

Summer 2024  
ELA 4 Packet  
Mrs. L. Tubil

(To be submitted to the Fifth Grade ELA Teacher in  
September 2024)

Name \_\_\_\_\_

Date Submitted \_\_\_\_\_

PS 25



Read "Traditions, Old and New" before you answer Numbers 1 through 5.

## Traditions, Old and New

Sarah rushed home from her job at her father's apron factory. She and her family lived on Orchard Street on the Lower East Side of New York City. They lived in a tiny apartment since arriving there in 1913.

"Hello, Mama," said Sarah as she opened the door.

"Oh, good, you are home," said Mother. "It is time to make *burekas*, so please prepare the crust and filling."

Sarah began rolling out the dough for the tiny pies.

"Why do we eat burekas every Friday night?" asked Sarah.

"It is a tradition. Our family has always made burekas since your ancestors—my grandparents—made them in Greece. It is an honor. Our family shows respect by keeping this tradition."

"Can we make a new tradition?" asked Sarah. She had been saving pennies that she earned from work.

"What would you like to do?" Mother asked.

Sarah wanted to treat her brothers to the moving picture show. It could be their monthly tradition. The boys loved Charlie Chaplin best. The show was only five cents.

Mother hugged Sarah. "You are a good girl, Sarah. That will be a nice tradition to start."

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

Use "Traditions, Old and New" to answer Numbers 1 through 5.

- 1 **Underline** the details that tell about Sarah's family tradition on Friday nights.

Why do they keep this tradition?

---

---

- 2 **Circle** the details that tell who Sarah's *ancestors* are.

What does *ancestors* mean?

---

- 3 **Circle** the clues that show why it is an *honor* for Sarah's family to make burekas.

What does *honor* mean?

---

- 4 **Draw a box** around the details that describe a new tradition Sarah would like to start.

- 5 How does Sarah's mother feel about Sarah's idea for a new tradition?

---

**Underline** the details that support your answer.



Read "History in 2003" before you answer Numbers 1 through 5.

## History in 2003

"In 1903, students buried a time capsule that Principal Murray opened this morning in honor of its 100-year anniversary," explained Mrs. Sanchez.

Mara asked, "What will we learn from 100 years ago?"

"Each student wrote an essay that depicts, or describes, experiences they had and wanted to share with future children. Many were from faraway countries, and they passed through Ellis Island on their way to America."

Mrs. Sanchez read an essay by a boy from Italy.

*We waited nervously in the Great Room until the medical exam when the doctor lifted up our eyelids. Everyone detested this awful exam! The doctor wanted to see if we had an eye infection. Thank goodness, my family passed the test, and we did not have to return to Italy!*

*My family was asked many questions, such as Where were you born? and Where are you going to live? Afterward, we went downstairs to the Kissing Post.*

"What is the Kissing Post?" laughed another student.

Mrs. Sanchez continued reading.

*Uncle Carlo waited for us in this room. We ran to him, kissed, and sighed with relief because we were now in America.*

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

Use "History in 2003" to answer Numbers 1 through 5.

- 1 **Circle** the word that restates what *depicts* means.
- 2 **Underline** the details that tell why the boy's family is nervous.
- 3 **Circle** the clues that show what *detested* means.

What does *detested* mean?

---

- 4 **Draw a box** around the details that tell about the Kissing Post.

How did the Kissing Post get its name?

---

---

- 5 Tell how a time capsule is an important record from the past.

---

---



Read "Fire for Energy" before you answer Numbers 1 through 5.

## Fire for Energy

I often wonder how people survived long ago when they did not have modern things, such as electricity and gas. Think about sitting in a dark cave, huddled under an animal hide—shivering through the night! Imagine not being able to sit in your heated home at night, using a light to read a book.

The first kind of energy people used was the sun. It provided both light and heat and was a **renewable** energy source that never ran out. However, once the sun set, people headed for caves, seeking shelter from the cold. There was no electricity in caves. People used the moon and stars for light and animal hides for warmth.

We do not know exactly when humans began lighting fires. During thunderstorms, they may have seen lightning strike trees. Perhaps they saw the fire and felt its warmth. Someone carried a burning branch to a cave. They added branches to the fire to keep it lit. People **converted**, or changed, wood into an energy source. From there, they built their own fires and discovered that fire cooked food and helped them make tools for hunting. How life-changing fire must have been! It helped many people survive long ago.

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

Use "Fire for Energy" to answer Numbers 1 through 5.

1 **Underline** key details that describe what life was like long ago.

2 **Circle** the clues that show how the sun is a *renewable* energy source.

What does *renewable* mean?

\_\_\_\_\_

3 Tell how people may have first started using fire.

\_\_\_\_\_

\_\_\_\_\_

4 **Circle** the word that tells the meaning of *converted*.

5 Why was it important that people started using fire as an energy source?

\_\_\_\_\_

\_\_\_\_\_

**Draw a box** around the details that support your answer.





Read "How Paper Money Is Made" before you answer Numbers 1 through 5.

## How Paper Money Is Made

Each time you give money to buy something, a **transaction** takes place. All business transactions require **currency**, or money. Paper bills are one type of currency. They are produced at the Bureau of Engraving and Printing in Washington, D.C. and in Texas.

### Making Paper Money

Have you looked closely at a dollar bill and noticed its detail? Each bill has a design and code that identify it. Many steps go into making paper money. It is first designed, and then the design is put onto printing plates. One plate might include a background pattern. Another plate might include different colored pictures and writing.

Blank sheets of paper then pass through a machine called a printing press. This machine prints the background colors and images onto the paper. After it dries, the paper is laid on top of another plate and pressed together. This helps to form a finished image on the money.

### From the Printing Press to You

Finally, the money is wrapped in plastic and stored in a vault. The Federal Reserve Bank gives them to banks, which then distribute them to you.

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

Use "How Paper Money Is Made" to answer Numbers 1 through 5.

- 1 **Circle** the clues that tell the meaning of *transaction*.

What does *transaction* mean?

\_\_\_\_\_

- 2 **Circle** an example of *currency*.

What is the meaning of *currency*?

\_\_\_\_\_

- 3 **Underline** the key detail that tells how bills are identified.

- 4 What role does the printing press have in making money?

\_\_\_\_\_

\_\_\_\_\_

- 5 **Draw a box** around the section that tells what happens *after* money is printed.

What is the MAIN idea of this section?

\_\_\_\_\_

\_\_\_\_\_



Read "Me, Myself, and Dad" before you answer Numbers 1 through 5.

## Me, Myself, and Dad

Mom says "Slow down!" when we gobble dinner—  
quick as a flash, the pasta and salad are gone!

We are both "lefties," while Mom and Sis are not.

We both have a silly sense of humor:

Who has a good "Knock, Knock" joke today?

On Sundays, we have a tradition of watching football.

We pop the popcorn, slip on our blue jerseys,

sit on the couch, our left ankle crossed over right.

We love to read biographies of great people in history:

Jackie Robinson and Martin Luther King, Jr.

But sometimes, I'm just me:

Unique, an individual, and one of a kind—

with my own set of roots growing deep and wide—

introducing me to new people, places, and things.

I can play sports well, while he has two left feet.

My voice is sharp and high-pitched:

His is deep, gentle, and low.

But maybe I will change as I grow older.

Who knows?

For now, it's me, myself, and Dad!

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

Use "Me, Myself, and Dad" to answer Numbers 1 through 5.

1 Draw a box around the details in the *first* stanza that tell how the narrator and his dad are ALIKE.

2 How do the narrator and his dad look when they watch football?

---

---

Underline the details that help you picture them watching a game.

3 Circle the details that compare the narrator's roots to a person.

4 Underline the details that tell how the narrator is DIFFERENT from his dad.

How does the narrator feel about being *different* from his dad?

---

---

5 Tell one reason why this is a free verse poem.

---

---



Name \_\_\_\_\_

- **Homophones** are words that sound alike but have different spellings and meanings.
- Some pronouns are homophones.

Read each sentence. Circle the correct word in parentheses and write it on the line to complete the sentence.

1. (**their / there**) The boys put on \_\_\_\_\_ coats and ran outside.
2. (**your / you're**) Did you drop \_\_\_\_\_ letter in the mailbox?
3. (**its / it's**) Bring an umbrella if \_\_\_\_\_ raining.
4. (**there / they're**) Did you go \_\_\_\_\_ last Saturday?
5. (**your / you're**) \_\_\_\_\_ lucky to be in the school play.
6. (**their / they're**) I think \_\_\_\_\_ coming to my party.
7. (**its / it's**) The log is slippery because \_\_\_\_\_ wet.
8. (**your / you're**) Is that cute puppy \_\_\_\_\_ dog?
9. (**their / there**) I took \_\_\_\_\_ advice and did my homework early.
10. (**your / you're**) I think \_\_\_\_\_ the best friend in the world.

Name \_\_\_\_\_

- **Homophones** are words that sound alike but have different spellings and meanings. Some pronouns are also homophones.
- **Subject pronouns** are often used in conjunction with verbs to form contractions.
- **Contractions** and **possessive pronouns** can be homophones.

**A. Read each sentence and circle the subject pronoun. On the line, write a contraction for the subject pronoun and verb.**

1. They are about to get on the bus. \_\_\_\_\_
2. You are early for the movie. \_\_\_\_\_
3. It is in the box on the floor. \_\_\_\_\_

**B. Underline the homophone that correctly completes each sentence.**

4. Do you think (their / they're / there) at the park right now?
5. Is this (your / you're) backpack?
6. The cat licked (its / it's) paw over and over again.

Name \_\_\_\_\_

- An apostrophe is used in a contraction to take the place of the missing letter or letters.
- An apostrophe should not be used with a possessive pronoun.

**Rewrite each sentence. Correct any incorrect contractions and possessive pronouns.**

1. I put my bag here and my parents stored their's at their feet.

\_\_\_\_\_

2. Youre going to love this new book that just came out.

\_\_\_\_\_

3. Do you think theyre going to be late for the show?

\_\_\_\_\_

4. I picked up the small suitcase by it's handle.

\_\_\_\_\_

5. Is that you'r aunt sitting with your mother in the audience?

\_\_\_\_\_

6. I think its funny that you and I have the same first name.

\_\_\_\_\_

PCL XL error  
Operator:  
IllegalOperatorSequence  
LineRelPath  
Position: 190734