

Back-to-School Activity Guide



Fifth Grade

About This Guide

Are you concerned that over the summer your child will forget everything he or she learned in the fourth grade? This packet of fun activities and skill-builders will help prepare your child for the new school year. Each activity has been selected to draw on prior knowledge and is a sneak peek of what he or she will learn in the fifth grade. Enjoy these worksheets with your son or daughter during the summer months, and once it's time to go back to school, your child will feel well-rested and equipped for the upcoming year.

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Fifth Grade: What Will They Learn?

By the time they are in fifth grade, children will need to take almost full responsibility for their homework. Your child will be using assignment notebooks to keep track of homework and projects. Find out what else your child will learn in fifth grade.



- Follow all capitalization rules.
- Use all punctuation marks appropriately.
- Appreciate different forms of literature.
- Increase vocabulary through the use of synonyms, antonyms, homophones, and analogies.
- Recognize and use all parts of speech.
- Add, subtract, multiply, and divide fractions and decimals.
- Recognize relationships between fractions, decimals, and percents.
- Determine the perimeter of polygons and the area of squares and rectangles.
- Understand basic United States history, geography, economics, and government.
- Use mathematics in the study of science.
- Understand the major topics of physical, life, and earth sciences in greater depth.



Dear Family:

Your child's class is in the process of learning about the Earth's resources. Understanding where resources come from (and that some are limited) will enable your child to make informed decisions about their own resource use and conservation.

Name _____ Date _____ **Graphic Organizer**
 Unit C Chapter 2

Complete the graphic organizer by answering the numbered questions. Use a separate sheet of paper.

Inquiring About The Earth's Resources

Lesson 1
 What Is a Resource?

1. What are renewable resources?
2. What are nonrenewable resources?

Lesson 2
 How Can Water Resources Be Protected?

1. How are water resources used?
2. How can water be conserved and water pollution reduced?

Lesson 3
 How Can Land Resources Be Protected?

1. How are land resources used?
2. How can land resources be preserved?

Lesson 4
 How Can Clean Air Be Protected?

1. What are the sources of air pollution?
2. What are the effects of air pollution?
3. How can air quality be protected?

Notes for Home Your child completed a graphic organizer of the main ideas in Chapter 2.
Home Activity: Use the graphic organizer to review the Chapter's concepts in preparation for the Chapter 2 Test.

120 Graphic Organizer Teacher's Assessment Package © Scott Foresman 5

The terms shown on the right are the vocabulary words your child will be using in class. By practicing, he or she should be able to pronounce the words and explain what the terms mean.

Home Project

Here is a project that will help your child understand the most important concepts in this chapter. The project is easy, fast, and fun.

Activity

Help your child take a survey of all the resources that are used in your home. Help them to examine what is thrown out, used up, and poured down the drain. Is anything wasted? Could the family use less of something or get more use out of it before it is discarded? Discuss with your child the idea of recycling and reusing. Encourage them to think of ways they can conserve and protect the resources in and around your home. If your neighborhood participates in a recycling program, explain to your child how it works and ask them to help you next time you prepare for a pick up.

Vocabulary

- acid rain
- air pollution
- carbon monoxide
- fossil fuel
- groundwater
- nonrenewable resource
- ozone
- pollutant
- renewable resource

Have them record their ideas on the chart provided and hang the chart where the whole family can refer to it. An example has been filled in for you.

We use...	We sometimes waste it by...	We could conserve it by...
water.	leaving the tap running while brushing teeth.	using a cup of water to rinse instead of running tap.

Visit the Web

You and your child may enjoy visiting the following website.

Green Team of San Jose @www.greenteam.com/kidstop.html

Suggested Reading

Your child may enjoy the following topic-related literature.

Hurricanes: Earth’s Biggest Storms by Patricia Lauber (Scholastic, ISBN 0-590-47407-3)

To Save the Earth: The American Environment Movement by Jules Archer. The history of the American environmental movement. (Viking Children’s Books, ISBN 0-670-87121-4)



Exploring Analogies

PART I Fill in the missing words from these paragraphs exploring connections between various parts of the human body. Choose from the following words, some of which might be used more than once.

air arms blood feet hands insects legs palms soles talons

As humans it is easy to recognize the similarities among different parts of our bodies. For example, we can see that our *knees* are to our (1.) _____ as our *elbows* are to our (2.) _____, and that our *toes* are to our (3.) _____ as our *fingers* are to our (4.) _____. While it may be a little harder, we can see that the fleshy part of our hands, the (5.) _____, are similar to the fleshy part of our feet, the (6.) _____, and that our lungs process (7.) _____ as our hearts process (8.) _____. These analogies are based on how parts of the body work.

Another kind of analogy could be based on similarities between humans and animals. For example, *toenails* protect humans' (9.) _____ as (10.) _____ protect birds' *feet*. And in some senses, *eyebrows* work for humans as *antennae* work for (11.) _____. At least they grow from similar parts of the body.

PART II Just as we can compare the various parts of human and animal bodies, we can also compare what our bodies do. Fill in the blanks to complete these analogies.

drinking hearing shivering seeing shaving tasting walking

1. Sniffing is to a nose as _____ is to a tongue.
2. Sweating is to being hot as _____ is to being cold.
3. Cutting is to hair as _____ is to whiskers.
4. Hearing is to ears as _____ is to eyes.
5. Crawling is to babies as _____ is to adults.
6. Breathing is to air as _____ is to water.
7. Seeing is to eyes as _____ is to ears.

Answer Key for Exploring Analogies

Part I:

1. legs
2. arms
3. feet
4. hands
5. palms
6. soles
7. air
8. blood
9. feet
10. talons
11. insects

Part II:

1. tasting
2. shivering
3. shaving
4. seeing
5. walking
6. drinking
7. hearing

Be a Universal Problem Solver!

Making the Connection: Apply what you know about solving problems to learn more about the planets in our solar system.

Did you know that most celestial bodies are named after characters in Greek and Roman myths? Scientists would choose a name for a planet based on one of the planet's characteristics, just like some people give the nickname "Lefty" to a person who is left-handed or "Red" to a person with red hair.



In Roman mythology Mercury is the god of commerce and travel. Mercury is the Roman name for the Greek god Hermes, the messenger of the Gods. The planet Mercury probably received its name because it moves so quickly across the sky.



Venus is the goddess of love and beauty. Scientists probably gave Venus its name because it was the brightest of the planets known to the ancients. Did you know that the surface features on Venus have names, too? Most of them are named for female figures, just like the planet on which they are found. But the planet Pluto was not named by scientists—it was named by someone just like you. When Pluto was discovered, an eleven-year-old girl said that the new planet was so far from the sun it must get only dim light, so it should be named for Pluto, the god of the underworld. And to her great surprise, the suggestion was accepted!



Be a Universal Problem Solver!

Let's look at other data about the planets in our solar system. Use your knowledge of problem solving to learn even more about the universe in which we live. Use the table to answer the questions.

Planet	Time It Takes to Revolve Around Sun	Time It Takes to Rotate Once
Mercury	88 days	59 days
Venus	8 months	243 days
Mars	1.9 years	25 hours
Jupiter	12 years	10 hours
Saturn	29.5 years	11 hours
Uranus	84 years	17 hours
Neptune	165 years	16 hours
Pluto	250 years	6 days

1. Which planet takes the least amount of time to revolve around the sun? The greatest amount of time?

2. About how many times does Jupiter revolve around the sun in 50 years?

3. Which planet takes about twice as long as Uranus to revolve around the sun?

4. Which planet rotates about four times slower than Mercury?

5. Do you think the Space Program is important? Explain your thinking.

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Pluto	250 years	6 days

1. Which planet takes the least amount of time to revolve around the sun? The greatest amount of time?

Mercury; Pluto

2. About how many times does Jupiter revolve around the sun in 50 years?

About 4 times

3. Which planet takes about twice as long as Uranus to revolve around the sun?

Neptune

4. Which planet rotates about four times slower than Mercury?

Venus

5. Do you think the Space Program is important? Explain your thinking.

Answers will vary. Students should express an opinion about the Space Program and explain why they hold that opinion.



Summer Reading Suggestions

Grades 3-5



Camp Confidential: Natalie's Secret by Melissa J. Morgan
Natalie Goode makes the leap from city life to Camp Lakeview, where the secret she's been keeping might get in the way of making new friends. It's the first book in the hilarious series about life at summer camp.



Pedro's Journal by Pam Conrad

This novel tells the story of a ship's boy who accompanies Christopher Columbus on his journey to find the New World. Pedro sees Columbus as egotistical and hot-tempered. He describes the native people as peaceful and unfairly terrorized by the Spanish.

Adam Canfield, Watch Your Back! by Michael Winerip

The star reporter is caught up in a big scoop—but this time it's about him. This savvy, engaging story takes on school bullies and other tyrants.

Diary of a Wimpy Kid by Jeff Kinney

In this laugh-out-loud “novel in cartoons,” seventh-grader Greg Heffley chronicles the horrors of middle school, his escapades with best friend Rowley, and the ups and downs common in most families. This is the first book in a five-part series.

Callahan Cousins: Summer Begins by Elizabeth Doyle Carey

Follow four preteen girls who are having the adventure of a lifetime while spending the summer with their grandmother on Gull Island. This book celebrates family ties, loyalty, and the wisdom of children.

How to Eat Fried Worms by Thomas Rockwell

This is the story of Billy, a 10 year old who takes a bet that he can eat 15 worms in 15 days—for \$50. Billy's friends try to make the task more appealing by cooking up and dressing up the worms. Yum!

The Tale of Despereaux by Kate DiCamillo

This is the story of Despereaux Tilling, a mouse who is in love with music, stories, and a princess named Pea. Despereaux and his friends embark on a journey that includes castles, dungeons, and lessons in friendship.



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Discovering Punctuation

Clue:

With many possibilities,
Here's a page of review
For you to do.

Discovery:

Punctuate the following sentences as necessary. Find 27.

1. Some holidays are better than others
2. Whitney Katie and Rachel like Christmas the best
3. They like the food the decorations and the presents
4. Little Ben which is your favorite
5. Baileys cousins enjoy the Fourth of July
6. Theyve been able to go to the fireworks with him
7. Therefore they had a good time on the Fourth
8. For her choice Betsy talked about Passover
9. Shes pleased with her familys special Seder feast
10. Betsy what do you eat at the Seder asked Bailey
11. Hoorah the Steins will invite us next year

Discovered:



Create:

Write two sentences with several kinds of punctuation.

1. _____
2. _____



Homophones • • • • • • • • • • Mixed Practice

Directions: Write the correct form of each word to complete the joke. Remember to capitalize the first word in a sentence.

its	to	two	they're	your
it's	too	there	their	you're

1. Boy: "Did you know that _____ extremely hard _____ get a job as a sword swallower?"
Girl: "No. Why?"
Boy: "_____ is cutthroat competition."
2. What did the earthquake say to the ground?
... "_____ fault, not mine!"
3. Why are elephants so wrinkly?
... _____ large _____ fit on ironing boards.
4. Teacher to parent: "I want _____ discuss _____ son's appearance."
Parent: "What's wrong with his appearance?"
Teacher: "_____ just that he hasn't made one in this classroom in a month."
5. Diner: "Waitress, _____ is a fly in my soup!"
Waitress: "Don't worry; _____ complimentary. We didn't charge for it."
6. Why do banks refuse _____ let kangaroos open checking accounts?
... _____ checks always bounce.
7. What makes a horse so unusual?
... because it eats best when _____ isn't a bit
in _____ mouth
8. What do penguins wear _____ keep _____
heads warm?
... a polar ice cap



Answer Key

Note: When multiple answers are required, they are separated by commas.

Homophones

1. it's, to, There
2. It's, your
3. They're, too, to
4. to, your, It's
5. there, it's
6. to, Their
7. there, its
8. to, their

Preparing for Spelling Quizzes

Help your child prepare for weekly spelling quizzes with these tips!

Give your child a pre-test:

- When your child brings home his list of spelling words, sit him down with a pencil and paper for a practice quiz.
- Don't have him copy the words or sentences. Children learn how to spell words by visualizing them in their minds, not by copying them. Simply, say each word in a sentence out loud for your child to write down.
- Try to give the pre-test in exactly the same way that the teacher would give the actual test. Have your son correct the pre-test. He should study only the words he has misspelled.

Then, teach your child how to spell the words he spelled incorrectly on his pre-test:

- Have him say the word while looking at it.
- Tell him to close his eyes, try to see the word, and then spell the word out loud.
- Have him look at the written word to see if he spelled it out loud correctly.
- Ask him to look at the word, then cover the word and have him write it.
- Finally, ask him to check to see if he wrote the word correctly. If the word is misspelled, all four steps should be repeated before moving on to the next word.

Once your child has learned to use this technique, he will be able to study his spelling words independently. On the night before the test, give him a final test of all the words.

Citizenship Test

People who apply to become United States citizens must answer 10 to 15 randomly selected questions about American history and government. Below are a few from the list of 100 possible questions. Could you pass the test?

1. What do the stripes on the American flag represent? _____

2. What country did we fight during the Revolutionary War? _____
3. What are the three branches of our government? _____

4. Who becomes president should the president and vice president die? _____
5. What did the Emancipation Proclamation do? _____

6. Who has the power to declare war? _____
7. What kind of government does the United States have? _____
8. What are the first ten amendments to the Constitution called? _____
9. Name one right guaranteed by the first amendment. _____
10. Who was the first president of the Unites States? _____
11. How many U.S. Supreme Court justices are there? _____
12. Who helped the Pilgrims in the New World? _____
13. Which countries were our enemies during World War II? _____

14. Who is the Chief Justice of the U.S. Supreme Court? _____
15. How many amendments are there to the Constitution? _____
16. How many states are there today? _____
17. What are the colors of the American flag and what does each symbolize? _____

18. What are the duties of Congress? _____

Answer Key

1. They represent the 13 original colonies.
2. England
3. Legislative, Executive, and Judiciary
4. Speaker of the House of Representatives
5. Freed many slaves
6. The Congress
7. A democratic form of government (or, a Republic)
8. The Bill of Rights
9. Freedom of speech/press/religion; peaceable assembly
10. George Washington
11. Nine
12. Native Americans
13. Germany, Italy, and Japan
14. John Roberts
15. 26
16. 50
17. Red stands for courage, white stands for truth, and blue stands for justice.
18. To make laws



CONSTITUTIONALLY CORRECT

On September 17, 1787, the Constitution of the United States was read in Philadelphia, Pennsylvania. It took two years for all thirteen states to approve this plan for governing their new nation. The first ten amendments, ratified on June 8, 1789, are called the Bill of Rights. On the lines, write the number of the amendment described. Then add or subtract the numbers as indicated to find the final answer.

- _____ Repealed prohibition
- + _____ Limited the president to two terms
- + _____ Gave women the right to vote
- _____ Outlined the plan for replacing the president in case of his inability to serve
- + _____ Outlawed the poll tax
- _____ Gave Washington, D.C., residents the right to vote for president
- + _____ Outlawed the making or drinking of alcoholic beverages
- + _____ Changed the date of the presidential inauguration to January 20
- _____ Lowered the voting age to 18
- = _____ Total number of states in the United States today

Answer Key

Constitutionally Correct

$$21 + 22 + 19 - 25 + 24 - 23 +$$

$$18 + 20 - 26 = 50$$

Connecting Fractions, Decimals, and Percents

Use the information in the table to decide whether each statement is true or false. If false, explain why.

Species	Before Commercial Whaling	Now	Percent Remaining
Blue whale	228,000	14,000	6%
Fin whale	548,000	120,000	22%
Gray whale	20,000	18,000	90%
Right whale	100,000	4,000	4%
Bowhead whale	30,000	7,200	14%
Humpback whale	115,000	10,000	9%



1. Less than $\frac{1}{4}$ of the fin whales remain since commercial whaling began. _____

2. There are $\frac{1}{10}$ as many blue whales remaining as there were before commercial whaling began.

3. Humpback whales have the least percent of their population remaining.

4. Write the percent remaining of fin whales as a decimal and a fraction.

_____, _____

5. **Choose a Strategy** Winston traded 50% of his Michael Jordan cards for other basketball players' cards. Then he bought 11 new Michael Jordan cards. He now has 31 Michael Jordan cards. How many Michael Jordan cards did he start with?

a. What strategy would you use to solve the problem? _____

b. Answer the problem. _____

- Use Objects/Act it Out
- Draw a Picture
- Look for a Pattern
- Guess and Check
- Use Logical Reasoning
- Make an Organized List
- Make a Table
- Solve a Simpler Problem
- Work Backward

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1. Less than $\frac{1}{4}$ of the fin whales remain since commercial whaling began. true

2. There are $\frac{1}{10}$ as many blue whales remaining as there were before commercial whaling began.

false; $6\% = \frac{6}{100}$, $\frac{1}{10} = \frac{10}{100}$, $\frac{6}{100} < \frac{10}{100}$

3. Humpback whales have the least percent of their population remaining.

false; $\frac{9}{100} > \frac{4}{100}$; so right whales have the least percent remaining.

4. Write the percent remaining of fin whales as a decimal and a fraction.

0.22, **$\frac{22}{100}$ or $\frac{11}{50}$**

5. **Choose a Strategy** Winston traded 50% of his Michael Jordan cards for other basketball players' cards. Then he bought 11 new Michael Jordan cards. He now has 31 Michael Jordan cards. How many Michael Jordan cards did he start with?

a. What strategy would you use to solve the problem? Work Backward

b. Answer the problem. 40

- Use Objects/Act it Out
- Draw a Picture
- Look for a Pattern
- Guess and Check
- Use Logical Reasoning
- Make an Organized List
- Make a Table
- Solve a Simpler Problem
- Work Backward

Elementary Supply List

Parents,

Your children are very excited about beginning a new school year. Please make every effort to purchase all of the supplies on the list. In advance I want to thank you for your cooperation. I look forward to working with you throughout the school year.

- 1 container of baby wipes
- 1 back pack
- 1 calculator
- 1 box of 64 crayons
- 2 erasers
- 4 glue sticks
- 3 different colored highlighters
- 1 pack of index cards
- 1 pack of water-based markers
- 1 pencil box
- 2 pencil sharpeners
- 10 pencils
- 6 pocket folders
- 1 pack of Post-it Notes®
- 2 boxes of facial tissues
- 1 inch/cm ruler
- 1 pair of scissors
- 1 roll of Scotch tape
- 1 three ring binder (2-3 inches)
- 1 pack of wide-ruled notebook paper

Grade Levels:

Pre-K - 5

Cold and Flu Prevention Checklist



Stay Home If You're Sick

We want to teach our kids the importance of working hard, but it's just good sense to stay home from work or school when you're sick, to prevent the spread of cold and flu germs.

Keep Your Hands Clean

You never know what germs you might be picking up in the course of the day. It's a good idea to wash your hands frequently, especially before eating, and after blowing your nose, coughing, sneezing, or using the bathroom. Use warm water and soap, and make sure you lather up for 20 seconds!

Cover Your Nose & Mouth When Coughing or Sneezing

Avoid spreading cold and flu germs to others by coughing or sneezing into a tissue. If none is available, don't cough or sneeze into your hands! Instead, turn your head away from nearby people and, if necessary, aim for your shoulder.

Don't Touch Your Eyes, Nose, or Mouth

Germs that might otherwise languish on your hands can easily infiltrate your system when you rub your face. Try to keep your hands away from your face as much as you reasonably can.

Get Plenty of Rest

Your body works overtime to hunt and destroy harmful germs when you're resting or relaxed, but high stress levels leave you susceptible to invasion. Get some rest and give your white blood cells the time they need to do their job.

Avoid Unnecessary Close Contact

It's an unfortunate fact that a person can spread flu germs a full day before exhibiting symptoms, and then up to five days after that. Steer clear of those with flu-like symptoms—they'll understand. And if you're sick, avoid close contact with others.

Eat Plenty of Fruits & Vegetables

Eating right is always important, but particularly during cold and flu season. The vitamins and minerals found in fruits and vegetables can buttress your body's immune system against invaders.

Get Fresh Air & Exercise

It's a myth that low temperatures cause cold and flu. In fact, the culprit is increased, prolonged contact with greater numbers of people. Going outside for a walk means you'll get exercise and get away from potential germ-bearers.