

Name: _____

Score

😊 GRAMMAR PARTY: NOUNS 😊

A **Noun** is any word that is a person, place, or thing.

What is a noun? _____.

Person

A **Noun** can be a specific **person** like Harry Potter, Mr. Smith, or _____.

Or a general type of **person** like a wizard, a teacher, or a _____.

Specific Person
EXAMPLE: Mrs. Wilson helped the students.
General Person

YOUR EXAMPLE: _____ helped the _____.

Place

A **Noun** can be specific **place** with a name like Seattle, Walmart, or _____.

Or a general **place** without a name like a city, the store, or _____.

Specific place
EXAMPLE: Safeway is a grocery store.
General place

YOUR EXAMPLE: _____ is a _____.

Thing

A **Noun** can be **things** you can see like a dog, car, or a _____.

Or **things** you can't see with your eyes like love, hunger, or _____.

Thing you can see.
EXAMPLE: A joke book can create laughter.
Thing you can't see.

YOUR EXAMPLE: A _____ can create _____.

WORK TIME 😄

Do This: Read each sentence and write each of the **nouns** you find. Then write down what type of **noun** it is. There can be more than one type of **noun** in a sentence.

EX: Justin wrote many songs about love.

Justin = Person Songs = Thing Love = Thing

1) My dog spilled food in the kitchen.

_____ = _____ _____ = _____ _____ = _____

2) The sailors quickly escaped the sinking ship.

_____ = _____ _____ = _____

3) Seattle is the largest city in Washington.

_____ = _____ _____ = _____ _____ = _____

4) The thief stole at least nine computers from the store yesterday.

_____ = _____ _____ = _____ _____ = _____

5) Ninjas crept quietly to the castle in the shadows.

_____ = _____ _____ = _____ _____ = _____

6) Why did the baby rip all those pictures up?

_____ = _____ _____ = _____

7) I wish all these blue birds would stop pecking my face.

_____ = _____ _____ = _____

8) Sponge-Bob lives in a pineapple under the sea.

_____ = _____ _____ = _____ _____ = _____

STOP. CHECK. Did you fill in all the blanks???

Do This: Follow each of the directions and write your own sentences with **nouns**.

Don't worry about the order. For example if it says (person, place, thing) they don't have to be in that exact same order in your sentence.

Circle your **nouns**.

1) Write a sentence that has 1 Noun (**thing**).

2) Write a sentence that has 2 Nouns (**person, thing**).

3) Write a sentence that has 3 Nouns (**person, place, thing**).

4) Write a sentence that has 3 Nouns (**thing, thing, thing**).

5) Write a sentence that has 4 Nouns (**place, place, thing, thing**).

6) Write a sentence that has 4 Nouns (**person, place, thing, thing**).

Do this: Please write five lines about what you do every morning when you wake up before school. **Circle** each **noun** that you come up with.

Start: _____

:End

Name: _____

Score:

Nouns Test

Part One: Count the Nouns, and then write them out.

1.) My mother left the house.

How many Nouns? ___ Write them down: _____

2.) Yesterday thirteen new kittens were playing in the kitchen.

How many Nouns? ___ Write them down: _____

3.) We should go to the store and buy fruit tomorrow.

How many Nouns? ___ Write them down: _____

4.) I forgot my glasses and hat at the theatre.

How many Nouns? ___ Write them down: _____

5.) His little brother would not stop yelling about the ghost.

How many Nouns? ___ Write them down: _____

6.) When Abraham Lincoln died many people were sad.

How many Nouns? ___ Write them down: _____

7.) Doing homework at school makes the students very happy.

How many Nouns? ___ Write them down: _____

8.) They ate bagels, donuts, and cereal at the restaurant.

How many Nouns? ___ Write them down: _____

Part Two: Please check mark [✓] each Noun you find.

- | | | | | |
|---------------------------------|--------------------------------|----------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Tree | <input type="checkbox"/> Eat | <input type="checkbox"/> Running | <input type="checkbox"/> Rock | <input type="checkbox"/> Pretty |
| <input type="checkbox"/> Pen | <input type="checkbox"/> Fast | <input type="checkbox"/> Angry | <input type="checkbox"/> House | <input type="checkbox"/> Boat |
| <input type="checkbox"/> Small | <input type="checkbox"/> Angry | <input type="checkbox"/> Tiny | <input type="checkbox"/> Slow | <input type="checkbox"/> Soap |
| <input type="checkbox"/> Eraser | <input type="checkbox"/> Sweet | <input type="checkbox"/> Crawl | <input type="checkbox"/> Lucky | <input type="checkbox"/> Tiger |



Sharks

By: Gina Szczodrowski



Did you know there are over 350 types of sharks? Two of the most common are the Great White Shark and the Hammerhead Shark. These sharks (and all sharks) belong to a group of fish that do not have bones. Instead, their bodies are supported by cartilage, which is softer and more flexible than bone. Their skin is very rough. It is so rough, in fact, that it has been used as sand paper! Sharks have the same senses that we have, however, their senses of sight, smell, and hearing are much stronger than ours. While both the Great White and the Hammerhead are sharks, they have many differences.

The Great White Shark is at the top of the food chain once it becomes an adult, often preying on sea mammals, such as sea lions. As an adult, Great White Sharks can weigh in at more than 4,500 pounds! But, sharks don't start off at the top of the food chain. Baby sharks, or pups, must avoid other predators for their first years of life, including other Great White Sharks. Some pups don't live past a year because of the predators.

The Hammerhead Shark is much different than the Great White Shark. For starters, its head is shaped like a rectangle, giving it its name. The shape of their head allows them to trap their favorite meal— stingrays. Their eyes are located on the sides of their head, which allow them to easily scan the ocean quicker than other species of sharks can. Even though stingrays are their favorite meal, they also eat bony fish, crab, lobsters, and other sea creatures. These sharks only weigh in at about 500 pounds. These pups, just like the Great White Shark pups, have to worry about predators when they are first born. Once they are adults, they do not have many predators though.

Many people are afraid of all types of sharks because of the attacks. While Great White Sharks have attacked people, the Hammerhead is not known for its attacks on people. The Hammerhead shark is dangerous, just like a Great White Shark, but not as aggressive. I don't know about you, but I sure don't want to ever have a close encounter with a shark!

Name: _____ Date: _____

1. What are sharks' bodies supported by?

- a. Bones
- b. Skin
- c. Cartilage
- d. Flippers

2. Which senses are stronger for sharks than for us?

- a. Touch, taste, and smell
- b. Sight, smell, and hearing
- c. Touch, smell, and hearing
- d. None of them

3. How are Great White Sharks different from Hammerhead Sharks?

- a. The hammerhead shark weighs more than the Great White.
- b. The Great White is known for its head shape.
- c. Great whites' pups have to worry about predators, but hammerheads' don't.
- d. Hammerheads' heads are shaped like a rectangle.

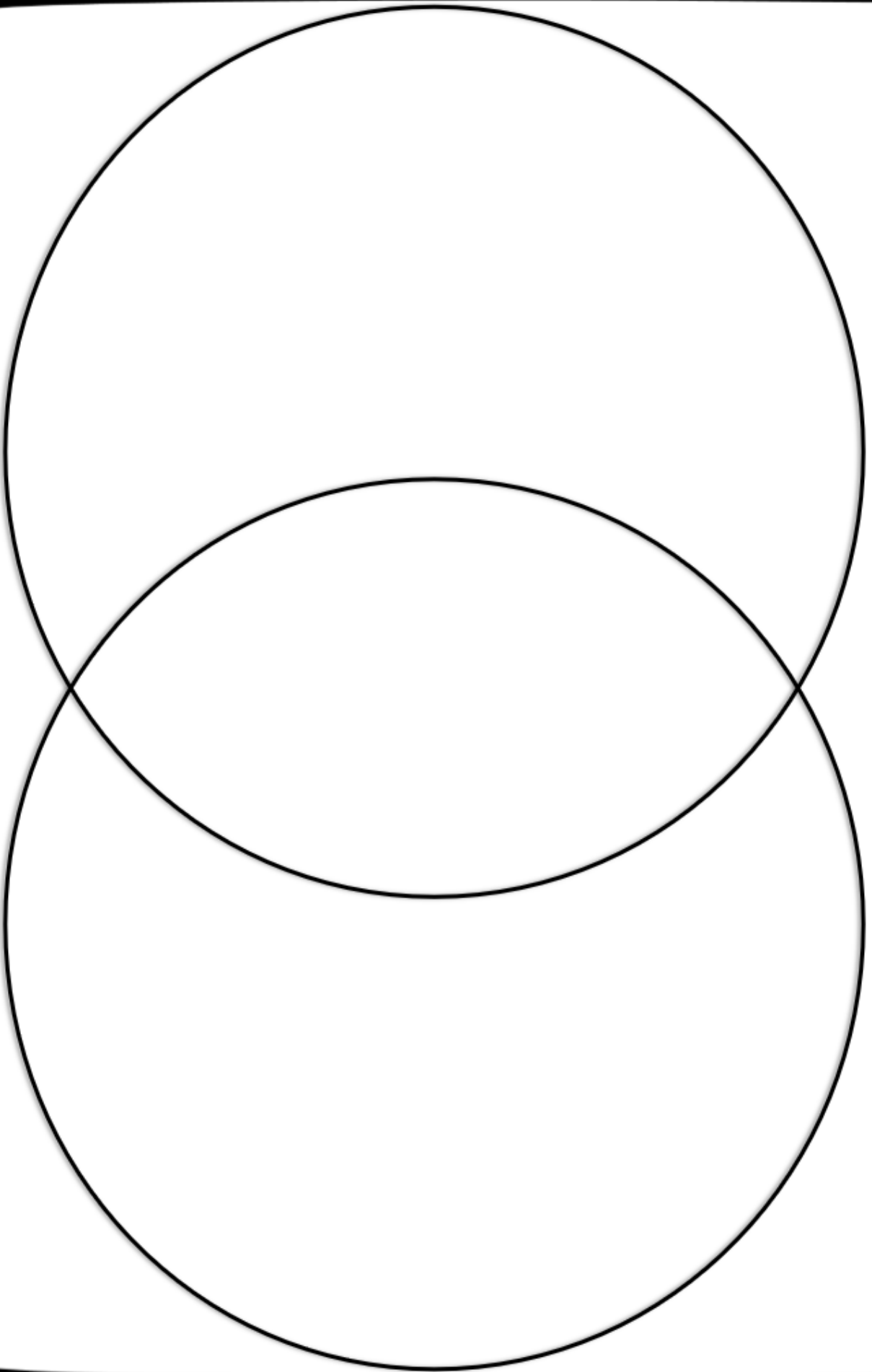
4. How are Great White Sharks similar to Hammerhead Sharks?

- a. Neither of them has ever attacked people.
- b. They both weigh over 4,000 pounds.
- c. They both belong to the same group of fish.
- d. They are at the top of the food chain.

Complete a graphic organizer comparing and contrasting the two types of sharks in this article.

Name: _____

Date: _____





Summer Reading List

Be sure to check out some of these book suggestions this summer! These are a few of our favorites and you can add them to your Summer Reading Log!

Harry Allard (Miss Nelson series)

Just Blume (any titles on level)

Marc Brown (Arthur series)

Beverly Cleary (Henry, Beezus, Ramona series)

Mary Pope Osbourne (Magic Tree House series)

Barbara Park (Junie B. Jones series)

Peggy Parish (Amelia Bedelia series)

Cynthia Rylant (Henry and Mudge series)

R.L Stine (any title on level)

Dr. Seuss books (any titles on level)

American Girls Collection (any titles on level)

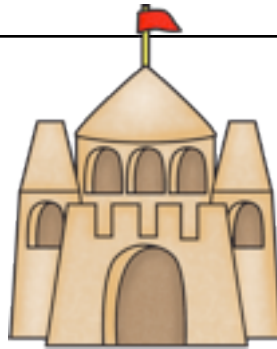
Also be sure to read some nonfiction books:

Who Was.... Series

Any historical or scientific books

Objective

I know my addition facts.



Directions: Solve the addition sentences below.

1. $4 + 4 =$ _____

10. $9 + 13 =$ _____

19. $4 + 7 =$ _____

2. $17 + 3 =$ _____

11. $12 + 2 =$ _____

20. $19 + 1 =$ _____

3. $14 + 4 =$ _____

12. $5 + 12 =$ _____

21. $17 + 2 =$ _____

4. $13 + 3 =$ _____

13. $6 + 14 =$ _____

22. $10 + 10 =$ _____

5. $16 + 2 =$ _____

14. $6 + 13 =$ _____

23. $15 + 5 =$ _____

6. $11 + 9 =$ _____

15. $14 + 6 =$ _____

24. $6 + 5 =$ _____

7. $12 + 8 =$ _____

16. $9 + 8 =$ _____

25. $2 + 9 =$ _____

8. $7 + 11 =$ _____

17. $8 + 10 =$ _____

26. $14 + 3 =$ _____

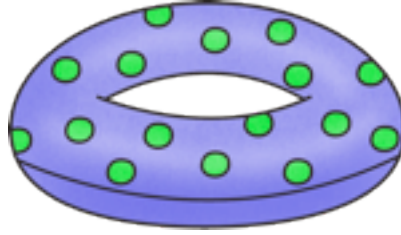
9. $6 + 14 =$ _____

18. $5 + 12 =$ _____

27. $17 + 2 =$ _____

Objective

I know my subtraction facts.



1. $16 - 9 =$ _____

10. $8 - 1 =$ _____

19. $8 - 2 =$ _____

2. $13 - 0 =$ _____

11. $17 - 6 =$ _____

20. $18 - 4 =$ _____

3. $19 - 9 =$ _____

12. $11 - 5 =$ _____

21. $18 - 12 =$ _____

4. $14 - 3 =$ _____

13. $19 - 1 =$ _____

22. $17 - 10 =$ _____

5. $13 - 10 =$ _____

14. $4 - 2 =$ _____

23. $6 - 5 =$ _____

6. $16 - 3 =$ _____

15. $20 - 3 =$ _____

24. $20 - 17 =$ _____

7. $15 - 9 =$ _____

16. $6 - 2 =$ _____

25. $8 - 5 =$ _____

8. $18 - 8 =$ _____

17. $11 - 10 =$ _____

26. $16 - 1 =$ _____

9. $19 - 7 =$ _____

18. $4 - 4 =$ _____

27. $20 - 12 =$ _____



Objective

I can use place value to round whole numbers to the nearest 10 or 100.



Directions: Round each number in the box to the nearest 10. Use the boxes below to decide what color to make each box.

5	29	27	34	23	6	9	20	76	83
24	31	28	32	25	10	13	23	81	75
16	85	66	● 71	7	22	6	8	77	84
12	93	73	√67	11	17	16	19	22	8
18	15	69	19	12	6	21	7	13	21
24	65	73	72	11	14	18	68	70	9
9	74	55	60	56	57	63	62	60	15
14	65	71	67	63	61	58	59	64	20
17	45	51	54	47	48	52	49	54	5
39	50	46	53	54	45	49	51	46	38
41	35	44	36	35	43	40	37	38	42

If the number adds up to:

- | | | |
|----------------------------------|------------------------|---------------------|
| 10 or 20-
Color it light blue | 40- Color it green | 70- Color it peach |
| 30- Color it light green | 50- Color it dark blue | 80- Color it yellow |
| | 60- Color it red | 90- Color it brown |

Objective

I can use place value to round whole numbers to the nearest 10 or 100.



Directions: Round each number in the box to the nearest 100. Use the boxes below to decide what color to make each box.

146	550	98	779	91	330	269	455	301	487
612	121	814	144	596	846	756	619	632	563
130	800	136	642	149	303	490	289	505	340
796	125	777	101	567	849	635	751	590	756
110	560	119	772	129	290	344	515	315	500
630	808	605	813	648	800	585	838	779	600
275	301	450	347	299	480	320	460	253	323
829	595	803	834	565	620	769	642	580	579
281	470	333	267	506	321	525	255	475	245
570	844	615	822	625	847	575	823	763	841
296	322	549	465	310	283	485	302	521	287

If the number rounds to:

100-
Color it blue

300 or 500-
Color it red

600 or 800-
Leave it white.

Objective

I can read and write numbers to 1,000 in different ways.



Count the base 10 blocks. Write the number, number word, and the expanded form.

Base 10 Blocks	Number	Number Word	Expanded Form

Objective

I can compare three-digit numbers using $<$, $=$, and $>$.



Directions: Compare the numbers using $<$ $>$ or $=$.

$421 \underline{\hspace{1cm}} 345$

$675 \underline{\hspace{1cm}} 576$

$100 \underline{\hspace{1cm}} 109$

$881 \underline{\hspace{1cm}} 879$

$232 \underline{\hspace{1cm}} 218$

$551 \underline{\hspace{1cm}} 555$

$200 \underline{\hspace{1cm}} 410$

$600 \underline{\hspace{1cm}} 600$

$688 \underline{\hspace{1cm}} 710$

$786 \underline{\hspace{1cm}} 966$

$146 \underline{\hspace{1cm}} 245$

$252 \underline{\hspace{1cm}} 244$

Objective

I can use addition and subtraction to solve measurement problems.



An ear of corn is 11 inches long. A chicken leg is 8 inches long. How much longer is the corn than the chicken leg?





Three ants crawled out of a picnic basket. The first ant crawled 24 inches. The second ant crawled 38 inches, and the third went 13 inches. How far did they crawl in all?



Tom threw a baseball 24 feet, he needed to throw it 16 feet further to get to the catcher. How far away was the catcher from Tom?



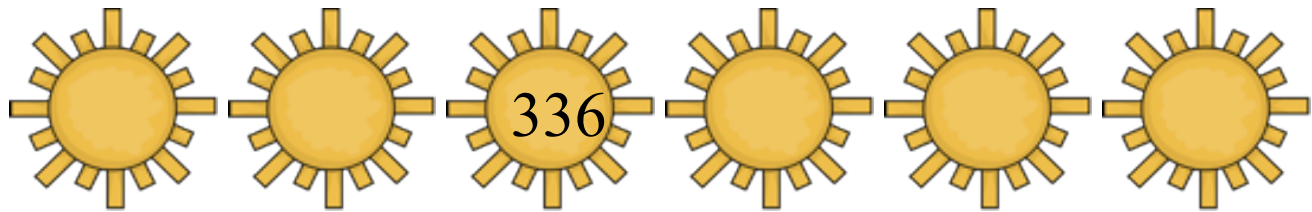
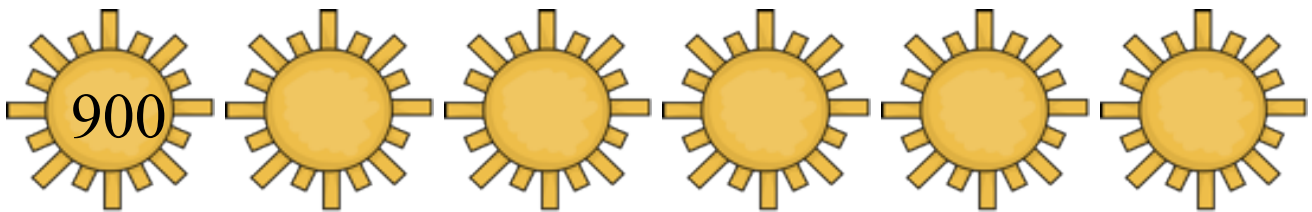
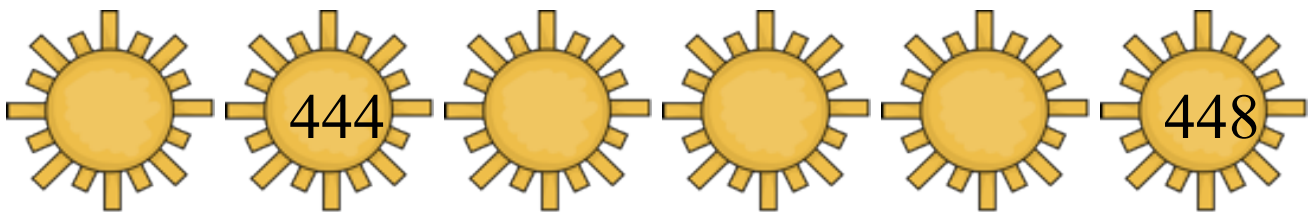
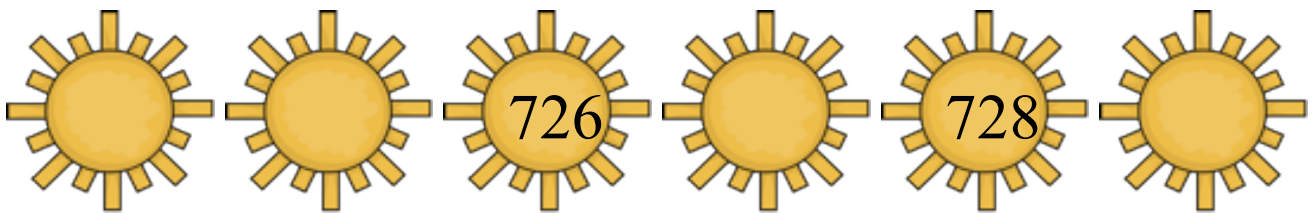
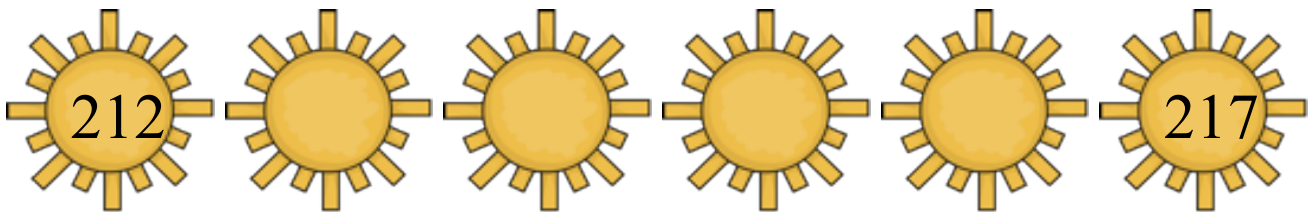
The zebra at the zoo was 146 meters away from Paul. The Giraffe was 263 meters away. How much further was the giraffe?

Objective

I can count to 1,000 using 1s, 5s, 10s and 100s.



Write the missing numbers.



From gas to liquid to solid

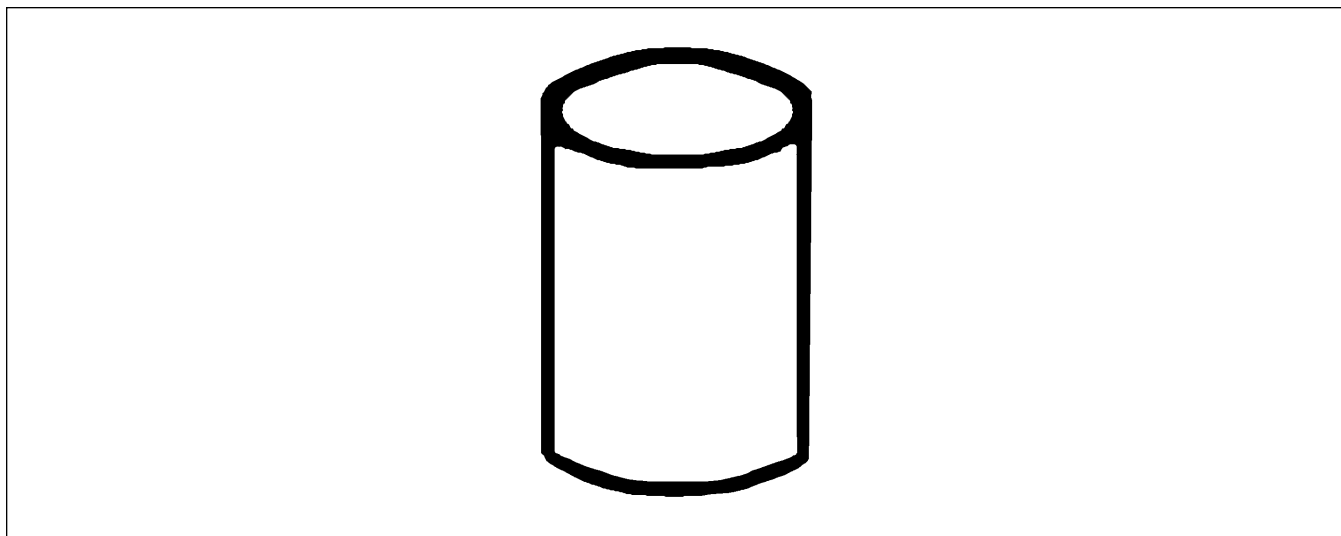
What causes frost to form on the outside of a cold container?

Procedure

1. Dry the outside of a can with a paper towel.
2. Place 3 heaping teaspoons of salt in the bottom of the can. Fill the can about half-way with crushed ice.
3. Add another 3 heaping teaspoons of salt.
4. Add more ice until the can is almost filled and add another 3 teaspoons of salt.
5. Hold the can near the top and mix the ice–salt mixture with a sturdy metal spoon for about 1 minute. Remove the spoon, and observe the outside of the can. Do not touch it yet.
6. Wait 3–5 minutes. While you wait, begin to answer the questions on the next page. When frost appears, complete question number 1.



1. Draw what you see and include descriptive captions.



Student activity sheet
Activity 6.5

Name: _____

From gas to liquid to solid (*continued*)

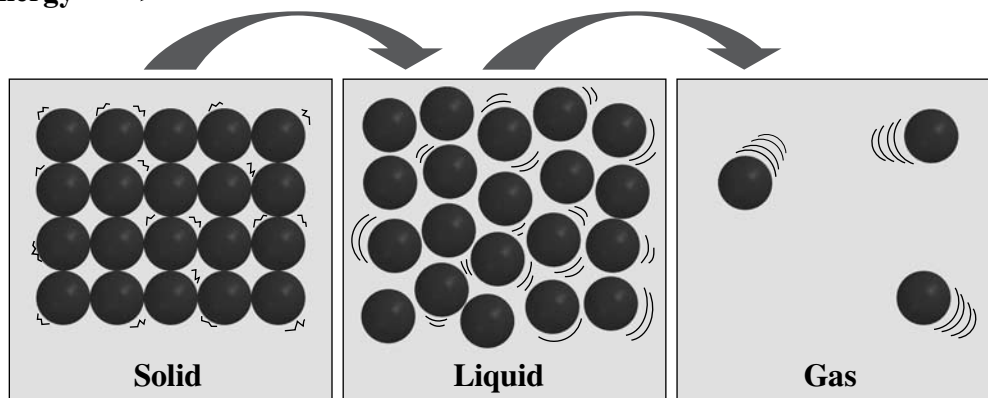
2. Why do you think there is frost on one part of the can and water on another part?

3. Use the terms *condense* and *freeze* to answer the question: How does water vapor become frost?

4. In the upper atmosphere, where it's colder, water vapor in the air can change. This activity can be a *model* of what happens to water vapor in the atmosphere. Models help us to understand objects or processes that cannot easily be seen. In this model, the can represents the cold temperature in the upper atmosphere and the water vapor in your classroom represents the water vapor in the atmosphere. Using this model, what do the liquid and frost on the outside of the can represent?

5. Use the terms **evaporation**, **condensation**, **freezing**, and **melting** to label the processes where matter changes from one state to another in the picture below.

Add heat energy →



← Remove heat energy