



Lesson pages are titled "Examples - Grade 5," answer pages are titled "Answers - Grade 5," and homework pages are simply titled "Grade - 5."


Examples - Grade 5

A. Word List 4

1. consume	(v.)	to eat or drink; to use
2. disciplinary	(adj.)	related to punishment; having the intention to correct behavior
3. explicitly	(adv.)	clearly shown; completely; easily understood
4. hierarchy	(n.)	a group that controls an organization; a system that ranks people or things in order of importance
5. inhabit	(v.)	to live in something; to make a home somewhere; to be present in the moment
6. protest	(v.)	to act against something; to show disapproval; to disagree
7. reproduce	(v.)	to make a copy; to do something in the same way
8. species	(n.)	a group of animals or plants that are similar to each other and share characteristics
9. suspension	(n.)	the act of having a person leave a position temporarily as punishment; a temporary delay; the act of stopping a process temporarily
10. violate	(v.)	to do something against the law; to abuse someone's rights in a bad way; to disrespect

B. Grammar

Semicolon

 **Teaching Tip:** Explain to students the differences between a comma, semicolon, and colon as grammatical pauses in sentences.

The first function of a semicolon (;) is to join two independent clauses into one sentence. You can do this by either adding a semicolon between the two clauses, or you can add a conjunctive adverb and a comma between the two clauses.

Note: In order to help you remember some conjunctive adverbs, it might be helpful to know that most of them are also what you would use as transition words.

Examples: besides, certainly, finally, however, next, then, etc.


Remember, an independent clause is a group of words that can stand alone as a complete sentence. A **conjunctive adverb** connects and shows the relationship between two independent clauses.

Vocabulary Word List

Your child will receive a vocabulary list for the week. Depending on the grade level, these words may be words that are difficult to spell, or they may not know the meaning of the word yet.

B. Grammar

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Teaching Tip

Teaching tips are suggestions to help you or your teacher present the topic to your child. These could include topics to review first or even an activity to do with your child.


...er against something; to show oneself
to make a copy; to do something in the same
(n.) a group of animals or plants that are similar to each other in
characteristics
(n.) the act of having a person leave a position temporarily as a
temporary delay; the act of stopping a process temporarily
(v.) to do something against the law; to abuse someone's rights in a
way; to disrespect.

5. Grammar

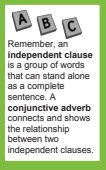
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1 

ABC Word Boxes

These word boxes define terms used within the lesson that your child may not know.


Examples - Grade 5

 **Example:** We need a big van, all of us need to fit in it.

Notice that the semicolon connects one independent clause ("We need a big van.") with another independent clause ("All of us need to fit in it.") to make one sentence.


Example: I have a cat, however, my mom makes me keep it mostly outdoors.

Notice that in this example, the semicolon is still connecting two independent clauses. In addition, there is a conjunctive adverb between the two clauses that is followed by a comma. This is another common and correct use of the semicolon.


 **Note:** When connecting independent clauses, you must choose to use **either** a comma and conjunction **or** a semicolon. You **cannot** use a semicolon and conjunction or comma alone.

Incorrect Examples: I went to the store; and I bought milk.
I went to the store, I bought milk.

The second function of a semicolon is to **list items in a series when the items already have commas**, such as months and dates or cities and states.

 **Example:** He has traveled to Newark, New Jersey, Los Angeles, California, and Chicago, Illinois.

Notice that the semicolon connects each city and state (that already must contain a comma) so that the list doesn't get too confusing and can be read correctly.

 **Note:** If it is helpful, think of semicolons listing items in a series as a "list within a list."

The function of the colon (:) is to **introduce a list**.

Examples

To illustrate the topic, examples are provided to you and your child. These examples help demonstrate how to solve the problem or figure out the answer.



Each day's homework usually takes about 30 minutes to complete.

They have a very developed hierarchy. The queen bee is the largest and has a curved stinger she can use many times. The queen lives for 2 to 8 years. The male bees in the hive are called drones. They have no stingers. After mating season is done, drones are driven out of the hive. Unlike the queen, drones live for only 6 to 8 weeks.

Worker bees are the primary inhabitants of any given hive. Worker bees are females with stingers. They perform all of the basic tasks in the hive. There are two types of worker bees: the house bees and the field bees. The house bees build the hexagon-shaped honeycombs, raise the young, tend the queen and drones, clean the hive, regulate the hive's temperature, and defend the hive. When the temperature drops too low for the bees to survive outside, the worker bees gather together around the queen to keep her warm.

Field bees are the bees seen flying around during spring and summer. They gather pollen and nectar from flowers and bring the food back to the hive. As they travel from flower to flower, the field bees spread pollen. This is called pollination, and it is a very necessary process. Without pollination, flowers would not produce fruits, vegetables, or seeds. Bees are responsible for 25% of pollination around the world. That equals about 10 billion dollars worth of food consumed by humans.



Answer the following questions about the passage.

1-2. What is the difference between social and solitary bees? Give an example of each type. Also name one difference of each type.

3. Honeybees live in nests known as

- A) drones B) colonies C) hives D) stingers

Homework

Each week, four days of homework are given to apply concepts from that week's lesson and reinforce the topic.

Answers - Grade 5

Week: 5 - Day 1

A. Comprehension

- 1-2. Social bees, such as honey bees, have a single queen who reproduces for the whole hive. In solitary bees, such as leafcutter bees, every female can reproduce.
3. C
- 4-5. House bees stay in the hive and do the jobs necessary to keep it running, such as raising the young bees. Field bees are bees that leave the hive and do outside jobs, such as collecting pollen.
6. The queen is the leader of the hierarchy. She produces all of the young for the hive. The queen bee rules the hive, furthermore, she is much larger than the other bees, and she has a curved stinger she can use many times.
7. C
8. Drones
9. D

B. Grammar

1. We had only one choice; we gave up and surrendered.
2. The boys finished their project; the girls are almost done with theirs.
3. We want you to join our company; you will not regret it.
4. I love cooking; experimenting with new ingredients is so fun!
5. My father likes coffee with cream and sugar; my mother doesn't like coffee at all.
6. C
7. A
8. D
9. B

Sentences will vary. Examples are given. Check to make sure that sentences contain at least eight words.

10. I have four best friends: Hannah, Spencer, Asia, and Emily.
11. My favorite author is J.K. Rowling; she is an amazing, magical, and talented writer.
12. School starts at 8:30, so we better get going if we don't want to be late!

Answers

Answers are provided to check your child's homework. Enter the scores into the Parent Portal to track progress and note which areas may need more work.

A. Word List 1


- | | | |
|------------------------|--------|--|
| 1. continual | (adj.) | ongoing; happening frequently within a short time; going on without stopping |
| 2. drawback | (n.) | a disadvantage; an inconvenient occurrence; a hindrance |
| 3. immensely | (adv.) | in an incredibly large or huge manner |
| 4. incur | (v.) | to bring upon oneself; to cause yourself to have an experience (usually unwanted) |
| 5. malicious | (adj.) | having the desire to harm others; filled with malice |
| 6. prospect | (n.) | an opportunity; a possibility for a future event; someone or something that has a high likelihood of succeeding or happening |
| 7. proverb | (n.) | a popular saying (usually brief) that gives advice; a maxim |
| 8. recklessly | (adv.) | done without caution; carelessly; in a manner ignorant of consequences |
| 9. restlessness | (n.) | the state of being unhappy; sleeplessness; anxiousness |
| 10. villainy | (n.) | awful or malicious behavior |

Student Goals:

- ✓ I will learn the function of a noun in a sentence and be able to recognize nouns.
- ✓ I will learn the function of a verb in a sentence and be able to recognize verbs.
- ✓ I will learn and be able to use the basic verb tenses.

B. Grammar

Parts of Speech



Teaching Tip: *Because this is a condensed lesson on parts of speech, (topics covered in 4th grade), review familiar topics quickly, in order to focus on what is not understood.*

Nouns

Nouns are words used to name a person, animal, place, thing, or idea. They can be singular or plural.

Singular Nouns: Singular nouns name one object.

Plural Nouns: Plural nouns name more than one object.



Examples: (Singular) The dog bounded after the squirrel.
 (Plural) I decided to bake cupcakes for the children.

Common Nouns: Common nouns are non-specific and not capitalized.



Examples: Late last year our neighbors bought a goat.
 The bandit made off with all the money.

Proper Nouns: Proper nouns are specific and capitalized.




Examples: Portia White was an opera singer.
 My friend thinks Joe Louis is the greatest boxer of all time.
Jessie's birthday is in November. Her favorite subject is English.

Possessive Nouns: Possessive nouns show ownership. They will end in 's or s' and can be either singular or plural.



Examples: (Singular Possessive) The boy's ice cream began to melt in the hot sun.
 (Plural Possessive) My cats' toys littered the living room floor.
 The children's classroom was bright and colorful.

 *Note: Notice that you use 's when the word does not already end in "s," and you use s' when the word already ends in an "s."*

Verbs

Verbs are words that show action in a sentence.

Action Verbs: Action verbs show physical action.



Examples: The jolly pirate laughed while he admired his loot.
 I jumped for joy the day I received all A's on my report card.

Helping Verbs: A helping verb works with a main verb. Remember, a main verb is the part of speech that expresses state, action, or occurrence. A helping verb comes before the main verb to help indicate tense or change the meaning of the verb slightly.



Examples: I have gone to the pet store many times.
 The helping verb "have" changes the tense so that it is now in past perfect.
 Sally was laughing loudly at the joke.
 The helping verb "was" changes the tense so that it is now in past continuous.
 I do like to dance.
 The helping verb "do" changes the meaning slightly. It puts emphasis on the main verb "like."

A mnemonic device to help you with helping verbs is CHAD B. SWIM

C	H	A	D	B.	S	W	I	M
can	have	am	do	be	shall	will	is	may
could	has	are	does	being	should	would		might
	had		did	been		was		must
						were		



Teaching Tip: To teach helping verbs, use CHAD B. SWIM. Students should memorize these verbs. After you have reviewed these verbs, write a sentence without a helping verb. (EX: Rick walks to the park.) Add all the helping verbs that would make sense.

- Rick CAN walk to the park.
- Rick COULD walk to the park.
- Rick HAD walked to the park.
- Rick DOES walk to the park.
- Rick DID walk to the park.
- Rick SHALL walk to the park.
- Rick SHOULD walk to the park.
- Rick WILL walk to the park.
- Rick WOULD walk to the park.
- Rick WAS walking to the park.
- Rick IS walking to the park.
- Rick MAY walk to the park.
- Rick MIGHT walk to the park.
- Rick MUST walk to the park.

Ask the following questions to your student(s): How does the helping verb change? How does the meaning of each sentence change?



Note: Helping verbs are also part of contractions. Remember, a contraction is two words put together to form one, shortened word.
Example: I'm = I am

Compound Verbs: Compound verbs are the combination of a helping verb and an action verb.



Examples: We shall run for office once we're thirty-five.
They were punished for disrupting the gym teacher's exercises.
I have never laughed so hard in my life!



Note: Notice that even when separated by a negative, such as "never" or "not," a helping verb and action verb still form a compound verb.
Example: I have not visited my grandmother yet.

Verb Tenses

Verb tenses show when in time an action is taking place. Although there are many verb tenses, for now, we will focus on the basic tenses.

Past Tense: The past tense shows action that happened before now. It will often (although not always) end in -d or -ed.



Examples: I arrived in Hawaii yesterday for my tropical vacation.
My sister sang a beautiful song at her high school graduation.

Present Tense: The present tense shows action that is happening now.



Examples: I normally eat very quickly.
My best friend dances with grace and beauty.

Future Tense: The future tense shows action that will happen after now. It will always pair with the helping verb "will," unless it is first person ("I" or "We"), in which case it may pair with the helping verb "shall."



Examples: He will go with you to the movies tonight.
We shall not disagree with you on something so important.
Sam will be happy when exams are over.



Note: Notice that each of the underlined verbs in the future tense is a compound verb.

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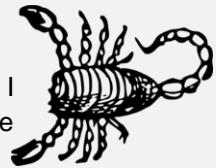
Date: _____ Start Time: _____ End Time: _____ Comprehension Score: ____/ 8
 Vocabulary Score: ____/10
 Grammar Score: ____/20

A. Comprehension – Read the passage.

“Mr. Cuddles’ Mistake”

Yesterday, after a long morning of sewing silken dresses at the shop, I decided to take a lunch break. This was my first day of work, and while it was nice to have a job, there was one **drawback**: I spent most of the day inside. There was a good reason for this, however. My friends and I had lately been accused of some **villainy** in town, of which we were innocent. We would never do anything **malicious**, but the police were still looking for us. I was lucky to know some magic, and I could stay in the shop. My friends had to hide in a stinky sewer. Still, the **continual** movement of the needle and thread did nothing to prevent my **restlessness**.

Using a magic spell to change my appearance so that the police would not recognize me, my pet giant scorpion, Mr. Cuddles, and I wandered into the street. When I looked down the road toward my favorite restaurant, the Snack Hole, I saw that the police were stopping everyone who walked past them. In spite of my disguise, I was worried that they might find Mr. Cuddles and hurt him. I walked into a bookstore instead. I hoped that carrying a book would improve my **prospects** of getting past the police. While I pretended to read a book, Mr. Cuddles climbed **recklessly** out of a window, right in front of the police. He hurried back into the bookstore and under my jacket. I muttered the old **proverb**, “Look before you leap.”



Suddenly the police ran into the bookstore and began looking for Mr. Cuddles. They asked me if I had seen a giant scorpion. I told them that if there were something as **immensely** creepy as a giant scorpion in the store, I was leaving. The police did not recognize me and let me leave the bookstore. Finally, I was free to walk down to the Snack Hole for a delicious lunch.

Answer the following questions about the passage.

1. Why is the main character hiding from the police?

2. Where is the main character hiding at the beginning of the story?

- A) dress shop B) sewer C) bookstore D) Snack Hole

3. What kind of animal is Mr. Cuddles?

- A) cat B) scorpion C) dog D) daisy

4. How does the main character change her appearance?

- A) She wears different clothes.
- B) She uses magic.
- C) She wears make-up.
- D) She covers her face with her hands.

5. How does the main character feel about Mr. Cuddles?

- A) She does not want him to get hurt.
- B) She is scared of him.
- C) She thinks he is creepy.
- D) She wants the police to find him.



6. What is meant by "look before you leap?"

- A) Wear goggles when sky-diving.
- B) Get plenty of exercise.
- C) Magic solves every problem.
- D) Do not act *recklessly*.

7. Why is the main character allowed to leave the book store?

- A) The police find Mr. Cuddles.
- B) The main character climbs out of a window.
- C) The police do not recognize her.
- D) She is not allowed to leave

8. What was Mr. Cuddles' mistake?



B. Vocabulary – Match each vocabulary word with its synonym.

Vocabulary Words

- 1. continual: _____
- 2. drawback: _____
- 3. immensely: _____
- 4. incur: _____
- 5. prospect: _____
- 6. proverb: _____
- 7. recklessly: _____
- 8. restlessness: _____
- 9. malicious: _____
- 10. villainy: _____

Synonyms

- A. expression
- B. constant
- C. opportunity
- D. constant movement
- E. enormously
- F. carelessly
- G. cruel
- H. disadvantage
- I. wickedness
- J. acquire




C. Grammar – Nouns – Underline the common noun(s) and place parentheses () around the proper noun(s) in each sentence. Some sentences may contain only one type of noun.

- 1. Three little cats lived in the house with Mrs. Fitzgerald.
- 2. Amelia loves to visit her grandmother in Tampa.
- 3. Many people will eat apples in the fall.
- 4. A bright green leaf fluttered onto the ground from the tallest tree in the forest.
- 5. A little puppy may grow to be a big dog.
- 6. Molly and Samuel went to their favorite restaurant, Don's Grill, and ordered hamburgers.



Verbs – Underline the verb(s) in the following sentences. Then, state the tense of the verb(s) (past, present, future).

- 7-8. I placed the mail on the table.  Tense: _____
- 9-10. I wake up at 6:00 each morning. Tense: _____
- 11-12. I came home after a long vacation to California. Tense: _____
- 13-14. My mother and I will go to the zoo on Thursday. Tense: _____
- 15-16. Every time Charlie calls his uncle, the telephone breaks. Tense: _____
- 17-18. Wally wrote so many sentences, that his pencil became dust. Tense: _____

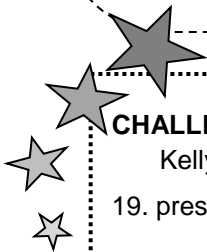


CHALLENGE! Rewrite the following sentence in the verb tense provided.

Kelly ran down to the creek with a bright blue bucket.

19. present

20. future



Week: 1 – Day 1

A. Comprehension

1. **Answer will vary slightly.** The main character is hiding from the police because she was accused of doing something wrong; even though, she did not do it.
2. A
3. B
4. B
5. A
6. D
7. C
8. **Answer will vary slightly.** Mr. Cuddles climbed out of the window without looking to see if it was safe first. He was spotted by the police.

B. Vocabulary

- | | |
|------|-------|
| 1. B | 2. H |
| 3. E | 4. J |
| 5. C | 6. A |
| 7. F | 8. D |
| 9. G | 10. I |

C. Grammar

- | | |
|--|--|
| 1. <u>cats & house</u> ; (Mrs. Fitzgerald) | 2. <u>grandmother</u> ; (Amelia) & (Tampa) |
| 3. <u>people, apples, & fall</u> | 4. <u>leaf, ground, tree, & forest</u> |
| 5. <u>puppy & dog</u> | |
| 6. <u>restaurant & hamburgers</u> ; (Molly), (Samuel), & (Don's Grill) | |
| 7. placed | 8. past |
| 9. wake | 10. present |
| 11. came | 12. past |
| 13. will go | 14. future |
| 15. calls; breaks | 16. present |
| 17. wrote; became | 18. past |
| 19. Kelly runs down to the creek with a bright blue bucket. | |
| 20. Kelly will run down to the creek with a bright blue bucket. | |

