP ($\overleftrightarrow{RP}$). Draw and label point O on it.

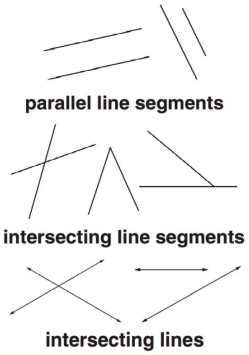
b. What is another name for $\overleftrightarrow{RP}$?

3. Explain how your drawings of $\overline{HJ}$ and $\overleftrightarrow{RP}$ in Problems 1a and 2a are different.

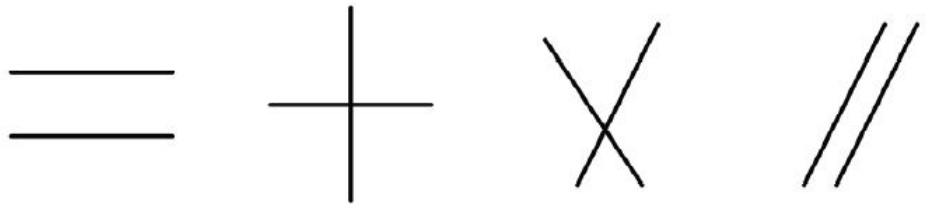
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Parallel and Intersecting Line Segments and Lines



1. Circle the pairs of line segments that are parallel.
Put a box around the pairs of line segments that intersect.



2. Draw $\overleftrightarrow{EF}$. Draw $\overleftrightarrow{GH}$ so that $\overleftrightarrow{EF}$ and $\overleftrightarrow{GH}$ intersect.

3. Draw $\overline{NP}$. Draw $\overline{TU}$ so that $\overline{NP}$ and $\overline{TU}$ are parallel.

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Naming Line Segments

1. Write four names for the line segment:



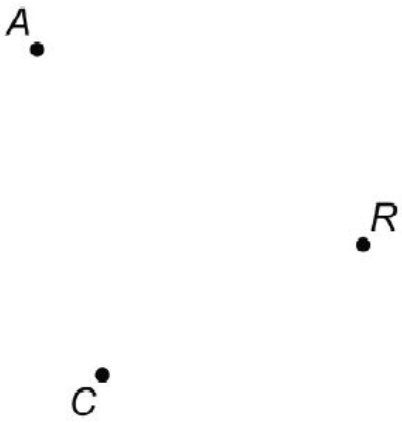
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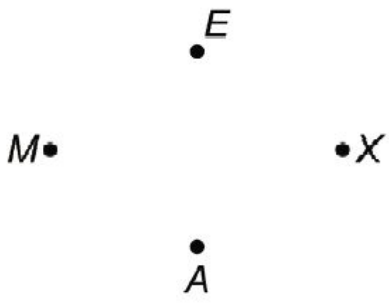
_____

_____

2. Draw a line segment between each pair of points. Name the line segments.



3. Draw a line segment from point *A* to each of the other points. Name each line segment you draw.



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Multiplying by 1 to 10 (D)

Name: _____ Date: _____ Score: ____ /50

Calculate each product.

6 × 10	11 × 6	4 × 8	10 × 1	7 × 7	1 × 2	7 × 8	11 × 1	10 × 9	7 × 3
5 × 7	1 × 3	3 × 5	5 × 3	3 × 6	12 × 9	3 × 8	4 × 5	6 × 9	9 × 2
4 × 2	2 × 5	10 × 7	7 × 1	6 × 6	10 × 4	9 × 3	8 × 7	5 × 9	2 × 7
9 × 6	11 × 10	9 × 5	6 × 2	12 × 1	8 × 4	2 × 3	3 × 7	6 × 4	1 × 6
8 × 5	10 × 2	9 × 10	10 × 8	1 × 7	12 × 4	1 × 9	6 × 3	3 × 3	9 × 1

Name _____ Date _____

Read this passage and poem. Then answer the questions.

Henry David Thoreau

1 Henry David Thoreau was one of America's first great nature writers. He walked nearly every day in every season and every kind of weather. During his hikes, he observed and meditated on nature. He watched how it changes through the seasons. Later, he recorded his thoughts in journals. Few of Thoreau's writings were published during his short lifetime. But eventually, his collected works filled twenty volumes.

2 Today, many people consider Thoreau the father of the environmental movement. Born in 1817, Thoreau saw our young nation growing and expanding. Americans were cutting down forests, clearing farmland, and founding towns. He hoped people would preserve wild lands. He thought each town should have a park or a forest of at least 500 acres.

3 Thoreau spent his life, by and large, in his hometown of Concord, Massachusetts. After he finished his schooling, he held various jobs. He was a teacher, and he started a school. For a time, he worked in the family's pencil factory. Thoreau pencils were known as the best in America. Before long, Thoreau became a handyman for his neighbor, Ralph Waldo Emerson.

4 Emerson was a famous writer and thinker. He encouraged Thoreau's writing. Thoreau made a plan to build a cabin where he could write. Emerson agreed to let him build it on his property near Walden Pond.

continued

5 Townspeople were curious about Thoreau's venture. He began to write notes in answer to their questions. This writing turned into a book called *Walden*. It tells the story of Thoreau's two years in his cabin by Walden Pond. *Walden* became his most famous work.

6 Thoreau searched for deeper meaning in nature. He believed that people could get a better fix on their lives through nature. "We can never have enough of nature," he wrote.

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The Tree

by Bjørnstjerne Bjørnson

The Tree's early leaf buds were bursting their brown;
"Shall I take them away?" said the Frost, sweeping down.
"No, leave them alone
Till the blossoms have grown,"
Prayed the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung;
"Shall I take them away?" said the Wind, as he swung.
"No, leave them alone
Till the blossoms have grown,"
Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow;
Said the child, "May I gather thy berries now?"
"Yes, all thou canst see:
Take them; all are for thee,"
Said the Tree, while he bent down his laden boughs low.

continued

1. Reread paragraph 1. Choose **one** sentence that states the main idea of the whole passage. Underline the sentence you choose.

> Henry David Thoreau was one of America's first great nature writers. He walked nearly every day in every season and every kind of weather. During his hikes, he observed and meditated on nature. He watched how it changes through the seasons. Later, he recorded his thoughts in journals. Few of Thoreau's writings were published during his short lifetime. But eventually, his collected works filled twenty volumes.

2. What is the meaning of the idiom by and large in paragraph 3?

A fortunately

B happily

C busily

D mostly

3. Based on the passage, which **two** ideas about Thoreau are **most likely** true? Check the box next to each sentence you choose.

☐ Thoreau did not need Emerson's help.

☐ Thoreau was upset with the townspeople's questions.

☐ Thoreau worried that America's wild lands would disappear.

☐ Thoreau believed that his family did not respect his writing.

☐ Thoreau wrote mainly about nature.

4. Which sentence **best** states the main idea of paragraph 3? Underline the sentence you choose.

> Thoreau spent his life, by and large, in his hometown of Concord, Massachusetts. After he finished his schooling, he held various jobs. He was a teacher, and he started a school. For a time, he worked in the family's pencil factory. Thoreau pencils were known as the best in America. Before long, Thoreau became a handyman for his neighbor, Ralph Waldo Emerson.

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5. Which **two** sentences from the passage **best** support the idea that Thoreau's fame grew after his death? Check the box next to each sentence you choose.

- ☐ "He walked nearly every day in every season and every kind of weather."
- ☐ "Few of Thoreau's writings were published during his short lifetime."
- ☐ "Today, many people consider Thoreau the father of the environmental movement."
- ☐ "He [Emerson] encouraged Thoreau's writing."
- ☐ "Thoreau searched for deeper meaning in nature."

6. What is the meaning of the idiom get a better fix on in paragraph 6 of "Henry David Thoreau"?

A repair faster

B understand better

C live better

D survive longer

7. In "The Tree," which **two** lines suggest characters' points of view?

- ☐ "The Tree's early leaf buds were bursting their brown;"
- ☐ "'Shall I take them away?' said the Frost, sweeping down."
- ☐ "The Tree bore his blossoms, and all the birds sung;"
- ☐ "'Shall I take them away?' said the Wind, as he swung."
- ☐ "The Tree bore his fruit in the midsummer glow;"

8. In line 10 of the poem, the ea in leaflets is pronounced like the—

A ea in early.

B e in trembled.

C ee in sweeping.

D e in laden.

continued

9. This question has two parts. Answer Part A and then Part B.

Part A In the poem, the poet describes the tree as if it is—

A a person.

B a flower.

C a statue.

D a goddess.

Part B Which line from the poem **best** supports the answer to Part A?

A "The Tree's early leaf buds were bursting their brown;"

B "'Shall I take them away?' said the Frost, sweeping down."

C "'No, leave them alone / Till the blossoms have grown,'/ Prayed the Tree, while he trembled from rootlet to crown."

D "The Tree bore his fruit in the midsummer glow;/ Said the child, 'May I gather thy berries now?'"

10. Which **two** of these views are expressed in both the passage and the poem?

A Nature changes with the seasons.

B Nature poses many dangers.

C Nature gives many things to people.

D Nature is a comfort in hard times.

E Nature is cruel and unforgiving.

STOP

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Name _____ Date _____

Edit to Correct Inappropriate Fragments

A sentence tells a complete thought and contains a subject and a verb. A fragment is missing a subject, a verb, or both and does not express a complete thought.

Likes to water her garden.

Helen likes to water her garden.

Circle the correct phrase to make each fragment a complete sentence. Then write the sentence on the line.

1. Live in the area surrounding the school.

Many of the students buses run on this route

_____

2. The population of the neighborhood.

is quite diverse the different cultures which live here

_____

3. Some of the immigrants.

come from African countries the population of people

_____

4. Many cultural events.

interesting traditions The school puts together

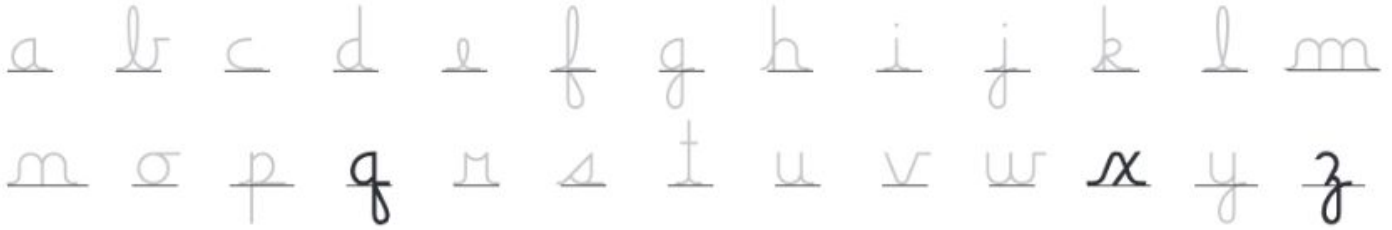
_____

5. Different traditions.

for different cultures are shared among neighbors

_____

Review & Mastery: Cursive to Cursive



Cursive with new letters: q x z

Wait for the teacher to play the Freeze Game.

exit - extra

tax - fax

box - fox

zoo - zoom

aqua - quail

quick - quack

maze - amaze

fizz - pizza

lax - relax

zen - zenith

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children's book

EMOJI PICTIONARY

GUESS THE TITLE OF THE CHILDREN'S BOOK BY USING THE EMOJIS!

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____
7.  _____
8.  _____
9.  _____
10.  _____
11.  _____
12.  _____
13.  _____
14.  _____
15.  _____