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# 5<sup>TH</sup> GRADE WORKBOOK

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Supplemental Homeschool Workbook  
Calibrated to the California Achievement Testing standards  
by: Jbucker



## 5<sup>th</sup> Grade Day 1 Capitalization

Read the paragraph. If there are any letters that need to be capitalized, write three lines under the letter. Check your answers with the answer key in the back of the book, and study the “Points of Review”.

There was a strange sound whirling over Jason’s head. Jason was barely awake when he heard it. Jason wondered if it could be a UFO. Some people wonder how could such a thing appear in little Roswell, New Mexico. But in this little town many people believed in strange sightings. Though Jason had never seen a UFO before; some people gathered on the upper hill on Friday nights to look for one. The hill was right atop the road on Falcon Street; just to the north of the city.

Sometimes; Jason read a book entitled, “What to Do if you see an alien” by Mr. K.D. Zachary. The very beginning of chapter three reads:

unidentified aircraft is best heard  
when you are either falling asleep or  
just waking up.

Jason was thinking about the book and wondering if he had heard a UFO. Then he remembered he had to go to work today; so he tried to forget about the strange sound. He rode his bike to the east end of the road to his office on 1335 Rose Avenue. Jason got his back pack off the back of his bicycle.

As Jason walked into his work office, he wondered if he should call Uncle Scott to see if he would be interested in learning what Jason had heard earlier that day. His uncle was always interested in UFO stories. Then Jason decided he would wait and tell him later. Since his house was just south of the

office on 1400 Forest drive, Jason could ride to his house easily. Then Jason would tell uncle Scott about the noise he heard this morning.

“i wonder,” Jason thought to himself, “if uncle Scott will have anything interesting to say about my experience today.” Then Jason sat down in his chair and got started on the day’s work.

## 5<sup>th</sup> Grade Day 2

Please circle which of the relatives need to begin with a capital letter:

1. I wonder what mom will think of this.
2. How can your father approve of these test scores?
3. I want an aunt to take me to the mall.
4. I am the only brother.
5. Is your dad's favorite sport basketball?
6. Did you tell grandma thank you for making us some turkey this year?
7. His dad offered me a ride to school.
8. Sheila and cousin Jim are coming to the pool with us.
9. I wish my uncle could make yummy pies like aunt Arlene.

### 5<sup>th</sup> Grade Day 3

Capitalize every letter in the following addresses that needs to be capitalized:

office of sheriff  
1717 browning street  
cedartown, georgia 45054

janey sullivan  
54 oldsborough road  
bridgeport, connecticut 76045

harry potter  
wizardry lane  
frogswort, u.k. 64042

### 5<sup>th</sup> Grade Day 4

Generally, if the cardinal directions refer to compass directions or act as adjectives; then do not capitalize them. But capitalize them if they name a cultural area; such as the East Coast. In the sentences below, Capitalize “North”, “East”, “South”, and “West” when appropriate:

1. The old wise man told the young boy, “Go west, and seek your fortune there!”
2. Darren’s favorite movies are western movies.
3. If you want good barbeque, you must live in the south.
4. You can drive to Hollow Road Park if you drive three more blocks west.
5. The people in Georgia have a southern accent.

## 5<sup>th</sup> Grade Day 5

What letters need to be capitalized?

1. Thank you for your help, mr. Baird.
2. I have a date with miss Hansen tonight.
3. Will you have mrs. Forrest for your teacher this year?

## 5<sup>th</sup> Grade Day 6

What letters, if any, need to be capitalized? Put three lines under any letter that needs to be capitalized. (There may be more than one answer on each number).

1. The librarian told me i need to turn in my books today.
2. Will our chief of police be making a statement about the bank robbery?
3. Mr. Ford, chief of Police  
3480 harbo rd  
bronx, new York 13201



## 5<sup>th</sup> Grade Day 7

Capitalize any letters of words that need it in the following sentences (There may be more than one answer on each number).

1. I don't feel like celebrating even though it is my birthday.
2. Have a happy new year!
3. Will we have trick or treating on halloween this year?
4. I want to celebrate on friday instead of Thursday.
5. My favorite dinner is when we eat tacos on tuesday.
6. My last day of math for fifth grade is on june 1 of next year.

Note: you will be tested to make sure you know that you do not capitalize grade numbers or subjects in school unless they are language subjects, such as English or French. Therefore, school subjects such as history, science, math, astronomy, physical education, social studies, grammar, and so forth, are not capitalized. You also do not capitalize the grade level, such as first grade, second grade, third grade, and so on.

## 5<sup>th</sup> Grade Day 8

Capitalize any letters of words that need it in the following sentences.

1. “Hi,” she said, “do you want to go to the park and play?”
2. My father asked, “when will you be done with your Homework?”
3. Jane said, “boy, I sure wish I didn’t have to do the dishes Tonight!”
4. The midwife cried, “you have a brand-new baby brother!”
5. “cheryl, put your new shoes on,” Mother said, “or we will be late!”

Note: Usually, you capitalize the first word of a quotation mark if the words inside the quotes make a complete sentence. But if they only make a part of a sentence, then do not capitalize it.

Hint: do not capitalize the “o” in the word “or” on number 5, since it is only part of a sentence inside the quotation mark.

## 5<sup>th</sup> Grade Day 9

When you quote words from a book, poem or article, capitalize the beginning of the quote. Practice capitalizing the first letter of the words that needs it in the example below:

1. The bible states:  
in the beginning...
2. Romeo said,  
“my bounty is as boundless as the sea,  
My love as deep; the more I give to thee,  
The more I have, for both are infinite.”
3. The children’s song began with:  
twinkle, twinkle, little star  
how I wonder what you are
4. Gelett Burgess wrote a poem entitled, “The Purple Cow.” It states:  
*i never saw a purple cow,  
I never hope to see one,  
But I can tell you anyhow,  
I’d rather see than be one!*

## 5<sup>th</sup> Grade Day 10

Capitalize any letters that need it in the following sentences (There may be more than one answer on each number).

1. My grandma lives on Briar road.
2. A reindeer was found running across Old Town lane.
3. I hope my grandma was not out for a walk on norman Street.
4. Norman street is right next to Old Town lane.
5. I hope I don't get a call from the sheriff telling me grandma got ran over by a reindeer!

## 5<sup>th</sup> Grade Day 11

Capitalize any words that need it in the following sentences (There may be more than one answer on each number).

1. My dad's favorite basketball team is the utah jazz.
2. Karl malone made basketball seem magical for the jazz.
3. Karl Malone had a nickname. People called him "the mailman" when he played for louisiana tech university.
4. Karl Malone was my dad's favorite team member; but my mom's favorite basketball star was john stockton.
5. They used to play basketball in the delta center.
6. The arena is now called energy solutions arena.
7. My little sister does not like to watch basketball. Instead, she wants to visit the hogal zoo.
8. I want to go to the zoo also, and then we can stop at the amc theatre and watch a movie.
9. If we cannot go to the theatre, then maybe we can eat dinner at the one man band diner.

## 5<sup>th</sup> Grade Day 12 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

doctor, before,

(Notice that the word “doctor” does not have an “e” on the end; even though “before” does have an “e” on the end. They both end with the same “or” sound.)

## 5<sup>th</sup> Grade Day 13 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

expect, kept, correct, protect, direct, dialect, subject, conduct

(Notice there are no common words in the English language that end with “kt”.

They all end with “ct”.)

## 5<sup>th</sup> Grade Day 14 Spelling

Study this word by writing it over and over and using it in a sentence. Have someone test you on it before moving forward.

Island

(The word "island" has a silent "s" in it.)



## **5<sup>th</sup> Grade Day 15 Spelling**

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Though, thought, wrought, fought, would, could, through, doubt

The "o" comes first in these words.

## 5<sup>th</sup> Grade Day 16 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Ribbon, rattle, village, appear, address, balloon, penny, success, jelly, dollar,  
bonnet, arrive, gotten, opposite, attain  
(These words all have a repeated letter in them)

## **5<sup>th</sup> Grade Day 17 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Cart, dollar, orchard, particular  
(These words have the “ar” sound)

## **5<sup>th</sup> Grade Day 18 Spelling**

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Lame, lady, gravy, drank, base, baking, dangerous, major, pavement

(These words have the long "a" sound)

## **5<sup>th</sup> Grade Day 19 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Appear, year, leaving, wear  
(These words have the “ea” sound)

## 5<sup>th</sup> Grade Day 20 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Shine, shining; drive, driving; bake, baking; leave, leaving; lose, losing  
(These words do not have an “e” on the end when they have an “ing” on the end)

## 5<sup>th</sup> Grade Day 21 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Wrap, write, written, wrote,  
(These words sound like they start with “r” but they really start with “wr”)

## 5<sup>th</sup> Grade Day 22 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Flies, field, conceive, receive, sieve, chief, patient, ceiling

(These words demonstrate the principle that the letter "i" comes before "e"  
except after "c")



## 5<sup>th</sup> Grade Day 23 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Walk, could, would, talk, half  
(These words have a silent "l" in them)

## **5<sup>th</sup> Grade Day 24 Spelling**

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Guess, doubt, built, prompt, excuse, ditch, listened, fairy, period, debt, pavement  
(These words have a hidden letter in them)

## 5<sup>th</sup> Grade Day 25 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Second, jelly, pocket, subject, excuse, listened, whenever, enjoy, debt, cement,  
gotten, penny, gentle

(These words have the short "e" sound)

## 5<sup>th</sup> Grade Day 26 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Alive, quite, mile, pipe, blind, wire, beside, twice, driving, arrive, sacrifice  
(These words have the long "i" sound)

## **5<sup>th</sup> Grade Day 27 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Asleep, fifteen, screen, degree, teeth, weed  
(These words have an “ee” in them)

## **5<sup>th</sup> Grade Day 28 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Also, broke, almost, opposite  
(These words have the long “o” sound)

## **5<sup>th</sup> Grade Day 29 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Beside, fever, cement, presume  
(These words have the long “e” sound)

## **5<sup>th</sup> Grade Day 30 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Front, famous, period  
(These words have the “uh” sound)



## 5<sup>th</sup> Grade Day 31 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Visitor, forty, north, form, victory, worst, major, orchard  
(These words have the “or” sound)

## 5<sup>th</sup> Grade Day 32 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

City, victory, fairy, enjoy, probably, noisy, penny  
(These words end with “y”)

## 5<sup>th</sup> Grade Day 33 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Often, promise, probably, conduct, gotten, opposite  
(These words have the short “o” sound)

## **5<sup>th</sup> Grade Day 34 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Champion, stallion, invention  
(These words end with “ion”)

## **5<sup>th</sup> Grade Day 35 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Mixture, moisture, disturb  
(These words have “ur” sound)

## 5<sup>th</sup> Grade Day 36 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Shake, famous  
(These words have the long “a” sound)

## **5<sup>th</sup> Grade Day 37 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Mouse, famous, dangerous, doubt  
(These words have the “ou” sound)

## **5<sup>th</sup> Grade Day 38 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Drum, subject, conduct  
(These words have the short “u” sound)



## **5<sup>th</sup> Grade Day 39 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Weight, eight, could, through, though, thought, straight  
(These words have many hidden letters in them)

## 5<sup>th</sup> Grade Day 40 Spelling

Study this word by writing it over and over and using it in sentences. Have someone test you on it before moving forward.

Slow  
(This word end with a “w”)

## 5<sup>th</sup> Grade Day 41 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Coast, toad  
(These words have “oa” in them)

## **5<sup>th</sup> Grade Day 42 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Brook, balloon,  
(These words have “oo” in them)

## **5<sup>th</sup> Grade Day 43 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Path, dash, master, many, sacrifice  
(These words have the short “a” sound)

## 5<sup>th</sup> Grade Day 44 Spelling

Study this word by writing it over and over and using it in a sentence. Have someone test you on it before moving forward.

Almost

(This word uses the letter “a” to make a short “o” sound)

## 5<sup>th</sup> Grade Day 45 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Allow, probably, attain  
(These words use the letter “a” to make a short “u” sound)

## 5<sup>th</sup> Grade Day 46 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Serve, oyster, master, dangerous, fever, fingerprint, whenever, period

(These words have an “er” in them)



## 5<sup>th</sup> Grade Day 47 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Reduce, excuse, particular, presume  
(These words have the long “u” sound)

## 5<sup>th</sup> Grade Day 48 Spelling

Study these words by writing them over and over and using them in sentences.

Have someone test you on them before moving forward.

Silk, victory, ditch, fingerprint, promise, disturb, willing, fifteen, particular, thimble,  
sacrifice

(These words have the short "i" sound)

## **5<sup>th</sup> Grade Day 49 Spelling**

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Fairy, straight, stain, attain  
(These words have “ai” in them)

## 5<sup>th</sup> Grade Day 50 Spelling

Study these words by writing them over and over and using them in sentences.  
Have someone test you on them before moving forward.

Oyster, enjoy, noisy, poison  
(These words have an “oy” or “oi” sound in them)

Dollar, bonnet  
(These words have a short “o” sound)

### 5<sup>th</sup> Grade Day 51 Language Usage and Structure

1. Which sentence is written with correct standard English?
  - A. The blind men disagreed on what a elephant feels like.
  - B. The blind men disagreed on what an elephant feels like.
  
2. Which sentence is written with correct standard English?
  - A. I didn't put my shoes under my bed.
  - B. I doesn't put my shoes under my bed.
  
3. Which sentence is written with correct standard English?
  - A. Are they the books that teach about language usage?
  - B. Are them the books that teach about language usage?
  
4. Which sentence is written with correct standard English?
  - A. The monkeys at the zoo are climbing those trees.
  - B. The monkeys at the zoo are climbing those there trees.

**5<sup>th</sup> Grade Day 52 Language Usage and Structure**

1. Which sentence is written with correct standard English?
  - A. Your father's tie is in the closet.
  - B. Your father's tie are in the closet.
  
2. Which sentence is written with correct standard English?
  - A. Tigers is in Africa.
  - B. Tigers are in Africa.
  
3. Which sentence is written with correct standard English?
  - A. The cake is in the fridge for the birthday girl and she.
  - B. The cake is in the fridge for the birthday girl and her.
  
4. Which sentence is written with correct standard English?
  - A. The icicles freezed over the porch.
  - B. The icicles froze over the porch.

**5<sup>th</sup> Grade Day 53 Language Usage and Structure**

1. Which sentence is written with correct standard English?
  - A. I won't lock the door until later.
  - B. I won't lock the door until been later.
  
2. Which sentence is written with correct standard English?
  - A. Mom's coat is bigger than ours.
  - B. Mom's coat is bigger than us's.
  
3. Which sentence is written with correct standard English?
  - A. My friend said he draws very well.
  - B. My friend said he draws very good.
  
4. Which sentence is written with correct standard English?
  - A. The picture he is drawing is well.
  - B. The picture he is drawing is good.

(Hint: **well is an adverb**; it modifies a verb...and **good is an adjective**; it modifies a noun. The word "well" describes how something is done. The word "good" explains that a certain person, place, or thing is good ).

## 5<sup>th</sup> Grade Day 54 Language Usage and Structure

1. Which sentence is written with correct standard English?
  - A. Us kids love to play basketball.
  - B. We kids love to play basketball.
  
2. Which sentence is written with correct standard English?
  - A. I have already eaten my smoothie.
  - B. I already eaten my smoothie.
  
3. Which sentence is written with correct standard English?
  - A. She doesn't ever finish her food.
  - B. She doesn't never finish her food.
  
4. Which sentence is written with correct standard English?
  - A. I had blew my nose after it was stuffy.
  - B. I had blown my nose after it was stuffy.
  
5. Which sentence is written with correct standard English?
  - A. They had already given a gift to the neighbors for Christmas.
  - B. They had already gave a gift to the neighbors for Christmas.



## 5<sup>th</sup> Grade Day 55 Language Usage and Structure

1. Which sentence is written with correct standard English?
  - A. That doll is newer of the three.
  - B. That doll is more new of the three.
  
2. Which sentence is written with correct standard English?
  - A. If you had did as Mom said, you would have had clean socks.
  - B. If you had done as Mom said, you would have had clean socks.
  
3. Which sentence is written with correct standard English?
  - A. The frog sung a croaking song when trying to find a mate.
  - B. The frog sang a croaking song when trying to find a mate.
  
4. Which sentence is written with correct standard English?
  - A. Grandma got ran over by a reindeer.
  - B. Grandma got run over by a reindeer.
  
5. Which sentence is written with correct standard English?
  - A. The music box broke after her birthday.
  - B. The music box was broke after her birthday.

### 5<sup>th</sup> Grade Day 56 Language Usage and Structure

1. Which sentence is written with correct standard English?
  - A. The brick sank to the bottom of the pool.
  - B. The brick sunk to the bottom of the pool.
  
2. Which sentence is written with correct standard English?
  - A. James and he rode their bikes to the library.
  - B. James and him rode their bikes to the library.
  
3. Which sentence is written with correct standard English?
  - A. I should of pulled the cake out of the oven sooner.
  - B. I should have pulled the cake out of the oven sooner.
  
4. Which sentence is written with correct standard English?
  - A. The gunman fired a shot.
  - B. The gunman fire a shot.
  
5. Which sentence is written with correct standard English?
  - A. Day by day his strength increased.
  - B. Day by day his strength been increasing.

## 5<sup>th</sup> Grade Day 57 Language Usage and Structure

Are the following sentences complete sentences? Write yes or no.

1. We have been trying to find a better recipe for cornbread.
2. When the dinner timer beeped.
3. Pointing at the dog and telling him not to bark.
4. The dinner timer beeped.
5. The dog started barking

Has the following statement been transformed into a question correctly? Write yes or no.

1. A. Dinner is ready.  
B. Is dinner ready?
2. A. The dinosaur hatched from an egg.  
B. Was there a dinosaur?
3. A. The baby is ready to go outside.  
B. Is the baby ready to go outside?

Has the following statement been transformed into an opposite statement correctly? Write yes or no.

4. A. David can always flip a pancake.  
B. David cannot always flip a pancake.
5. A. The fish is in the pond.  
B. The fish wasn't in the pond.

### 5<sup>th</sup> Grade Day 58 Language Usage and Structure

Is the underlined word a noun, verb, adjective, or adverb? (If none of those, write “no”)

1. The grandma rocked in her rocking chair.
2. The table had an ornamental design on it.
3. The blades of the fan ran exceptionally fast.
4. The blades of the fan ran exceptionally fast.
5. The confetti icing was not of the same brand as the cake mix.

**5<sup>th</sup> Grade Day 59 Language Usage and Structure**

The chicken is very \_\_\_\_\_.

What type of word fits on the line of the sentence above?

A conjunction, a determiner, a noun, an adjective, an adverb, a conjunction, a preposition, or none of these?

Write a sentence with an adjective in it; and underline the adjective.

## 5<sup>th</sup> Grade Day 60 Language Usage and Structure

An inflectional morpheme is a word with a suffix at the end in order to do certain things. Here are some examples of what inflectional morphemes do: Define the tense of a word “I have **picked** the grapes”; Define the number of nouns in a sentence “I have two pet chickens”; Defining possessor “The chicken’s eggs”; and comparing, “The Rhode Island Red chicken was **larger** than the Orpington chicken. Here is a list of the 8 types of inflectional morphemes:

- **-s** or **-es**. Nouns; plural.
- **'s**. Nouns; Possessive.
- **-d** ; **-ed**. Verbs; past tense.
- **-s**. Verbs; 3rd person singular present.
- **-ing**. verbs; present participle.
- **-en** ; **-ed** (not consistent) verbs; past participle.
- **-er**. adjectives; comparative.
- **-est**. adjectives; superlative.

Circle the word in each sentence that has an inflectional morpheme in it:

1. The bicyclist cycled out of the garage.
2. The sun is shining out the window.
3. She baked a cake in the oven.
4. The vacuum motor is running.
5. The ballet dancer leaped through the air.
6. The vegetables are sautéing in oil.
7. I want to sit in my swimming pool’s hot tub.
8. I am closer to the end of this worksheet.
9. The toad has the funniest smile on his face.
10. What type of words are inflectional morphemes added to? (Nouns, verbs, adjectives, adverbs, conjunctions, or prepositions?)

## 5<sup>th</sup> Grade Day 61 Language Usage and Structure

Fill in the correct answer on the line from these choices:

Adverb, Inflectional Morpheme, Adjective, Conjunction, Preposition

1. An \_\_\_\_\_ changes the tense of a verb.
2. An \_\_\_\_\_ modifies a verb. They end with “ly”: like the word “really”, “incredibly” or “lovely”. Other examples that do not end with “ly” include: “very”, “never”, “often,” and “sometimes”.
3. A \_\_\_\_\_ makes it possible to combine two short sentences into one longer sentence. The most common examples are “and”, “but”, and “if”.
4. An \_\_\_\_\_ is a word that describes a noun.
5. A \_\_\_\_\_ is a word that denotes how an object relates to another in space or time. Examples include: above, below, under, in, on, through, of, upon, along, since, from, between, with, after, toward, about, etc.)

**5<sup>th</sup> Grade Day 62 Language Usage and Structure**

Is the underlined clause a prepositional phrase a relative clause, or an appositive?

1. Mr. Jefferson is a teacher whom everyone likes.
2. Mr. Jefferson is a teacher whom everyone likes.
3. There is a new refrigerator in our kitchen.
4. The alarm was coming from out of the phone.
5. The new baby, a boy, quickly learned to sleep through the night.
6. The performer, Claire, was a very good dancer.
7. The turtle liked to play in the water.
8. I want to write a thankyou note to my neighbor who sent me some treats.



## 5<sup>th</sup> Grade Day 63 Language Usage and Structure

Write three sentences that have a conjunction in them (and, but, or “if”) and underline the conjunction.

## 5<sup>th</sup> Grade Day 64 Language Usage and Structure

Write three sentences with a noun, verb, or adjective with an inflectional morpheme.  
Here is a list of the 8 types of inflectional morphemes:

- **-s** or **-es**. Nouns; plural.
- **'s**. Nouns; Possessive.
- **-d** ; **-ed**. Verbs; past tense.
- **-s**. Verbs; 3rd person singular present.
- **-ing**. verbs; present participle.
- **-en** ; **-ed** (not consistent) verbs; past participle.
- **-er**. adjectives; comparative.
- **-est**. adjectives; superlative.

## 5<sup>th</sup> Grade Day 65 Language Usage and Structure

Write three sentences with an adverb in them and underline the adverb.

**5<sup>th</sup> Grade Day 66 Language Usage and Structure**

Write three sentences with an adjective in them and underline the adjective.

## 5<sup>th</sup> Grade Day 67 Language Usage and Structure

Write three sentences with a preposition or prepositional phrase (a prepositional phrase includes a noun after the preposition such as in the house, or out of the water, etc) in them. Underline the preposition or prepositional phrase.

## 5<sup>th</sup> Grade Day 68 Language Usage and Structure

Write three sentences with an appositive in the sentence. Underline the appositive. (An appositive renames a noun: “the dancer, Sarah” or “Santa, the jolly man” or “My mother, the nurse,” etc)

## 5<sup>th</sup> Grade Day 69 Language Usage and Structure

Write three sentences with a relative clause and underline the relative clause. Relative clauses start with relative pronouns such as: “that, which, who, whom, and whose.” Here are some examples: My neighbor whose dog eats our cat food lives across the street.

The dinner, which smelled like it was burnt, was not so bad after all.  
The storyteller, whom everybody likes to hear read books, is reading a book on fairy tales today.

## 5th Grade Day 70: Punctuation 1

In this letter, add a comma, period, question mark, apostrophe, or a quotation mark if needed. Take note that there will only be either zero or one punctuation error per line.

P. O Box 25  
Houston Texas  
Oct 7 1985

Dear Officer

I recently received a letter in the mail  
It stated, Your registration fee  
is due by the end of September.

I regret to inform you that  
I havent paid my registration fee for my car yet.  
I will address my bill to Mrs Seller at the DMV.  
I hope Im not too late.  
I will pay my license my property tax,  
and my registration fee altogether.

I recognize I wont be able to drive on the road  
until my fees are paid in full.

I will be forwarding a copy of this  
letter to the office of police the city council, and the DMV.  
I will then wait to receive my  
license my plates, and my registration sticker.  
Do you have any questions for me  
Please allow this letter to waive all late fees  
My original bill was due in Sept but



I requested an extension.

Thank you for the time you have spent unselfishly helping me.

I hope to have my license my registration, and my property fees paid on time next year

My next renewal will be on Oct. 15 1986.

Sincerely

John

## 5th Grade Day 71: Punctuation 2

In this story, you may need to add a comma, period, question mark, apostrophe, or a quotation mark. Some sentences will not need anything.

1. Mr. Harding the science professor, is my favorite teacher.
2. I hope that we will learn about electricity this year
3. School will start on August 21 2022.
4. My class will be 45 min long each day.
5. I am excited to read "Science for Kids, my favorite Magazine.
6. When I am in class, I'll ask Mr Harding, "Can we read the 'Science for Kids' magazine for school today?"
7. How will Mr. Harding respond
8. Maybe he will say, Only if we read the section on Electricity!"
9. I am excited to learn all about volts amps, and watts.
10. I wonder if there is anything about electricity that Mr. Harding doesn't know
11. If there is something he hasnt learned yet about electricity, I will be sure to teach him!

### 5<sup>th</sup> Grade Day 72: Math Computation

1.     14  
      +25

6.     38  
      - 6

2.     7  
      +17

7.     547  
      -325

3.     8  
       3  
      +9

8.     790  
      -240

4.     329  
      +520

9.     79  
      + 4

5.     49  
      -26

10.    67  
      +14

### 5<sup>th</sup> Grade Day 73: Math Computation

1.     337  
      +188

2.     3,218  
       7,985  
       4,314  
      +5,020

3.     84  
      - 39

4.     645  
      -286

5.     45  
      -19

6.     \$3.76   \$1.09 =

7.     \$7.00 + \$ .50 + \$ .03 =

8.     4 feet 6 inches  
      +4 feet 3 inches

9.     \$53.27  
       8.69  
       .45  
      + 6.26

10.    \$11.00 + \$ .40 + \$ 2.60 + \$ 4 =

### 5<sup>th</sup> Grade Day 74: Math Computation

1.

$$\begin{array}{r} 354 \\ - 177 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 5,008 \\ - 2,457 \\ \hline \end{array}$$

3.

$$\begin{array}{r} \$45.00 \\ - 3.59 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 6 \text{ yards } 3 \text{ feet} \\ - 2 \text{ yards } 1 \text{ foot} \\ \hline \end{array}$$

5.

$$\begin{array}{r} 34 \\ \times 2 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 400 \\ \times 4 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 71 \\ \times 6 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 18 \\ \times 4 \\ \hline \end{array}$$

9.

$$16 \div 8$$

10.

$$32 \div 4$$

## 5<sup>th</sup> Grade Day 75: Math Computation

1.  $70 \div 7$

2.  $549 \div 9$

3. 
$$\begin{array}{r} 44 \\ \times 5 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 32 \\ \times 14 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} \$16.64 \\ \times \quad 6 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 7 \text{ years } 3 \text{ months} \\ \times \quad \quad \quad 4 \\ \hline \end{array}$$

7.  $\$1.60 \div 4$

8.  $256 \div 8$

9.  $545 \div 5$

## 5<sup>th</sup> Grade Day 76: Math Computation

1.  $360 \div 30$

2. 
$$\begin{array}{r} 807 \\ \times \quad 7 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 387 \\ \times \quad 20 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 628 \\ \times \quad 24 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 3,608 \\ \times \quad 204 \\ \hline \end{array}$$

6.  $8932 \div 44$

7.  $8,000 \div 200$

8.  $344 \div 8$

9. 
$$\frac{15 \text{ years } 5 \text{ months}}{5}$$

### 5<sup>th</sup> Grade Day 77: Math Concepts

1.  $5 \times 5 = \underline{\hspace{2cm}}$
2. Draw a thermometer with measurements of 10 degrees. Fill it in to 40 degrees.
3. Draw a circle. Shade  $\frac{1}{4}$  of it.
4. Shannon had \$2.43 in change. Then her dad gave her three dimes. How much money does Shannon have now?
5.  $30 - 6 =$
6. Write four hundred twenty-five in digits:
7. Circle the numeral that is the smallest:
  - A. 455
  - B. 321
  - C. 289
  - D. 179
  - E. 124
8. "min." means:
  - A. Mine
  - B. Mister
  - C. Minus
  - D. Minute
  - E. None of these



### 5<sup>th</sup> Grade Day 78: Math Concepts

1.  $8 \div 2 = \underline{\quad}$

2. Which line segment is the longest?



3. Write “two dollars and eight cents” with a dollar sign, decimal point, and digits:

4. Write the abbreviation for “ounce”

5. Write in digits what the roman numeral XIV represents:

6. Write the sign for “degree”

7. Write “four thousand five” in digits:

8.  $5 + 9 = \quad + 5 \quad = \underline{\quad}$

## 5<sup>th</sup> Grade Day 79: Math Concepts

1. Draw an obtuse angle.
2. Which is the largest measurement?
  - A. 2 yards 1 foot
  - B. 2 yards 11 inches
  - C. 7 feet 2 inches
  - D. 65 inches
  - E. 6 feet 5 inches
3. Draw a shape that has four right angles:
4. Which digit is in the ten-thousandths place: 489,072,415
  - A. 7 pounds 20 ounces is better written as:
  - B. 8 pounds 3 ounces
  - C. 8 pounds 4 ounces
  - D. 9 pounds 4 ounces
  - E. 9 pounds 3 ounces
5. Write 48% as a decimal number:
6. Write “thirty dollars and four cents” with a dollar sign, decimal point, and digits:
7. What is the perimeter of this rectangle if the length is 8 feet and the width is 6 feet?

## 5<sup>th</sup> Grade Day 80: Math Problems

1. There are 6 houses on 5<sup>th</sup> Street. There are 7 houses on Robin Street. How many houses are on both streets altogether?
2. A grocery store clerk bought 15 bushels of apples for the week. He sold 6 bushels of apples the first half of the week. How many bushels does he have left?
3. The local gun shop has two Glock 47s on display. The gun show coming to town has four times as many. How many Glock 47s will be on display at the gun show?
4. Jason had 10 pieces of clothing on his bedroom floor on Monday. On Tuesday he had 4 more pieces of clothing on the floor. Assuming he picked up 3 pieces of clothing off the floor to put into the wash, how many pieces of clothing will he still need to put away?
5. Tarren put 6 Lego rails together to make tracks for a marble race. Each Lego rail has 60 Legos. How many Legos did Tarren use altogether?
6. Lisa made a pot of 16 dumplings. She divided them equally between herself and her three family members. How many dumplings did each family member receive?

## 5<sup>th</sup> Grade Day 81: Math Problems

1. Which child caught the most fish?
2. The first batch of cookies made 20 cookies. The second batch of cookies made 14 cookies. Mom put 12 cookies in a box to give away to the neighbor. How many cookies are left?
3. Kyle had 53 M&Ms. He ate 8 of them. Then his younger brother and his younger sister saw that he had some. If Kyle decides to divide his remaining M&Ms equally between himself and his 2 younger siblings, how many will each person receive?
4. There were 6 baby chicks. Each baby chick got 9 worms. After the baby chicks ate, there were four worms left over. How many worms did the baby chicks eat?

## 5<sup>th</sup> Grade Day 82: Math Problems

1. Trisha had \$10 to take shopping. She filled her grocery cart with three items. Item 1 cost \$2.50. Item 2 cost \$3.00. Item 3 cost \$ 1.50. How much money did Trisha have left after paying for the items?
2. On a map, 3 cm = 15 miles. How many miles are represented by a distance of 9 cm on the map?
3.  $\frac{5}{6}$ ths of the girls in the class had brown hair. If there are 36 girls in the class, how many of them have brown hair?
4. The board game is 10 inches wide and 22 inches long. How many square inches is the area of the board?
5. The veterinarian weighs three differing dogs. The first dog weighs 20 pounds. The second dog weighs 72 pounds. And the third dog weighs 95 pounds. How much do all the dogs weigh altogether?

## 5<sup>th</sup> Grade Day 83: Math Fractions

1.  $11 + 2\frac{2}{3} =$

6.  $7\frac{2}{5} - 5 =$

2.  $\frac{2}{3} + \frac{2}{3} =$

7.  $\frac{4}{7} - \frac{2}{7} =$

3.  $\frac{1}{4} + \frac{5}{8} =$

8.  $\frac{3}{4} - \frac{1}{4} =$

4.  $\frac{1}{6} + 2\frac{2}{3} =$

9.  $\frac{2}{3} - \frac{1}{4} =$

5.  $5\frac{1}{3} + 3\frac{1}{5} =$

10.  $39\frac{1}{4} - 17\frac{3}{4} =$

### 5<sup>th</sup> Grade Day 84: Math Fractions

1.  $8 \times \frac{1}{2} =$

6.  $\frac{2}{3} \div \frac{2}{3} =$

2.  $\frac{1}{4} \times \frac{1}{4} =$

7.  $2 \div \frac{1}{4} =$

3.  $\frac{1}{4} \times \frac{5}{8} =$

8.  $\frac{1}{5} \div \frac{3}{10} =$

4.  $\frac{1}{2} \times \frac{1}{3} =$

9.  $\frac{4}{5} \div 3 =$

5.  $3 \times 3\frac{1}{3} =$

10.  $8\frac{2}{5} \div 2\frac{1}{3} =$

## 5<sup>th</sup> Grade Day 85: Vocabulary

Write a story with these words in it:

tardy pluck offer delicate humorous



## 5<sup>th</sup> Grade Day 86: Vocabulary

Write a story with these words in it:

native courageous several various completed

## 5<sup>th</sup> Grade Day 87: Vocabulary

Write a story with these words in it:

information release sensible bind violent

## 5<sup>th</sup> Grade Day 88: Vocabulary

Write a story with these words in it:

portion discover nation slim discouraged

## 5<sup>th</sup> Grade Day 89: Vocabulary

Write a story with these words in it:

distant active total avenue spot desire

## 5<sup>th</sup> Grade Day 90: Vocabulary

Write a story with these words in it:

design normal larger ordinary separate

## 5<sup>th</sup> Grade Day 91: Vocabulary

Write another word for these words:

1. Factory: \_\_\_\_\_
2. Devise: \_\_\_\_\_
3. Slender: \_\_\_\_\_
4. Manufacture: \_\_\_\_\_
5. Commence: \_\_\_\_\_

What does the underlined word mean in the sentence:

1. The principal flautist in the orchestra is the one with the flute solo.
  - A. Only
  - B. Loudest
  - C. First chair
  - D. Teacher
2. The bread maker was vibrating on the counter during the mixing cycle.
  - A. Working
  - B. Shaking
  - C. Mixing
  - D. Twirling
3. The baby was content when his mother was holding him.
  - A. Angry
  - B. Crying
  - C. Satisfied
  - D. Happy

## 5<sup>th</sup> Grade Day 92: Vocabulary

What does the underlined word mean in the sentence?

The price of the sweater was reduced by 15%.

- A. Increased
- B. Decreased
- C. Maintained
- D. Advertised

When you are feeling sick, a lab test can find the source of your symptoms.

- A. Explanation
- B. Cause
- C. Solution
- D. Fear

## 5<sup>th</sup> Grade Day 93: Reading Comprehension

Table of Contents	
CHAPTER	PAGE
1	Ancient Dinosaurs.....1
2	Ground Reptiles.....15
3	Flying Reptiles.....38
4	Feathered Beings.....55
5	Flying birds.....80

1. “Feathered Beings” begins on what page? \_\_\_\_\_
2. What chapter begins on page 38? \_\_\_\_\_
3. Page 22 belongs in what chapter? \_\_\_\_\_



## 5<sup>th</sup> Grade Day 94: Reading Comprehension

### Tractor Repair INDEX

Bearings: 12-20; Crank Shaft, 13;  
Cam shaft, 14;  
Gaskets: 35-88; Leaky, 44;  
General, 79;  
Motor: 102, 113, 115, 122;  
Cranking, 108; Timing, 118;  
Winter Preparation: 110-112;  
Oil, 110; Draining, 111;  
Recommendation types, 112;  
Sparks: 56-60;  
Parts, 56-57;  
Replacements, 135;  
Valves: 52, 84, 114;  
Riding, 84; Timing, 114;

1. Information on Winter Preparation is on page:
  - A. 45
  - B. 64
  - C. 110
  - D. 113
  
2. Information on replacements for Sparks is found on page:
  - A. 44
  - B. 135
  - C. 84
  - D. 122
  
3. Information on timing the motor is on page:
  - A. 135
  - B. 114
  - C. 118
  - D. 79

## 5<sup>th</sup> Grade Day 95-96: Reading Comprehension

The following is a passage from the book “Zen and the Art of Motorcycle Maintenance”  
by Robert M. Pirsig

A motorcycle may be divided by means of its component assemblies and by means of its functions. If divided by means of its component assemblies, its most basic division is into a power assembly and a running assembly. The power assembly may be divided into the engine and the power-delivery system. The engine will be taken up first.

The engine consists of a housing containing a power train, a fuel-air system, an ignition system, a feedback system, and a lubrication system.

The power train consists of cylinders, pistons, connecting rods, a crankshaft, and a flywheel.

The fuel-air system consists of an alternator, a rectifier, a battery, a high-voltage coil, and spark plugs.

The feedback system consists of a cam chain, a camshaft, tappets and a distributor.

The lubrication system consists of an oil pump and channels throughout the housing for distribution of the oil.

The power-delivery system accompanying the engine consists of a clutch, a transmission and a chain.

The supporting assembly accompanying the power assembly consists of a frame, including foot pegs, seat and fenders; a steering assembly; front and rear shock absorbers; wheels; control levers and cables; lights and horn; and speed and mileage indicators.

That’s a motorcycle divided according to its components.

1. What is this passage about?
  - A. Exercises
  - B. Mountains
  - C. Motorcycles
  - D. Marketing
  
2. This passage explains
  - A. What the components are of a running assembly
  - B. How the components work in a running assembly
  - C. How birds find places to make nests
  - D. How much it costs to build a running assembly

3. What system consists of an oil pump and channels throughout the housing for distribution of the oil?
- A. Supporting assembly
  - B. Feedback system
  - C. Lubrication system
  - D. The Power train
4. What part of the power assembly does the passage explain first?
- A. The assembly frame
  - B. The engine
  - C. The camshaft
  - D. The flywheel
5. The spark plugs are part of which system?
- A. The fuel-air system
  - B. The engine
  - C. The Feedback system
  - D. The Lubrication system

## 5<sup>th</sup> Grade Day 97-98: Reading Comprehension

The following is from a passage from the book “Zen and the Art of Motorcycle Maintenance” by Robert M. Pirsig

To know what the components of a Motorcycle are for, a division according to functions is necessary. A motorcycle may be divided into normal running functions and special, operator-controlled functions.

Normal running functions may be divided into functions during the intake cycle, functions during the compression cycle, functions during the power cycle and functions during the exhaust cycle.

I could go on about which functions occur in their proper sequence during each of the four cycles, then go on to the operator-controlled functions and that would be a very summary description of the underlying form of a motorcycle. It would be extremely short and rudimentary, as descriptions of this sort go. Almost any one of the components mentioned can be expanded on indefinitely. I’ve read an entire engineering volume on contact points alone, which are just a small but vital part of the distributor. There are other types of engines than the single-cylinder Otto engine described here: two-cycle engines, multiple-cylinder engines, diesel engines, Wankel engines—but this example is enough.

1. What does the word “function” mean in this passage?
  - A. How something works
  - B. A mathematical formula
  - C. A list of parts
  - D. An adjective
  
2. Did the author expand on any one of the components?
  - A. Yes, The intake cycle
  - B. No, the author did not expand on any of the functions
  - C. Yes, The Wankel engine
  - D. Yes, the compression cycle
  
3. What is the purpose of the passage?
  - A. To go into depth on the functions of motorcycle parts
  - B. To give a short explanation of the functions of motorcycle parts

- C. To teach a student everything there is to know about motorcycles
- 4. To explain why the single-cylinder Otto engine is better than all other engine types
  - A. What motorcycle component has the author read an entire book about?
  - B. Contact points of the distributor
  - C. Wankel engines
  - D. Intake cycle
  - E. Compression cycle
- 5. From this passage, it can be ascertained that:
  - A. The author has never fixed a motorcycle before.
  - B. The author does not read very much.
  - C. The author has a passion for motorcycles.
  - D. The author is on a bike ride.

## 5<sup>th</sup> Grade Day 99-102: Reading Comprehension

The following passage is taken from “United States and its Neighbors: Social Studies: for a Changing World” by J.A. Banks, B.K. Beyer, G. Contreras, J Craven, G Ladson-Billings, M.A. McFarland, W.C. Parker.

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### **Natural Resources**

Air, water, and soil are all examples of natural resources, or things found in nature that we need and use. The moon has so few natural resources that living there would be very difficult. Fortunately, our country is rich in natural resources.

### **Soil**

How much do you eat each day? Most people in the United States eat about four pounds (1.8 kg) of food each day. Multiply this amount by 320 million people and you can understand why good soil is an important resource. Without it, the United States could not grow enough food to feed all its people.

The United States has some of the richest land for farming in the world. Good soils and different climates make it possible to raise an amazing number of different crops. The Interior Plains are covered with fields of wheat and corn. Peanuts grow well in Georgia’s sandy soil. The wet soil of Massachusetts is good for growing cranberries.

Today the United States grows more food than almost any other country. Farmers grow more food than we can use. Much of the extra food is sold to other countries, but much is also wasted.

### **Forests**

Look around you. How many things do you see made of wood or paper? People in the United States use more wood and paper than any other country in the world. These products come from another natural resource, forests.

Large parts of the United States are covered with forests. Trees from forests supply lumber for buildings and furniture. The United States is the second largest lumber producer in the world.

Forests also supply wood for making paper. The wood is ground up and mixed with chemicals to make a thick soup called pulp. Wood pulp is made into cardboard, tissues, and other paper products. The paper in this book came from our forests.

## **Fossil Fuels**

In the past, trees were an important source of fuel. Fuel is anything that is burned to produce power or heat. People once burned wood to keep warm and to cook their food. Today, fossil fuels are used for heating and cooking. Fossil fuels come in three forms—petroleum or oil, natural gas, and coal. They are called fossil fuels because they were formed from fossils, or the remains of plants and animals that lived long ago. Fossil fuels usually are found deep under the ground.

The United States has large amounts of all three fossil fuels. Our country is one of the largest oil producers in the world. It also has huge amounts of natural gas. The United States has more coal than any other country in the world.

## **Minerals and Metals**

Fossil fuels are not the only resources found in the earth. As the map shows, the United States is also rich in many minerals. A mineral is a substance found in the earth that is neither plant nor animal. Some of our most important minerals are metal ores, or rocks that contain useful metals. Ores are crushed and treated to separate the metal from the rest of the rock.

There are large deposits of iron in Minnesota and Michigan. Minnesota's Mesabi Range has been mined for iron ore for more than 100 years.

Iron, copper, and zinc are mined in the Appalachian Mountains. These mountains also have huge coal deposits. The coal is used as a fuel to melt down the iron ore needed to make steel. Your desk may be made of steel from an Appalachian steel mill.

In 1848 gold was found in the foothills of the Sierra Nevada. Soon people were searching for gold from the Rocky Mountains to the Coast Ranges. Most of these people did not find gold. But they did find other valuable metals such as copper, silver, lead, and zinc. Uranium ore, which was discovered later, is also buried in the western mountains. This metal is the fuel used in nuclear power plants and weapons.

1. According to the text; why would it be difficult to live on the moon?
  - A. There is not enough gravity
  - B. There is not enough light
  - C. There are no buildings
  - D. There are not enough natural resources
  
2. What is grown on the interior planes?
  - A. Cranberries
  - B. Wheat and Corn
  - C. Peanuts
  - D. Maple syrup

3. What product is not made from Forests?
  - A. Lumber
  - B. Soup
  - C. Paper
  - D. Cardboard
4. What is not a fossil fuel?
  - A. Petroleum/oil
  - B. Natural gas
  - C. Coal
  - D. Wood
5. What fossil fuel does the United States have more of than any other country in the world?
  - A. Petroleum/oil
  - B. Natural Gas
  - C. Coal
  - D. Tar sands
6. Where are metals found?
  - A. In minerals
  - B. In fossil fuels
  - C. In plants
  - D. In animals
7. What mineral is steel made from?
  - A. Silver
  - B. Gold
  - C. Iron
  - D. Uranium
8. In 1848, for what were people searching near the Rocky Mountains and Coast ranges?
  - A. Silver
  - B. Gold
  - C. Iron
  - D. Uranium



9. What mineral is used in nuclear power plants and weapons?
- A. Silver
  - B. Gold
  - C. Iron
  - D. Uranium
10. From the passage, you can generally conclude that:
- A. The United States only has one major resource.
  - B. There is only one major fuel source.
  - C. You hardly ever use anything that was made from a forest.
  - D. The United States is rich in soil, forests, fossil fuels, and minerals and metals.

## 5<sup>th</sup> Grade Day 103-107: Reading Comprehension

The following passage is taken from “United States and its Neighbors: Social Studies: for a Changing World” by J.A. Banks, B.K. Beyer, G. Contreras, J Craven, G Ladson-Billings, M.A. McFarland, W.C. Parker.

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### Christopher Columbus

Christopher Columbus was born in Genoa, Italy, and went to sea as a boy. At the age of 25, he was shipwrecked off the coast of Portugal. Clinging to a piece of wood, he swam several miles to shore.

When Columbus arrived in Portugal, he did not know how to read or write. So, he decided to settle in Lisbon to study. He was soon reading books on geography and navigation. He also studied by sailing on Portuguese ships. In time, Christopher Columbus became an expert navigator.

Columbus came to believe that the best route to Asia was not south but west. He dreamed of sailing west across the Atlantic Ocean to reach Japan and China. Columbus thought that the Indies (the islands of South-east Asia) were just 3,000 miles (5,600 km) west of Europe. They are, in fact, 10,000 miles (16,090 km) away!

For years Columbus begged King John of Portugal to pay for a trip across the Atlantic. In 1484 the king asked a group of experts for advice. They told him that Asia was much farther away than Columbus said. Such a long voyage was impossible, they said. The king agreed and sent Columbus away.

### The Impossible Voyage Begins

Columbus then traveled to Spain and asked King Ferdinand and Queen Isabella to pay for his trip. After six years, Queen Isabella decided Spain had much to gain if Columbus succeeded and little to lose if he failed. She raised the money for his voyage.

Early in August 1492, Columbus and a crew of 90 men left Spain with three ships—the *Niña*, the *Pinta*, and the *Santa Maria*. Their course was simple: “West! Nothing to the north. Nothing to the south.”

## **Crossing the Sea of Darkness**

The farther west they sailed into the “sea of darkness,” the more afraid Columbus’s sailors became. To calm their fears, Columbus tricked them. He kept two books, or ships’ logs, describing the voyage. Each day he wrote the real distance he thought they had traveled in a secret book. In the other book he wrote shorter distances. He showed the sailors the second book so they would not know how far they were from home.

But the sailors still worried. They were afraid they would never see their homes again. By October 10, nerves were at a breaking point. The men demanded that Columbus turn back. Columbus listened to the crew and then made his decision. He agreed to return home if they did not find land in two days. It was just enough time. On October 12, land was sighted at last.

## **Islands in the Sea**

Columbus never reached Asia. He had come to an island in the Caribbean Sea. With tears of joy he claimed the island for Spain and gave it the name San Salvador—Holy Savior.

After two days on the island Columbus set sail again to find the riches of Japan and China. In two weeks he reached the island of Cuba. But there were no palaces of gold.

For three months, Columbus searched for the mainland of Asia. Instead he found more islands. The people he met, called the Arawak, ate foods he had never seen, such as corn. And they smoked a strange plant called tobacco. Columbus decided to return to Spain.

## **The Return to Spain**

In 1493 Columbus and his crew were welcomed home as heroes. King Ferdinand and Queen Isabella were sure his land claims would make Spain the richest country in Europe.

Columbus was so sure the islands he found were near Asia that he named them “the Indies.” He called the people he had met “Indians.” Even though he was wrong, the names stuck. Today these Caribbean islands are known as the “West Indies”. The native peoples of the lands he reached are still called Indians.

Columbus made three more voyages across the Atlantic. But he never found the fabulous places that Marco Polo had written about. And yet, he would not give up his dream. Columbus died in 1506 still believing he had found some unknown part of Asia.

## America is Named

Other explorers followed Christopher Columbus across the Atlantic Ocean. One was an Italian named Amerigo Vespucci. After exploring South America, Vespucci realized that the lands Columbus had reached were not part of Asia. They were part of a giant continent unknown to Europeans.

A German geographer was excited by Vespucci's news. In 1507 he published a new map of the world and named the new land "Americhland," in honor of Amerigo Vespucci. From that map came the name America.

## Remembering Columbus

People in the United States remember Columbus because he brought two worlds together. He was the first person to show Europeans the way across the Atlantic Ocean to the Americas. When he returned safely, other explorers were willing to cross the sea.

1. When Christopher Columbus was a boy, what did he do?
  - A. Lived in a castle
  - B. Went to Sea
  - C. Worked in a factory
  - D. Worked on a farm
  
2. What method did Christopher Columbus not use in becoming an expert Navigator?
  - A. Learned to read and write
  - B. Sailed on Portuguese Ships
  - C. Studied geography and navigation
  - D. Throwing hatchets
  
3. When Columbus planned to sail West, to where was he trying to sail?
  - A. The Indies (The Islands of Southeast Asia)
  - B. The United States of America
  - C. The Caribbean
  - D. Antarctica
  
4. Who agreed to fund Columbus on his journey across the Atlantic Ocean?
  - A. King John of Portugal
  - B. Queen Isabella of Spain
  - C. Portuguese Sailors
  - D. Spanish Sailors

5. In what year did Columbus set sail to go West?
  - A. 1484
  - B. 1485
  - C. 1491
  - D. 1492
  
6. How did Christopher Columbus calm the fear the sailors had from being so far away from home?
  - A. He told them they had sailed farther than they actually had.
  - B. He stored extra beer for them to drink.
  - C. He told them they had sailed less than they actually had.
  - D. He told them they were going back home when they actually were still sailing West.
  
7. When Columbus landed on an island, where did he think he was?
  - A. The east coast of a new land
  - B. An island near Asia
  - C. The island of Cuba
  - D. The mainland of China
  
8. What strange food did the Arawak eat?
  - A. Rice
  - B. Curry
  - C. Corn
  - D. Fish
  
9. Instead of finding the mainland, Christopher Columbus found
  - A. More islands
  - B. The mainland of South America
  - C. A land with gold palaces
  - D. A land Marco Polo wrote about
  
10. Which sailor discovered that the islands Christopher Columbus found were part of a new land and not part of Asia?
  - A. Marco Polo
  - B. Amerigo Vespucci
  - C. A German Geographer
  - D. Vasco Balboa

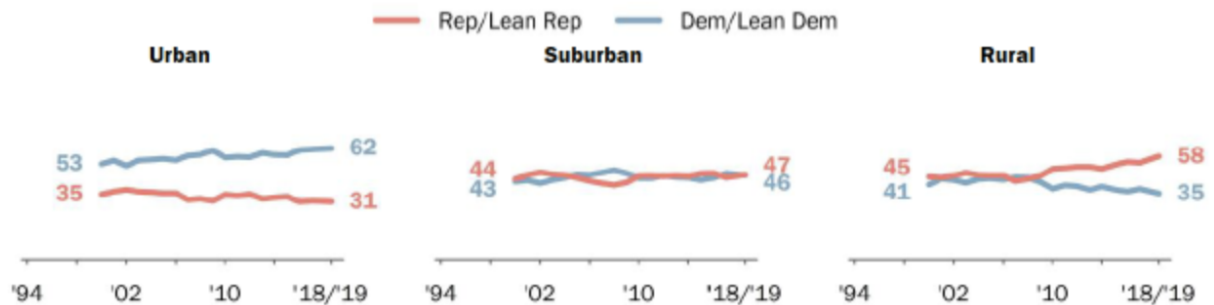
## 5<sup>th</sup> Grade Day 108: Reading Comprehension

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[https://www.pewresearch.org/politics/wp-content/uploads/sites/4/2020/06/PP\\_2020.06.02\\_party-id\\_1-15.png?w=640](https://www.pewresearch.org/politics/wp-content/uploads/sites/4/2020/06/PP_2020.06.02_party-id_1-15.png?w=640)

### Urban-rural partisan divide has increased in recent years; suburban counties remain closely divided

% of registered voters who identify as/lean toward ...



Notes: Based on registered voters. Due to smaller sample sizes in 2018 and 2019, the data from those years has been combined. Don't know responses not shown.

Source: Annual totals of Pew Research Center survey data (U.S. adults).

PEW RESEARCH CENTER

\*\*The Rep line is red, the Dem line is blue. On the Urban graph; the top color is blue. On the Rural graph, the top color is red

Rep = Republican Dem = Democrat  
Urban = People who live in the city  
Suburban = People who live near the city  
Rural = People who live countryside

For black/white copies: On the Urban chart, the top line is Dem

On the Suburban chart, the line that goes from 44-47 is Rep

On the Rural chart, the top line is Rep

1. What is this chart combination about?
  - A. The difference between rural, urban, and suburban voters
  - B. The way men and women differ voting
  - C. What the democrat party is about
  - D. What the Republican party is about

2. How many people voted democrat in 1998 who live in suburban areas?
  - A. 53%
  - B. 43%
  - C. 41%
  - D. 35%
  
3. In which type of area do the majority of people consistently vote democrat?
  - A. Urban
  - B. Suburban
  - C. Rural
  - D. None of these
  
4. In which type of area did the Republican party experience the greatest increase in votes between 1996 and 2019?
  - A. Urban
  - B. Suburban
  - C. Rural
  - D. None of these
  
5. What can we learn about the chart labeled “Suburban”?
  - A. There are far more democrat voters than republican
  - B. There are far more republican voters than republican
  - C. The amount of republican and democrat voters are close in range.
  - D. There used to be far more republican voters than democrat voters, but now they are the same.
  
6. What can we learn from the chart labeled “Rural”?
  - A. In 2019 there are more Republican voters than democrat voters
  - B. In 1996 there were about an equal range of republican and democrat voters
  - C. In 2010 the divide between republican voters and democrat voters started to increase
  - D. All of the above

7. In which type of area did the Democrat party experience the greatest increase in votes between 1996 and 2019?
- A. Urban
  - B. Suburban
  - C. Rural
  - D. None of these
8. Overall; looking at the data in these charts; we can conclude that:
- A. Democrats favor urban areas and Republicans favor rural areas
  - B. Republicans favor urban areas and Democrats favor rural areas
  - C. Most voters living in suburban areas vote Republican
  - D. Most voters living in suburban areas vote Democrat



## 5<sup>th</sup> Grade Day 109: Reading Comprehension

### Childhood Activities

	Monday	Tuesday	Wed.	Thursday	Friday
10 am	Math	Writing	Math	Writing	Reading
11 am	Reading	Reading	Reading	Reading	Play
12 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1 pm	Play	Play	Play	Play	Play
3 pm	Relax	Relax	Relax	Relax	Relax
5 pm	Dinner	Dinner	Dinner	Dinner	Dinner
6 pm	Legos	Drawing	Legos	Drawing	Legos
8 pm	Bedtime	Bedtime	Bedtime	Bedtime	Bedtime

1. What activity occurs on Monday and Wednesday that doesn't occur on the other days?
  - A. Play
  - B. Dinner
  - C. Bed time
  - D. Math
2. What activity occurs after Lunch every day?
  - A. Relax
  - B. Play
  - C. Dinner
  - D. Legos
3. What days of the week are defined by the table:
  - A. Monday – Friday
  - B. Monday, Wednesday, Friday
  - C. Sunday – Saturday
  - D. Tuesday, Thursday

4. What occurs on Tuesday and Thursday after Dinner?
  - A. Legos
  - B. Writing
  - C. Drawing
  - D. Relax
  
5. What activity occurs twice on Friday?
  - A. Reading
  - B. Play
  - C. Relax
  - D. Legos
  
6. When does math time start?
  - A. 10 am
  - B. 11 am
  - C. 12 pm
  - D. 8 pm
  
7. How much time is spent on reading each day according to the table?
  - A. 1 hour
  - B. 2 hours
  - C. 3 hours
  - D. 12 minutes
  
8. How many hours is dedicated to relax time each day?
  - A. 1 hour
  - B. 2 hours
  - C. 3 hours
  - D. 12 minutes

## 5<sup>th</sup> Grade Worksheets Answer Key

### Day 1 Capitalization

There was a strange sound whirling over **Jason's** head. **Jason** was barely awake when he heard it. Jason wondered if it could be a UFO. Some people wonder how could such a thing appear in little **Roswell**, New Mexico. But in this little town many people believed in strange sightings. Though Jason had never seen a UFO before; some people gathered on the upper hill on **Friday** nights to look for one. The hill was right atop the road on Falcon **Street**; just to the north of the city.

Sometimes; Jason read a book entitled, "What to Do if **You See an Alien**" by **Mr. K.D. Zachary**. The very beginning of chapter three reads:

**Unidentified** aircraft is best heard  
when you are either falling asleep or  
just waking up.

Jason was thinking about the book and wondering if he had heard a UFO. Then he remembered he had to go to work today; so he tried to forget about the strange sound. He rode his bike to the east end of the road to his office on 1335 Rose **Avenue**. Jason got his back pack off the back of his bicycle.

As Jason walked into his work office, he wondered if he should call **Uncle** Scott to see if he would be interested in learning what Jason had heard earlier that day. His uncle was always interested in UFO stories. Then Jason decided he would wait and tell him later. Since his house was just south of the office on 1400 Forest **Drive**, Jason could ride to his house easily. Then Jason would tell **Uncle** Scott about the noise he heard this morning.

"I wonder," Jason thought to himself, "if **uncle** Scott will have anything interesting to say about my experience today." Then Jason sat down in his chair and got started on the day's work.

### Points of Review:

- Always capitalize someone's name. (such as "Jason")
- Always capitalize the beginning of a sentence.
- Always capitalize the name of a city (such as Roswell).
- Capitalize the name of days of the week (such as Friday).

- Capitalize the word “street” if it is part of the name of the street (such as Falcon Street).
- Do not capitalize “north” if it is pointing to a general area. Do capitalize “north” if it refers to a cultural area. (For example, do not capitalize north in this phrase: just to the north of the city...but do capitalize “North” in this sentence: New England is a region comprising of six states in the Northeastern United States).
- Capitalize the major words of a book title. (such as “What to Do if You See an Alien.”)
  - Capitalize “Mr. Mrs. Ms. Miss, Jr. and Sr.”
  - When quoting from a book, news article, or poem, capitalize the first letter of the quote. (such as “Unidentified aircraft is best heard”)
  - You may wonder why the article says “a UFO” instead of “an UFO”. Usually, when you have a sentence with a word that starts with a vowel, you use the word “an” instead of “a” in front. But, in this sentence, “a” is used because the word “UFO” starts with a “y” sound. Therefore, the sentence is correct to say “a UFO” instead of using the word “an.”
  - You do not need to capitalize “east” in the phrase: “He rode his bike to the east end of the road” as it denotes a general direction and not a cultural area.
  - You need to capitalize “Avenue” because it is part of the name of the street “Rose Avenue.”
  - Capitalize “Uncle” in the phrase “he wondered if he should call Uncle Scott.” The reason you capitalize “Uncle” is because there is no possessive pronoun or the word “a/an” or “the” in front. If it had said, “my uncle” or “his uncle” or “their uncle” or “the uncle” or “our uncle,” or “my uncle” and so forth, then you would leave it as lowercased.
  - Do not capitalize “uncle” in the phrase “His uncle was always interested in UFO stories” because there is a possessive pronoun (his) in front of the relative’s title.
  - Do not capitalize “south” in the phrase “Since his house was just south of the office”.
  - Capitalize “Drive” in the phrase, “1400 Forest Drive” because it is part of the name of the street.
  - Capitalize the first word of a sentence/quotation mark such as in the phrase, “I wonder,”...
  - Do not capitalize the first word of this quotation mark “if Uncle Scott will have anything interesting to say,” because it is a continuation of the sentence that began with “I wonder”...Notice that “Uncle” should be capitalized in this sentence.

## Day 2

Remember, if there is a possessive pronoun in front of the relative title: (such as his, her, my, our, or their) or a definitive article in front of the relative title (such as a, an, or the) then you do not capitalize the letter.

1. I wonder what **Mom** will think of this.
2. How can your father approve of these test scores?
3. I want an aunt to take me to the mall.
4. I am the only brother.
5. Is your dad's favorite sport basketball?
6. Did you tell **Grandma** thank you for making us some turkey this year?
7. His dad offered me a ride to school.
8. Sheila and **Cousin Jim** are coming to the pool with us.
9. I wish my uncle could make yummy pies like **Aunt Arlene**.

## Day 3

Office of Sheriff  
1717 **Browning Street**  
Cedartown, **Georgia** 45054

Janey **Sullivan**  
54 **Oldsborough Road**  
Bridgeport, **Connecticut** 76045

**Harry Potter**  
**Wizardry Lane**  
Frogswort, **U.K.** 64042

#### Day 4

1. The old wise man told the young boy, “Go **West**, and seek your fortune there!”
2. Darren’s favorite movies are western movies.
3. If you want good barbeque, you must live in the **South**.
4. You can drive to Hollow Road Park if you drive three more blocks north.
5. The people in Georgia have a southern accent.

Note that in numbers 2 and 5, “western” and “southern” are adjectives and are not capitalized. In numbers 1 and 3, “West” and “South” are cultural areas and therefore need to be capitalized. In number 4, “north” is a general direction and does not need to be capitalized.”

#### Day 5

1. Thank you for your help, **Mr.** Baird.
2. I have a date with **Miss** Hansen tonight.
3. Will you have **Mrs.** Forrest for your teacher this year?

#### Day 6

1. The librarian told me **I** need to turn in my books today.
2. Will our chief of police be making a statement about the bank robbery?
3. Mr. Ford, **Chief** of Police  
3480 **Harbo Rd**  
**Bronx, New York** 13201

Note: Always capitalize the word “I”. Do not capitalize job titles unless it is in conjunction with the person’s name. Therefore, do not capitalize the job title “chief of police” in number 2, but do capitalize “Chief of Police” in number 3.

#### Day 7

1. I don’t feel like celebrating even though it is my birthday.
2. Have a happy **New Year!**
3. Will we have trick or treating on **Halloween** this year?

4. I want to celebrate on **Friday** instead of Thursday.
5. My favorite dinner is when we eat tacos on **Tuesday**.
6. My last day of math for fifth grade is on **June** 1 of next year.

### Day 8

1. “Hi,” she said, “**Do** you want to go to the park and play?”
2. My father asked, “**When** will you be done with your homework?”
3. Jane said, “**Boy**, I sure wish I didn’t have to do the dishes tonight!”
4. The midwife cried, “**You** have a brand-new baby brother!”
5. “**Cheryl**, put your new shoes on,” Mother said, “or we will be late!”

### Day 9

1. The bible states:  
**In** the beginning...
2. Romeo said,  
“**My** bounty is as boundless as the sea,  
My love as deep; the more I give to thee,  
The more I have, for both are infinite.”
3. The children’s song began with:  
**Twinkle**, twinkle, little star  
how I wonder what you are
4. Gelett Burgess wrote a poem entitled, “The Purple Cow.” It states:  
*I never saw a purple cow,  
I never hope to see one,  
But I can tell you anyhow,  
I’d rather see than be one!*

### Day 10

1. My grandma lives on Briar **Road**.
2. A reindeer was found running across Old Town **Lane**.
3. I hope my grandma was not out for a walk on **Norman** Street.
4. **Norman Street** is right next to Old Town **Lane**.
5. I hope I don’t get a call from the sheriff telling me **Grandma** got ran over by a reindeer!

## Day 11

Capitalize any words that need it in the following sentences:

1. My dad's favorite basketball team is the **Utah Jazz**.
2. Karl **Malone** made basketball seem magical for the **Jazz**.
3. Karl Malone had a nickname. People called him "**The Mailman**" when he played for **Louisiana Tech University**.
4. Karl Malone was my dad's favorite team member; but my mom's favorite basketball star was **John Stockton**.
5. They used to play basketball in the **Delta Center**.
6. The arena is now called **Energy Solutions Arena**.
7. My little sister does not like to watch basketball. Instead, she wants to visit the **Hogal Zoo**.
8. I want to go to the zoo also, and then we can stop at the **AMC** theatre and watch a movie.
9. If we cannot go to the theatre, then maybe we can eat dinner at the **One Man Band** diner.

## Day 51

1. B
2. A
3. A
4. A

## Day 52

1. A
2. B
3. B
4. B

## Day 53

1. A
2. A
3. A
4. B

Note that the word "well" modifies the verb "draws" and the word "good" modifies the word "picture" in numbers 3 and 4, respectively. Note that "well" is an adverb, therefore



it explains how the friend “draws,” because “draws,” is a verb. “Good” is an adjective, and it describes the “picture” in number 4, because “picture” is a noun.

#### **Day 54**

1. B
2. A
3. A
4. B
5. A

Note that the phrase “had blown” is the past perfect tense. “I blew” is the past tense. When the verb being used is “blown” you need to use the word “had” with it. If the verb being used is “blew” you do not use the word “had” with it. A way to tell the difference is the verbs that have “n” or “en” at the end of them need to have the linking verb “had, have, was, are, am, is, were, being, or been” with them. For example: I had blown my nose. The record is blown. I am blown away. The kite is being blown away in the wind. The audience was blown away. The people in the audience were blown away. All of these examples have a linking verb in front of the word “blown.” But if you use the word “blew” instead, do not use a linking verb: She blew it. He blew his nose. They blew it. Etc. The same rule applies for number 2, with “have eaten” and number 5, with “had given”.

#### **Day 55**

1. A
2. B
3. B
4. B
5. A

A mnemonic technique to memorize when to use “had” and the correct combination of the irregular verbs: “run” “sung” and “done” is to remember if you use the word “had” then do not use the verb with the letter “a” in it. For example, “had run” “had sung” and “had done” are correct. But “had rang” is never correct. See how “rang” has the “a” in it? This is a clue to never combine it with the word “had”. Using this rule, you can figure out the answer to number 3. Because number 3 does not use the word “had” or any other linking verb, then you know not to use the word “sung”. Use the word “sang.” If it did have a linking verb in it, it would have been correct if it read, “The frog had sung.” Note that “sung” does not have an “a” in it.

If you want to figure out the answer to 4, replace the linking verb “got” with the word “had” and use the same rule, never putting a verb with an “a” in it with the word “had”. On number 4, you would never say “had ran”, therefore, you also would never say “got ran”. Therefore, the answer to number 4 is “B” which says “got run”. On number 5, the correct answer is “A”. However, if “B” had said, “was broken” instead of “broke”, it also would have been correct. Remember, when your verb has an “n” or “en” on the end, you need to combine it with a linking verb such as: had, had been, have, have been, was, is, are, were, being, etc.

### Day 56

1. A
2. A
3. B
4. A
5. A

### Day 57

1. Yes
2. No
3. No
4. Yes
5. Yes

A sentence needs to have a subject and a verb. A subject is a noun (person, place, or thing) that performs the action (verb). “C” is not a complete sentence because it is missing the subject noun that is performing the verb “to point”.

1. Yes
2. No
3. Yes
4. Yes
5. No

(Number 5 changes tenses from “is” to “wasn’t” therefore it is not correctly transformed into the opposite statement.

### Day 58

1. noun
2. adjective
3. verb

4. adverb
5. no ("of" is a preposition)

Remember that many adverbs end with "ly" to help answer number 4. Adverbs help us understand how a verb is performed. An adjective is a descriptive word. A noun is a person, place, or thing. A verb is an action word.

### **Day 59**

1. adjective

### **Day 60**

1. cycled
2. singing
3. baked
4. running
5. leaped
6. sautéing
7. swimming pool's
8. closer
9. funniest
10. Inflectional morphemes are added to nouns, verbs, and adjectives.

### **Day 61**

1. Inflectional morpheme
2. Adverb
3. Conjunction
4. Adjective
5. Preposition

### **Day 62**

1. Relative clause
2. Appositive
3. Prepositional phrase

4. Prepositional phrase
5. Appositive
6. Appositive
7. Prepositional phrase
8. Relative clause

Usually appositives are nouns, such as “teacher”, “boy”, and “performer” in numbers 2, 5, and 6. Relative clauses start with relative pronouns “that, which, who, whom, and whose.” Therefore, numbers 1 and 8 are relative clauses.

Numbers 3, 4, and 7 are prepositional phrases. They begin with a preposition: of, with, at, from, in, into, during, including, until, against, among, throughout, despite, towards, upon, concerning, to, in, for, on, by, about, like, through, over, before, between, after, since, without, under, within, along, following, across, behind, beyond, plus, except, up, out, around, down, off, above, near, etc).

A preposition can be learned by remembering how many ways an item, such as a spoon, can be in relation to a cereal box. The spoon can be **above** the box, **below** the box, **inside** the box, **outside** the box, **of** the box, **to** the box, **around** the box, **for** the box, **under** the box, **off** the box, **through** the box, **over** the box, etc.

## Day 70

P. O. Box 25  
Houston, Texas  
Oct 7, 1985

Dear **Officer**,

I recently received a letter in the **mail**.  
It stated, “Your registration fee  
is due by the end of September.”

I regret to inform you that  
I **haven't** paid my registration fee for my car yet.  
I will address my bill to **Mrs.** Seller at the DMV.  
I hope I'm not too late.  
I will pay my **license**, my property tax,  
and my registration fee altogether.

I recognize I **won't** be able to drive on the road

until my fees are paid in full.  
I will be forwarding a copy of this  
letter to the office of **police**, the city council, and the DMV.  
I will then wait to receive my  
**license**, my plates, and my registration sticker.  
Do you have any questions for **me**?  
Please allow this letter to waive all late **fees**.  
My original bill was due in **Sept.** but  
I requested an extension.

Thank you for the time you have spent  
unselfishly helping me.  
I hope to have my **license**, my registration,  
and my property fees paid on time next **year**.

My next renewal will be on Oct. **15**, 1986.

**Sincerely,**

John

## **Day 71**

1. Mr. **Harding**, the science professor, is my favorite teacher.
2. I hope that we will learn about electricity this **year**.
3. School will start on August **21**, 2022.
4. My class will be 45 **min.** long each day.
5. I am excited to read "Science for **Kids**," my favorite magazine.
6. When I am in class, I'll ask **Mr.** Harding, "Can we read the 'Science for Kids' magazine for school today?"
7. How will Mr. Harding **respond**?
8. Maybe he will say, "**Only** if we read the section on electricity!"
9. I am excited to learn all about **volts**, amps, and watts.
10. I wonder if there is anything about electricity that Mr. Harding doesn't **know**.
11. If there is something he **hasn't** learned yet about electricity, I will be sure to teach him!

## **Day 72**

1. 39

2. 24
3. 21
4. 849
5. 23
6. 32
7. 222
8. 550
9. 83
10. 81

### Day 73

1. 525
2. 20,537
3. 45
4. 359
5. 26
6. \$2.67
7. \$7.53
8. 8 feet 9 inches
9. \$68.67
10. \$18

### Day 74

1. 177
2. 2,551
3. \$41.41
4. 4 yards 2 feet
5. 686
6. 1,600
7. 426
8. 72
9. 2
10. 8

### Day 75

1. 10

2. 61
3. 220
4. 448
5. \$99.84
6. 29 years
7. \$0.40
8. 32
9. 109

### Day 76

1. 12
2. 5,649
3. 7,740
4. 15,072
5. 736,032
6. 203
7. 40
8. 43
9. 3 years, 1 month

### Day 77


1. 1
2. (drawing)
3. (drawing)
4. \$2.73
5. 24
6. 425
7. 124
8. Minute

### Day 78

1. 4
2. Line AE
3. \$2.08

4. oz
5. 14
6. °
7. 4,005
8. 9

### Day 79

1. 
2. 7 feet 2 inches
3.
4. 7
5. 8 pounds 4 ounces
6. 0.48
7. \$30.04
8. 28 ft

### Day 80

1. 13
2. 9
3. 8
4. 11
5. 360
6. 4

### Day 81

1. Sean
2. 22
3. 15
4. 50



**Day 82**

1. \$3.00
2. 45 miles
3. 30
4. 220 sq inches
5. 177 lbs

**Day 83**

1.  $13 \frac{2}{3}$
2.  $1 \frac{1}{3}$
3.  $\frac{7}{8}$
4.  $2 \frac{5}{6}$
5.  $8 \frac{8}{15}$
6.  $2 \frac{2}{5}$
7.  $\frac{2}{7}$
8.  $\frac{1}{2}$
9.  $\frac{5}{12}$
10.  $21 \frac{1}{2}$

**Day 84**

1. 4
2.  $\frac{1}{16}$
3.  $\frac{5}{32}$
4.  $\frac{1}{6}$
5. 10
6. 1
7. 8
8.  $\frac{2}{3}$
9.  $\frac{4}{15}$
10.  $3 \frac{21}{35}$

**Day 91**

1. Manufacturing center
2. Scheme
3. Skinny
4. Create
5. Begin

1. C. First chair
2. B. Shaking
3. C. Satisfied

#### **Day 92**

1. B. Decreased
2. B. Cause

#### **Day 93**

1. 55
2. Flying Reptiles
3. Ground Reptiles

#### **Day 94**

1. C. 110
2. B. 135
3. C. 118

#### **Day 95-96**

1. C. Motorcycles
2. A. What the components are of a running assembly
3. C. Lubrication system
4. B. The engine
5. A. The fuel-air system

#### **Day 96-97**

1. A. How something works

2. B. No
3. B. To give a short explanation of the functions of motorcycle parts
4. B. Contact points of the distributor
5. C. The author has a passion for motorcycles

### Day 99-102

1. D. There are not enough natural resources
2. B. Wheat and Corn
3. B. Soup
4. D. Wood
5. C. Coal
6. A. In minerals
7. C. Iron
8. B. Gold
9. D. Uranium
10. D. The United States is rich in soil, forests, fossil fuels, and minerals and metals.

### Day 103-107

1. B. Went to Sea
2. D. Throwing hatchets
3. A. The Indies
4. B. Queen Isabella of Spain
5. D. 1492
6. C. He told them they had sailed less than they actually had.
7. B. An island near Asia
8. C. Corn
9. A. More islands
10. B. Amerigo Vespucci

### Day 108

1. A. The difference between rural, urban, and suburban voters
2. B. 43%
3. A. Urban
4. C. Rural
5. C. The amount of republican and democrat voters are close in range.

6. D. All of the above
7. A. Urban
8. A. Democrats favor urban areas and Republicans favor rural areas

**Day 109**

1. D. Math
2. B. Play
3. A. Monday—Friday
4. C. Drawing
5. B. Play
6. A. 10 am
7. A. 1 hour
8. B. 2 hours