

5/20/2019

5th Grade Summer Work!

Dear parents,

A grammar packet is being provided to give your child extra practice on the skills they have learned in English Language Arts this past school year. This will serve as a review which will help your child in preparation for the upcoming 5th grade school year.

Also, writing is an important skill that takes ongoing practice. I have attached a list of writing prompts that the students will need to complete over the summer. They may choose any **TEN** they would like. Please encourage your child to use their BEST handwriting, thoroughly explain their responses, and use as much detail as possible. Please also check for capitalization, punctuation, and spelling.

Please complete these assignments and have your child bring them to school on the first day of class. This will serve as their first grade!

I hope everyone has a relaxing summer! I look forward to teaching your child this upcoming school year!

Sincerely,

Janet Nicovich

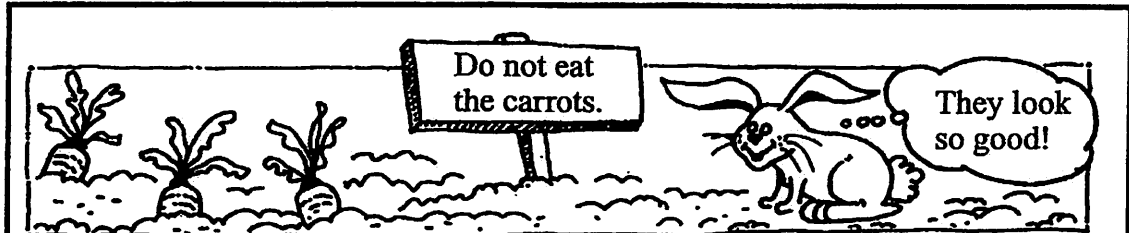
Summer Writing Prompts!

Please choose TEN of the following prompts to complete. Please make sure to explain your answers thoroughly!! Use your **BEST** handwriting 😊

1. What's your favorite summer activity? Why?
2. Summertime great for the outdoors. Go for a walk. Write a paragraph about the walk you went on.
3. What is your favorite thing to do when you play outdoors in the summer? Explain.
4. What is your favorite thing to do when you play inside? Why do you play inside in the summertime?
5. If you could go on a summer vacation anywhere in the world, where would you go and what would you do?
6. Tell about an animal you would like to have for a pet.
7. What would you do if there was a dragon stuck under your bed?
8. What is the funniest thing that you have ever seen? Explain in detail!
9. What is something you would like to learn more about?
10. What kind of pet do you think a teacher should get for their classroom? Why?
11. What is the best movie you have ever seen? Tell about it.
12. Tell about your most favorite book.
13. Tell about your favorite holiday. Explain why it is your favorite.
14. Tell about your favorite restaurant. Why is it your favorite?
15. Write a poem about what you think next school year will be like.
16. What is something you love about yourself and why?
17. Write about the things you are most thankful for in your life.
18. Which season do you like the most?? Why??
19. Which season do you like the least, why????
20. You just won \$1,000,000. What are you going to do first?

Imperative and Exclamatory Sentences

RETEACHING



Look at the picture. Then follow these instructions.

1. Circle the end marks of each sentence in the picture.
2. Circle the command. It is an imperative sentence.
3. Underline the sentence that shows strong feeling. It is an exclamatory sentence.

An **imperative sentence** gives a command or makes a request. It begins with a capital letter and ends with a period. An **exclamatory sentence** shows strong feeling. It begins with a capital letter and ends with an exclamation mark.

Directions: Circle each imperative sentence. Underline each exclamatory sentence.

1. Pour water on the soil.
2. Find the seeds.
3. What a rare flower it is!
4. That flower smells wonderful!
5. Those flowers are amazingly tiny!
6. Please place the tree here.

Directions: Unscramble the words to make a sentence. Write each sentence. Use periods and exclamation marks correctly.

7. flowers away please put the

8. is so beautiful this garden

Adverbs

RETEACHING

Circle the adverb that tells **how**.

1. My brother ate slowly.

Circle the adverb that tells **when**.

2. He finished dinner last.

Circle the adverb that tells **where**.

3. He left his dishes sitting out.

An **adverb** tells how, when, or where something happens. Most adverbs tell about verbs. An adverb can appear before or after the verb. Many adverbs that tell how end in **-ly**.

Directions: Underline the adverb in each sentence.

1. Today the bears explore their surroundings.
2. One cub runs outside.
3. The bear family plays happily.
4. They always leave their home.
5. They travel around.
6. The three cubs never leave their mother's side.

Directions: Write an adverb that tells more about each underlined verb.

_____ 7. The bears hunt for food.

_____ 8. Salmon are swimming toward their destination.

_____ 9. The mother steps into the stream.

Adjectives

RETEACHING

Connect the words that describe the picture.

Adjectives

Adjectives

Nouns

1. six

hard

rocks

2. some

little

turtles



Write the words you connected to complete each sentence.

3. I see _____ (adjective) _____ (adjective) _____ (noun).

4. I see _____ (adjective) _____ (adjective) _____ (noun).

An **adjective** describes a person, place, or thing. Adjectives can answer the questions **How many?**, **What kind?**, and **Which One?**

Directions: Tell more about each noun with two adjectives.

1. _____ snails

2. _____ fox

Directions: Circle the adjectives that tell **what kind**, **how many**, and **which one**.

3. Many leaves lay on the cold ground.

4. Two woodchucks crawled in long tunnels.

5. Ten bats stayed in dark caves.

6. One deer searched for some food.

Verbs

RETEACHING

Read each sentence. Complete each one with a verb from the list.

am is are tame tames

1. She _____ a clown. 2. They _____ the lion.

A **linking verb** shows being. It tells what the subject is or was. The forms of the verb **be** are often used as linking verbs. An **action verb** is a word that shows what action someone or something does.

Directions: Read each underlined verb. Circle **action verb** or **linking verb** to describe it.

- | | | |
|-------------------------------------|-------------|--------------|
| 1. The parade <u>was</u> colorful. | action verb | linking verb |
| 2. Jan <u>admires</u> the costumes. | action verb | linking verb |
| 3. The horses <u>were</u> graceful. | action verb | linking verb |
| 4. Tiny dogs <u>danced</u> happily. | action verb | linking verb |
| 5. I <u>am</u> a tumbler. | action verb | linking verb |
| 6. I <u>jump</u> high into the air. | action verb | linking verb |

Directions: Circle each linking verb. Underline each action verb.

7. I like the circus.
8. P. T. Barnum was the most famous circus owner.
9. His circus delighted huge crowds everywhere.
10. Circuses were small long ago.
11. A modern circus often is big.

Irregular Plural Nouns

RETEACHING

Read the chart. Underline each singular noun. Circle each plural noun.

Singular Nouns		Plural Nouns
1. loaf	(the spelling changes)	loaves
2. mouse	(the spelling changes)	mice
3. sheep	(the spelling does not change)	sheep

Some plural nouns are formed in special ways. They are called **irregular plural nouns**. Pay attention to the spelling of irregular plural nouns.

Directions: Write the plural form of each noun.

- | | | | |
|-----------|-------|----------|-------|
| 1. man | _____ | 5. leaf | _____ |
| 2. wolf | _____ | 6. deer | _____ |
| 3. life | _____ | 7. moose | _____ |
| 4. person | _____ | 8. shelf | _____ |

Directions: Circle each plural noun that is not formed correctly. There is one in each sentence. Then write that plural noun correctly.

- Grandma makes us scarfs. _____
- She makes up stories about deers. _____
- She reads about kinds of fishs. _____
- She tells tales of ancient womans. _____
- She also tells stories about gooses. _____
- Some tales are about childrens. _____
- Their foots take them far. _____



Regular Plural Nouns

RELEACHING

Read the chart. Circle the -s or -es ending in each plural noun.

add -s	days	cups	boys	paths	seas
add -es	riches	dishes	dresses	boxes	buses

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. Add -s or -es to spell the plural forms of most nouns.

Directions: Complete the chart. Write each noun in the correct column.

- | | | | |
|---------|---------|--------|---------|
| axes | cobra | desert | goats |
| brushes | colts | eagles | house |
| banana | couches | ferns | peaches |

Singular Nouns	Plural Nouns
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____
	9. _____
	10. _____
	11. _____
	12. _____

Directions: Write the plural of each noun in ().

13. Those (store) sell (pet). _____
14. The (dog) saw the (bone). _____
15. Some (boy) sat on the (box). _____
16. (Student) rode the (bus). _____

Possessive Nouns

RETEACHING

Study the chart. Then complete the rules for making the possessive forms of singular and plural nouns.

Singular Noun parent / lady man / deer	Singular Possessive Noun parent's / lady's man's / deer's
Plural Noun parents / ladies men / deer	Plural Possessive Noun parents' / ladies' men's / deer's

1. If the noun is singular, add _____ .
2. If the plural noun ends in -s, add _____ .
3. If the plural noun does not end in -s, add _____ .

Singular and plural nouns can show ownership. To make the possessive form of a singular noun, add an **apostrophe (')** and **-s**. To make the possessive form of a plural noun that ends in **-s**, add an **apostrophe (')**. To make the possessive form of a plural noun that does not end in **-s**, add an **apostrophe (')** and **-s**.

Directions: Add an apostrophe or an apostrophe and -s to each noun.

1. (plural) sheep _____ wool
2. mouse _____ holes
3. cat _____ meows
4. foxes _____ dens
5. trucks _____ wheels
6. driver _____ maps
7. dog _____ barks
8. (plural) elk _____ horns
9. (plural) deer _____ coats
10. birds _____ nests
11. roads _____ signs
12. whistles _____ blasts

Verb Tenses: Present, Past, and Future

RETEACHING

These sentences use the verb **bake** in three ways. Write the underlined verb in each sentence.

1. She bakes apples. _____ (present tense)
2. She baked apples. _____ (past tense)
3. She will bake apples. _____ (future tense)

The **tense** of a verb shows the time of the action. A verb may be written in the **present tense**, **past tense**, or **future tense**.

Directions: Write **present**, **past**, or **future** beside each verb.

1. helps _____
2. enjoyed _____
3. will roll _____
4. learns _____
5. will want _____
6. walk _____
7. roasted _____
8. will boil _____

Directions: Complete each sentence. Write the past-tense verb in ().

9. Dad _____ the tomatoes. (peeled/will peel)
10. Pat and I _____ the salad. (prepare/prepared)
11. Tony _____ fresh bread. (served/will serve)
12. Mom _____ the meat. (carves/carved)
13. The family _____ together. (will work/worked)
14. People _____ themselves. (helped/help)
15. Guests _____ the dinner. (enjoy/enjoyed)

Comparative and Superlative Adjectives

RETEACHING

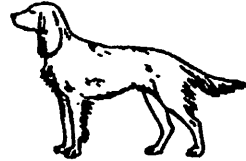
Which dog won first prize in the dog show? Solve the riddle below.



bulldog



poodle



Irish setter

Riddle: The winner's tail is longer than the bulldog's tail. The winner does not have the longest tail of all. Circle the winner.

The words **longer** and **longest** are adjectives. The adjective **longer** compared two things. The adjective **longest** compared three things.

An adjective has two different forms that are useful in making comparisons. Use the **-er** form to compare two persons, places, or things. Use the **-est** form to compare three or more persons, places, or things.

Directions: Write the missing **-er** or **-est** form of each adjective.

1. clean, cleaner, _____
2. strong, _____, strongest
3. bright, _____, _____

Directions: Complete each sentence with an adjective that compares.

4. Bill's poodle is _____ than my dog.
5. Your collie is _____ than his collie.
6. My dog has the _____ bark of all.

Declarative and Interrogative Sentences

Directions: For each sentence, add the correct end punctuation. Then write **D** if the sentence is declarative. Write **I** if it is interrogative.

1. Will the orchestra start to play _____
2. The audience is eager to hear the musicians play _____
3. The music is soft and beautiful _____
4. How long do you think the concert will last _____
5. I am glad that we came tonight _____

Directions: Change each of these declarative sentences into an interrogative sentence. Be sure to use the correct end punctuation.

6. The orchestra played a piece by Beethoven.

7. The drums are loud.

8. The violin player can play very high notes.

9. There is another concert next week.

10. We should go again.

DIRECTIONS:

Read the sentences and choices below. Mark the word or phrase that means almost the same thing as the word or phrase that is underlined in the sentence.

1. My father has a bald head.

- shiny
- hairless
- hairy

2. The dishwasher arrived in a heavy wooden crate.

- box
- latch
- cube

3. At what time does our airplane depart?

- soar
- arrive
- leave

4. We frequently have pizza on Friday night.

- never
- always
- often

5. Joey began to bawl when he dropped his ice cream.

- gesture
- cry
- humor

6. The bold prince rode into the dark forest alone.

- young
- handsome
- brave

7. If we combine our talent, we can make a super painting!

- issue
- encourage
- mix

8. I dread telling my mom that I failed my science test today.

- look forward to
- fear
- length

9. If we increase our water supply, we won't be so thirsty.

- make larger
- make smaller
- waste

10. Is it necessary to play the radio so loudly?

- common
- grief
- important

DIRECTIONS:

Read each group of words. Mark the one that is not spelled correctly.

1. <input type="radio"/> footprint <input type="radio"/> fern <input type="radio"/> dozen <input type="radio"/> degree <input type="radio"/> create	6. <input type="radio"/> pale <input type="radio"/> sadle <input type="radio"/> shady <input type="radio"/> slam <input type="radio"/> stray	11. <input type="radio"/> actual <input type="radio"/> acorn <input type="radio"/> aim <input type="radio"/> awerd <input type="radio"/> birth
2. <input type="radio"/> coast <input type="radio"/> cellar <input type="radio"/> broom <input type="radio"/> behav <input type="radio"/> attention	7. <input type="radio"/> fan <input type="radio"/> tough <input type="radio"/> undergroun <input type="radio"/> warmth <input type="radio"/> tin	12. <input type="radio"/> chatter <input type="radio"/> comfort <input type="radio"/> crooke <input type="radio"/> depend <input type="radio"/> drift
3. <input type="radio"/> ache <input type="radio"/> awakken <input type="radio"/> birdhouse <input type="radio"/> buggy <input type="radio"/> charm	8. <input type="radio"/> sort <input type="radio"/> single <input type="radio"/> Septeber <input type="radio"/> ray <input type="radio"/> lizard	13. <input type="radio"/> example <input type="radio"/> fought <input type="radio"/> haircut <input type="radio"/> insst <input type="radio"/> laid
4. <input type="radio"/> comb <input type="radio"/> crocoodlle <input type="radio"/> department <input type="radio"/> examine <input type="radio"/> gym	9. <input type="radio"/> helpless <input type="radio"/> geust <input type="radio"/> glide <input type="radio"/> football <input type="radio"/> female	14. <input type="radio"/> lung <input type="radio"/> mister <input type="radio"/> noble <input type="radio"/> plannet <input type="radio"/> sadness
5. <input type="radio"/> hive <input type="radio"/> insect <input type="radio"/> lump <input type="radio"/> misstake <input type="radio"/> nineteen	10. <input type="radio"/> entire <input type="radio"/> downtown <input type="radio"/> decorate <input type="radio"/> cream <input type="radio"/> atend	15. <input type="radio"/> shagy <input type="radio"/> slant <input type="radio"/> split <input type="radio"/> tangle <input type="radio"/> tour