



Jeddah Knowledge International School

SUMMER



PACK



Grade 5

SY 2019-2020

Grade Five Summer Review

IXL Language

The students may practice language and math skills using IXL.

Practicing:

1. Log in with your username and the password via JKS Portal
2. Click on the "Practice" tab on the top left corner.
3. Choose the grade level that your child currently completed.
4. Choose 'Language' or 'Math' depending on the subject you would like to practice.
5. Choose the skill that your child may wish to practice and provide encouragement to practice excelling in these skills.
6. The progress of your child can be accessed by clicking on the "Reports" tab. This will give full details of the practice and progress that has taken place. Please print out a report and have your child submit it to his/her teacher on the first day back to school.

Note: It is advisable that your child practices some of the skills stated in his/her grade level.

Grade Five Summer Review

Grade 5 IXL Language

Sentence types

- Is the sentence a statement, question, command, or exclamation?

Nouns

- Identify common and proper nouns

Regular plural nouns

- Form and use plurals: review

Possessive nouns

- Identify and correct errors with plural and possessive nouns

Subject-verb agreement

- Use the correct subject or verb

Simple verb tense review

- Is the sentence in the past, present, or future tense?

Personal pronouns

- Identify pronouns
- Compound subjects and objects with "I" and "me"

Possessive pronouns

- Use possessive pronouns

Relative pronouns

- Use relative pronouns: who, whom, whose, which, and that

Adjectives

- Identify adjectives

Adverbs

- Identify adverbs

Prepositions

- Identify prepositions

Capitalization

- Correct capitalization errors

Quotations and dialogue

- Punctuating dialogue

Frequently confused words

- Use the correct frequently confused word

Multiple-meaning words

- Multiple-meaning words with pictures
- Which sentence matches the definition?

Alphabetical order

- Order alphabetically based on the first two letters

Thesaurus skills

- Use thesaurus entries

Text structure

- Compare and contrast in informational texts
- Determine the order of events in informational texts

Short stories

- Identify story elements
- Analyze short stories

Grade Five Summer Review



Dear Parents,

To access your child's reading assignment use the following steps:

- Log in at www.raz-kids.com and select.

 KIDS
LOGIN

- Enter their teacher's username.

 Teacher Username

Need Help? GO

- Select your child's username and add their student password. Please note the password is the students' ID number found at the back of their ID card.

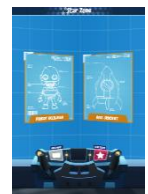


After they have logged in, the student needs to enter the 'Level Up' rocket and select a book that they wish to read at their assigned reading level.

Students must follow the following procedures to increase fluency:

1. Listen to the story being read. (Click on the picture of the ear.)
2. Read the story aloud (Students may record their reading and send it to their teacher; (Click on the picture of the eye and then click the microphone at the top of the screen.)
3. Take a quiz. (Click on the picture of the question mark.)

After they have completed these steps, they can proceed to the next book. The teachers will be able to track each student, and listen to their recordings. Students will earn stars to go into the incentive area "Star Zone" where they can customize their Raz Rocket and Raz Robot.



Students may enter the 'Reading Room' to access additional books at different reading levels for extra research and reading practice.



Happy Reading!

JKS Administration

Grade Five Summer Review

Nouns

Nouns are the names of people, places, things, and ideas.

Write the nouns in the box for the following sentences.

1. The tired boy walked slowly home from school.
2. When did Mother bake the cake?
3. I thought we were going to the movies.
4. Aya shouted with happiness at the thought of a party.
5. Are you going to share that dessert?
6. Ibrahim and Rayan were late for the first day of school.
7. The boys were playing in the park.
8. The girls were eating ice-cream.
9. The children were playing on the swings and slides.
10. Their parents were sitting and talking on the benches.

Grade Five Summer Review

Verbs

Verbs are words that show action.

Write the verb or verbs in the box for the following sentences.

1. Mrs. Wilson sang songs to the happy children.
2. The dog leapt into the river and swam to the other side.
3. I was running in my new shoes.
4. We played jump rope until Mother called us home.
5. My friends gave me birthday presents.
6. The fans yelled and screamed for the rock star.
7. Who is Khalid taking to the party?
8. I spoke to my best friend in the evening.
9. Leen ate pizza and drank juice during lunch.
10. The teacher explained our homework to us.

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Linking Verbs

Linking verbs do not show actions. They tell what the subject is like. Common linking verbs are forms of the verb *to be*, such as *am*, *is*, *are*, *was*, and *were*. Verbs such as *seem*, *become*, and *feel* can also be linking verbs.

Example: The man was alive.
He seemed very strange.

Write the verb in each sentence.

1. Elizabeth went to an artist's studio.
2. She watched the artists very carefully.
3. They are very careful with their work.
4. Elizabeth envied the potter's abilities.
5. She started a pottery club at school.
6. The students are happy about the art class.
7. A different potter instructs the students every week.
8. They seem very happy with the club's activities.

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Adverbs

An adverb tells more about verbs.

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

Examples: **How:** The runners ran quickly.
 When: The time soon passed.
 Where: The race ended there.

Write the adverbs in each sentence. Write if it tells: where, when, or how.

1. Anna Mary always helped her mother. _____
2. She patiently took care of the younger children. _____
3. Then she became a housekeeper. _____
4. Her employers lived nearby. _____
5. A woman worked there with her. _____

Write the adverbs in each sentence.

1. The group accidentally found a cave.
2. They searched inside.
3. The explorers quietly admired the cavern.
4. The tunnel sloped downward.
5. Tourists frequently visit Carlsbad Caverns.

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Adjectives

Adjectives describe nouns and pronouns.

Write the adjectives in the following sentences.

1. She went home after a hard day at work.
2. The large fish jumped out of the blue water.
3. The beautiful flowers were placed on the middle table.
4. Where did the happy elf put the golden coins?
5. The red, white and blue flag waved gently in the soft breeze.
6. My lazy cat likes to sit on a big branch of the old tree.

Write an adjective in the blank to complete the sentence.

1. The _____ shoes were left outside.
2. Paul wants his _____ dog to fetch the _____ ball.
3. We ate a _____ breakfast.
4. My _____ sister likes _____ television shows.

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Adjectives

Adjectives are used to describe nouns (a person, place or thing). Using colorful, vivid and descriptive words make your writing more interesting and accurate.

Use the words below in place of the word...

good

awesome	precious	valuable	perfect
charming	extraordinary	wonderful	glorious
super	prime	heavenly	neat
excellent	splendid	incredible	remarkable
delightful	beautiful	joyous	dazzling
exceptional	superb	kindly	pleasant
fabulous	unique	outstanding	lovely

1. The young woman was a/an _____
dancer and had a/an _____ smile.

2. The basketball player had a/an _____
three-point shot, and was a/an
_____ defender on the court.

3. The family spent a/an _____ week on
the _____ Hawaiian Islands.

4. The antique vase had a/an _____
pattern, and a/an _____ shape.

5. My grandmother, though strict, is a/an _____
and _____ woman.

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Quotation Marks

A speaker's exact words are called a quotation. When you write a quotation, put quotation marks (" ") at the beginning and end of the speaker's exact words. Begin the quotation with a capital letter.

- If the quotation comes last in a sentence, use a comma to separate it from the rest of the sentence.
- If the quotation comes first, use a comma, question mark, or exclamation mark to separate it from the rest of the sentence.
- Place the end punctuation mark of a quotation before the closing quotation mark.

Rewrite the sentence by adding quotation marks and other correct punctuation marks where needed.

1. Lily said Let's go to the park after school.
2. Do you want ice cream asked Peter.
3. I love my new kitten said Tina. He is so playful.
4. I have a lot of homework today said Samantha.
5. Abe asked What's your brother's name?
6. Oh no The cake is burning yelled Jill's mom.
7. Matt said The roller coaster was a lot of fun.
8. You should wear a hat. It's cold today said Andrew's dad.
9. Kelly said Kim wants to play inside, not outside.
10. Which store do you want to go to asked Marie.

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Quotation Marks

Rewrite the sentence by adding the appropriate quotation marks.

1. Kelly said Kim wants to play inside, not outside.
2. Have you seen the movie, The Ant Man?
3. Which store do you want to go to? asked Marie.
4. I don't believe you, he said, you never tell the truth!
5. Where will you go? she asked.
6. Didn't she say your poetry assignment is due Monday, asked Jim.
7. Have you seen the movie Spiderman?
8. Finish your chores or forget your allowance! his mother yelled.
9. I have too much homework! Joe responded.
10. I wish I knew who my teacher was going to be for next year, Tom said.
11. Do you realize how good those cookies smell? Joan remarked.
12. You're it! yelled Sam.

Grade Five Summer Review

Subject and Object Pronouns

A **subject pronoun** indicates who or what performs the action of a sentence. *I, you, he, she, it, we,* and *they* are subject pronouns.

An **object pronoun** indicates who or what receives the action. *Me, you, him, her, it, us,* and *them* are object pronouns.

Read the sentence pairs below. Write the pronoun in the second sentence. Then write the noun it replaces in the first sentence.

	pronoun	noun
1. The woodcutter saw a neighbor working in the garden. The woodcutter approached him.		
2. "Those roses are beautiful," said the woodcutter. "They have a wonderful scent."		
3. "This garden is a joy," said the woodcutter's neighbor. "It gets a lot of sun."		
4. "There's an easier way to dig holes," said the woodcutter. "A shovel could dig them in half the time."		
5. The neighbor just smiled at the woodcutter and said, "Good day to you, sir."		
6. The woodcutter shrugged. Then he walked away.		

Write all pronouns in the box for each sentence below.

1. The woodcutter's wife asked him to go to the woods.
2. "I want you to chop some wood," she said.
3. "We have guests coming to visit us," said the woodcutter's wife.
4. "They will be here soon. Let's serve them dinner," his wife continued.
5. The woodcutter found an axe, and he picked it up.
6. "I will be back in a jiffy," the woodcutter told her.

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Subject and Object Pronouns

A subject pronoun indicates who or what performs the action of a sentence. The pronouns I, you, he, she, it, we, and they are subject pronouns. An object pronoun receives the action and may follow an action verb. The pronouns me, you, him, her, it, us, and them are object pronouns.

In each sentence, Write the correct pronoun in parentheses ().

1. The woodcutter's wife warns (he, him).
2. The woodcutter does not hear (she, her).
3. (They, Them) do not see eye to eye.
4. The woodcutter just watched (them, they).
5. Amy and (I, me) felt sorry for the woodcutter.
6. (Us, We) might have done the same thing.
7. (He, Him) did not seem like such an unlikeable character.
8. We told Katie and (she, her) about this story.
9. (They, Them) had different ideas about the story.
10. Matt wanted Katie and (I, me) to agree with him.
11. We asked (he, him) to explain his ideas.
12. Then he told Katie and (I, me) his opinion.
13. The opinions were different. We couldn't change (they, them)!
14. (He, him), Katie, and I will have to read it again.



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Prepositions

A prepositional phrase gives a description, like where, when or what.

Write the prepositions in the box for following sentences.

1. She drank a bottle of juice from the refrigerator.
2. He is the first person in the long line.
3. Did you see the show on television?
4. July 4th, is when we celebrate Independence Day in America.
5. We will go to the store on Wednesday.
6. Jana and Aya were at their grandmother's house over the weekend.

Write a preposition in the blank to complete the sentence.

1. The bird flew _____ the roof.
2. The tiger crept slowly _____ the jungle.
3. I like to eat popcorn _____ the movies.
4. We rode the horses _____ the hill and rested _____ the lake.

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Conjunctions

Conjunctions are words that join words and phrases together in sentences. The most commonly used conjunctions are *and*, *but* and *or*. Other conjunctions are: *for*, *nor*, *yet*, and *so*.

Fill in the conjunction that you think best fits these sentences. In some sentences, it may be possible to use more than one!

1. Mom said we can go to the beach _____ go to the amusement park today.
2. Leen, Noura, _____ Haya will give their presentation together.
3. We were going to play outside _____ it was too cold.
4. I'll either wear a dress _____ a skirt to the party.
5. Our lead actor is home sick, _____ Jad will take his place.

Rewrite the sentence by adding a comma to separate the clauses properly.

1. I studied all night but still got most of the questions wrong.
2. Mary finished the race but she did not come in first place.
3. Carrots which are my favorite food are currently growing in my garden.
4. The salmon which I personally caught tasted great.
5. Jad doesn't enjoy loud places nor does he enjoy taking the bus.
6. The party was over but the crowd did not want to leave.
7. It was my dad's birthday so we all went out for dinner.
8. The day was cloudy but that didn't stop us from going to the park.



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Contractions

Write sentences with the contractions for the words below.

<i>I will</i>	<i>I have</i>	<i>would not</i>	<i>should not</i>	<i>it will</i>	<i>they are</i>
<i>did not</i>	<i>they have</i>	<i>I am</i>	<i>can not</i>	<i>you have</i>	<i>could not</i>

Example: He shouldn't have gone outside in the rain. (should not)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Grade Five Summer Review

Their, They're, and There

The words their, they're, and there are often confused. They sound the same, but they have entirely different meanings.

- Their is possessive, showing something that belongs a group of people: they.
- They're is a contraction of the words they are. The apostrophe shows that the letter 'a' is missing.
- There is an adverb that shows a location or a pronoun that works at the beginning of a phrase or sentence.

Complete the following.

1. I just don't think _____ ready to swim in the deep end of the pool yet.
2. I'll just have to go _____ myself today.
3. They have been having really cold weather _____.
4. They have gone to _____ cottage for the summer holidays.
5. I'll take you _____ but I believe it's closed on weekends.
6. _____ going to their cousin's birthday party.
7. Where do the twins get all of _____ energy from?
8. You can take the short cut through the park to get _____.
9. I had a great time at _____ birthday party.
10. _____ the best parents in the world.

Grade Five Summer Review

Types of Sentences

A **declarative sentence** is a sentence that tells something. It ends with a period.

An **interrogative sentence** is a sentence that asks something. It ends with a question mark.

An **Imperative sentence** is a sentence that gives a command or makes a request. It ends with a period.

An **Exclamatory sentence** is a sentence that shows strong feeling or surprise. It ends with an exclamation mark.

Write the following sentences in the boxes for the paragraph

declarative sentences/interrogative sentences/exclamatory sentences.

	declarative sentences	interrogative sentences	exclamatory sentences
<p style="text-align: center;"><u>First Day of Fifth Grade</u></p> <p>On the first day of school, I meet my teacher. My teacher's name is Mrs. Wong. She is so nice! We talked about the rules and she asked many questions. These are some of the questions she asked our class. What would you like to learn this year? Are you excited about third grade? What is your favorite thing about school? What are some of the things you are interested in? After answering these questions, we began reading a book by Beverly Clearly. I loved the book! I was very interested in the main character. She hated cursive! Then we had circle time and talked about some of the things we will learn in third grade this year. I really enjoyed the first day of school!</p>			



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Types of Sentences

Read each sentence, write the correct end mark, and label the kind of sentence it is.

1. Hold on to my hand _____
2. You need to laugh at the funny joke _____
3. How much money do you have _____
4. I am so excited about today _____
5. It is a very warm day _____
6. Are you done with your homework _____
7. Please light the candles on the cake _____
8. There are eight kittens under my house _____
9. How far is the mall from here _____
10. I never want you to do that again _____
11. I brought my sweater to keep myself warm _____
12. What time will you go home _____

Grade Five Summer Review

Are You Ready, Sam?



The clouds hung low in the gray sky. The chirping of the bluebirds woke me from my restful sleep. As I slowly woke up, I got a funny feeling in my stomach. Today was the day. Today I had to do something that I have been afraid to do for a long time. Breakfast was normal and I began to relax.

Mom came into the kitchen asking, "Are you ready, Sam?" "Yes," I answered quietly. I wasn't ready! The school bus came on time, and I sat with my friend Billy. We chatted about baseball and trading cards. It was a great way to get my mind off of what I had to do today. As we approached the school, I could feel my heart beating. My hands were starting to sweat. I hated this!

I entered Mrs. Owens' class. She was smiling, and saying hello to all her students as she did every morning. "Hi Sam," she said as I walked in. "Hi," I said and quickly sat in my seat. We said the pledge, and then took our spelling test. I looked at the clock. The time was near. I hope I am not first! Mrs. Owens said it was time to begin our special day. Special day? That's a joke. Mrs. Owens announced, "Sam, you'll be first."

I got up slowly, looking at the ground as I walked to the front of the room. I looked up, and everyone was staring at me. Mrs. Owens must have known I was nervous because she came by me, and put her hand on my back.

She said to the class, "Sam has worked very hard on his report, and I know it is very interesting." Then she turned to me and asked, "Sam, what did you like best about your report on Hawaii?"

I thought about the fun things I had read about surfing, and I started to talk. Before I knew it, I was telling the class about everything I had learned. I talked in front of the whole class, and it was fun. It wasn't scary after all. The class clapped as I finished and Mrs. Owens was smiling. I was proud of myself.

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Read and answer the questions below.

1. What woke Sam up?

2. Who did he sit with on the school bus?

3. What did Sam have to do that he did not want to do?

4. What did Mrs. Owen's do to reassure Sam?

5. Name a fun thing he has read about in his research?

6. At the end of the passage, Sam probably felt:

- Ⓐ afraid to answer any questions.
- Ⓑ proud of himself for doing a good job.
- Ⓒ glad to have been the first to talk.

7. What would be another good title for this passage?

Grade Five Summer Review

Fossils Tell Amazing Stories



We were high in the mountains in a squishy, wet bog when we found the fossil. It was the cheekbone of a mammoth, a kind of elephant that is now **extinct**. As our group dug in the mud, we began to see a whole mammoth skeleton.

As a **paleontologist**, a scientist who studies fossils, I was thrilled to see the remains that were so well preserved. The cold temperature had worked like a deep freezer. Usually, Ice Age fossil bones are easily broken. These bones seemed so fresh that we could still bend the ribs. We discovered mammoth dung, too. It was full of needles of fir and spruce trees. Now we knew that the mammoth had eaten very poorly in its last days.

Back in the lab we looked at mud from the bog. Under the microscope we saw a few bits of pollen from grasses that make tiny flowers only in the spring. We knew that the **mammoth** had died in the springtime. It was an old male. He had broken his leg at the time that he died. We all began to feel very kindly toward the grand old beast. His last day seemed very real to us. Perhaps he struggled as he was stuck in the bog.

Weeks later we heard a rumor that stone arrowheads had been found close to the dig site. We didn't know exactly where they were found, because someone had slipped the little treasures into a pocket. The thief had robbed us all. We would never learn if the prehistoric hunters had killed the mammoth.

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Read and answer the questions below.

1. What does the word mammoth mean?
- Ⓐ the name of a person that lived in Utah
 - Ⓑ a kind of elephant that is now extinct
 - Ⓒ the name of a person who studies fossils

2. What does the word extinct mean?
- Ⓐ alive but looks different
 - Ⓑ no longer living
 - Ⓒ large

3. What is a paleontologist?

4. Based on the story, we know that the arrowheads were small because

5. What was wrong with the mammoth's leg when it died?

6. How did they know that the mammoth had died in the springtime?

Grade Five Summer Review

The Wild One



What has a bright blue face, hair that stands straight up, and long black eyelashes? Is it a punk rock star? No, guess again. It is a strange jungle bird, the hoatzin.

The hoatzin lives near the rivers in South America. It is not like any other bird. A baby hoatzin has claws on the end of its wings. It can crawl up and down the tree trunk to get to its nest. Sometimes a baby bird may fall into the water. But it can dive down and swim underwater just like a fish. It can then return safely to the riverbank. Then using its claws, legs, and bill, the bird can climb back into its nest.

As the bird gets older, the claws disappear, and the wings grow. A large sack, or crop, also grows inside the bird's chest. Hoatzins eat leaves, flowers, and sometimes fruit. A hoatzin can store large amounts of food in its crop.

Hoatzins live in small friendly groups of about ten birds. They build nests from twigs. All of the older birds share in taking care of the young. Hoatzins may look and act strangely, but they are very good baby - sitters. Although they are in a class by themselves, scientists now think these strange birds may be a distant cousin to the cuckoo.

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Read and answer the questions below.

1. Where does the hoatzin bird live?

2. What is unique about baby hoatzin birds?

3. What happens when a baby hoatzin falls into the water?

4. What do hoatzins eat?

5. Based on this story, what is a crop?

6. Who do scientists believe the hoatzins are related to?

7. From the first paragraph, write the adjectives that describe the hoatzin.

Grade Five Summer Review

Time on His Hands



Mr. Wheeler's shop is full of the sound of tick - tocks. The reason is that Mr. Wheeler and his helpers make clocks by hand. They are called craftsmen because they use their hands instead of machines.

One of Mr. Wheeler's favorite clocks is a cuckoo clock. The cuckoo is a small, wooden bird. Twenty - four times a day, the cuckoo pops out of a tiny door at the top of the clock. It announces the time with its strange whistle. Then it disappears inside the clock until the next hour.

All the wood is carved by Mr. Wheeler and his helpers. Each piece is carefully stained or painted. The workers take their time and pay attention to each detail. As craftsmen, they would rather make one or two fine clocks a day than twenty that are cheaply made.

They also make grandfather clocks. These beautiful clocks stand six feet tall and have bells that chime.

It is rare to find craftsmen today, because most items are made by machines. Furniture, clocks, and instruments, such as violins, all cost more when they are handcrafted. Many people are willing to pay more for them because they last longer and look better.

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Read and answer the questions below.

1. Why are Mr. Wheeler and his helpers called craftsmen?

2. How many times does a cuckoo bird appear in a day?

- Ⓐ once
- Ⓑ twelve times
- Ⓒ twenty-four times

3. Why do items made by hand cost more?

4. How many clocks can a craftsman make in one day?

5. What is different about a grandfather clock?

6. Why is it rare to find craftsmen?

Grade Five Summer Review

Writing: Fictional Narrative

Stories have a beginning, a middle, and an end.

Write a fictional story using the picture prompt. Remember to use adjectives in your story.



Grade Five Summer Review

Writing: Fictional Narrative

Stories have a beginning, a middle, and an end.

Write a fictional story using the picture prompt.
Remember to use adjectives for your story.



A series of horizontal lines for writing a story.

