Handout 11A: Fluency Homework

Directions:
1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
   a. Practice reading the text aloud 3–5 times.
   b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
   c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Fill out the reflection box at the end.

Mountains, page 24

Not all mountains are the same, but the change in life zones or habitats from the bottom to the top usually follows the same pattern. The lower slopes of mountains often have dense broadleaf forests of oak, poplar, or maple. On the middle slopes, it is colder and the kinds of trees found change to conifers, such as pine or spruce, which gradually become stunted and fewer in number. The upper limit of tree growth on a mountain is called the timberline, which ranges from 11,000 feet in the southern Rockies to about 7,500 feet farther north. The higher slopes are dotted with clumps of low-growing alpine plants that can survive the harsh elements. In the fierce winds atop the peaks, nothing grows amid the ice- and snow-covered rocks.
Handout 12A: Descriptions of Mountain Ranges

**Directions:** Record brief notes to describe the key features of each mountain range as you read the book *Mountains.*

<table>
<thead>
<tr>
<th>Mountain Range</th>
<th>Key Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Himalayas</td>
<td></td>
</tr>
<tr>
<td>Alps, Andes, Rockies</td>
<td></td>
</tr>
<tr>
<td>Appalachians</td>
<td></td>
</tr>
<tr>
<td>Catskills</td>
<td></td>
</tr>
</tbody>
</table>
Himalayas

Directions: Label the following four mountain ranges on this map: Alps, Andes, Appalachians, and...

Handout 12C: World Map
POINT OF VIEW IN STORYTELLING

Every writer tells his or her story from a certain perspective, or point of view. Some stories are told from the perspective of a narrator who is part of the story, known as first person point of view. Other stories are told from the perspective of a “narrator” who is not in the story at all, which is known as third person point of view. With this exercise, you’ll learn about the difference between first person and third person, two of the most common points of view used in storytelling.

**Third Person**

The narrator is not in the story, only tells what happens. For example, in the story “Goldilocks and the Three Bears,” the all the characters are called “he,” “she” or “it.”

When deciding if a story is first or third person, conversations in quotation marks don’t count.

**First Person**

The narrator is a character in the story and often does not know what is going to happen next. He tells the story using the pronouns “I” and “me.” Example:

Robert Louis Stevenson’s *Treasure Island*:

Well, mother was upstairs with father and I was laying the breakfast-table against the captain’s return when the parlour door opened and a man stepped in on whom I had never set my eyes before.

**WHAT IS THE POINT OF VIEW?**

Circle the correct point of view for the passage.

*I have never forgotten my mother’s advice; I knew she was a wise old horse, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.*

*Black Beauty*  
*by Anna Sewell*

A. Third Person  
B. First Person

*These sounds made the little girl’s heart beat fast, for she did not know what made them; but Toto knew, and he walked close to Dorothy’s side, and did not even bark in return.*

*The Wonderful Wizard of Oz*  
*by L. Frank Baum*

A. Third Person  
B. First Person

*Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold.*

*The Adventures of Huckleberry Finn*  
*by Mark Twain*

A. Third Person  
B. First Person

**WORD SEARCH FOR FUN!**

Words can go across, up, down, diagonally and backwards.

```
C V I E W T X U N Y
X H W Y H E T R A R
R N A I X S I P R O
C J R R B S Y H R T
C D J Z A N U P A S
W N Y V B C S R T P
N O S R E P T C O O
W R I T E R H E R I
T S R I F E Z F R N
X P E M X M C J O T
```

narrator  
third  
first  
person  
character  
view  
writer  
point  
story

More worksheets at www.education.com/worksheets
Use the graphic organizer to organize information from the nonfiction text.

<table>
<thead>
<tr>
<th>Author’s Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason / Evidence</td>
</tr>
<tr>
<td>Reason / Evidence</td>
</tr>
<tr>
<td>Reason / Evidence</td>
</tr>
<tr>
<td>Reason / Evidence</td>
</tr>
</tbody>
</table>
## Identify the Author’s Purpose

**Inform**  
author is trying to give you information, teach a topic, or provide facts

**Persuade**  
author is trying to convince you to believe or do something

**Entertain**  
author wants you to enjoy a piece of text, such as an interesting story

Directions: While reading each passage, underline clues that tell you about the author's purpose. Then, record the author's purpose on the answer line.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erosion is the process of materials moving from their source to another location through weathering. There are several types of erosion, but the most common types are erosion by wind, water, and ice.</td>
<td>Inform</td>
</tr>
<tr>
<td>Students should be assigned a computer to use throughout the school year. Among many reasons, studies show that students who attend schools that have a 1:1 computer policy do better academically.</td>
<td>Inform</td>
</tr>
<tr>
<td>One warm afternoon, while walking home from school, Rosie glanced at her neighbor’s house and noticed Mrs. Spencer lifting a fluffy kitten from a cardboard box. The words “Free Kittens” were written across the side of the box in large, black letters. Rosie squealed with excitement and ran home to tell her parents.</td>
<td>Persuade</td>
</tr>
<tr>
<td>There are 24 time zones on Earth. Coordinated Universal Time is the standard time for the entire world. Moving east, add one hour for each time zone. Moving west, subtract one for each time zone.</td>
<td>Inform</td>
</tr>
<tr>
<td>Students should have at least 15 minutes of recess during a school day. After all, students shouldn’t be expected to sit all day! Furthermore, students don’t feel as antsy and can focus more easily after they run around and play.</td>
<td>Persuade</td>
</tr>
<tr>
<td>The development of a reliable steam engine in the late 1700s sparked the Industrial Revolution. Before the invention of the steam engine, machines were powered mostly by wind, water, horses, or humans.</td>
<td>Inform</td>
</tr>
</tbody>
</table>
Jesse was asked to write an article from the first person, second person, and third person perspectives. When he was done, he forgot which one was which.

**DIRECTIONS:** Please help Jesse by writing first, second, or third person by the correct version of each story.

**REMEMBER:** First person is when a character narrates the story with *I, me, my, or mine* in his or her speech.

Second person is when the author uses the words *you and your*. S/he is talking directly to the reader.

Third person is when the reader is an outsider that is able to see the thoughts of everyone in the book. Most writers choose this point of view.

---

1. As you walk up the hill, you realize that it’s just too quiet. There’s no sound from the bird you know is almost always singing from the top of the maple tree. You think you see a shadow move high up on the slope, but when you look again it’s gone. You get goose bumps on your arms.

2. As I walked up the hill, I realized that it was just too quiet. There was no sound from the bird who was almost always singing from the top of the maple tree. I thought I saw a shadow move high up on the slope, but when I looked again it was gone. I felt goose bumps pop up on my arms.

3. As she walked up the hill, she realized that it was just too quiet. There was no sound from the bird who she so often heard singing from the top of the maple tree. She thought she saw a shadow move high up on the slope, but when she looked again it was gone. She felt goose bumps pop up on her arms.
Found It!

Change the highlighted present-tense word to an irregular past-tense verb.

The movie (begin) _____________ 10 minutes ago.

Vera (ring) _____________ the bell after school.

She (bring) _____________ cupcakes to class.

We (stand) _____________ in line for the ride for 40 minutes.

Crystal (choose) _____________ the blue crayon.

The two men (shake) _____________ hands.

Ginny (read) _____________ her book in bed.

Yesterday, I (swim) _____________ all the way across the pool.

Circle the irregular past-tense verbs in the word search.

Copyright 2008-2009 Education.com
Incomplete Sentences

A complete sentence has a **subject** (the person, place, or thing that the sentence is about) and a **predicate** (what the subject does or is). The subject is a noun and the predicate is a phrase that contains a verb.

**Example:** Mr. Morton **walked down the street.**

**subject**

**predicate**

Identify the subject and predicate in each sentence. Circle the subject and underline the predicate.

1. Blythe always wears a black skirt on Tuesday.
2. Tomorrow, Elaine’s birthday party will be at the bowling alley.
3. There’s no way Tatum is playing on the softball team.
4. Graham wants to go skiing with the rest of us.
5. Ivan bought a new pair of ten pound barbells.

An **incomplete** sentence is missing a subject or predicate. Example: Walked down the street.

Fix the incomplete sentences by adding a subject or predicate.  
**Example:** He walked down the street.

1. Peeled all the potatoes

2. Came crashing down

3. He

4. Didn’t mean to do it

5. Everyone in San Mateo
Run-On Sentences

**Run-on sentences** are sentences that are missing punctuation. Sometimes run-on sentences are called ‘fused sentences’ because they are made up of two or more sentences or thoughts that are fused, or connected, without punctuation.

Example: I am a frog I can talk.

To fix a run-on sentence, you can separate the fused sentences with a period  
Example: I am a frog. I can talk.

or you can add a conjunction, like and or but, with a comma.  
Example:  
I am a frog, but I can talk.  
I am a frog, and I can talk.

---

*Fix the run-on sentences by adding punctuation or a conjunction with a comma.*

1. Milo hates to take a shower his dad encourages him to smell clean.

2. Eli is on his tablet he's addicted to video games.

3. Corey doesn't like to fold the laundry Byron finds it soothing.

4. Jennifer goes paddle boarding whenever she can she wears board shorts.

5. Nobody let the cat in he was super cranky.

6. The train was late I missed my train.
Helping vs Linking Verbs

Most people think of verbs as action words, and they are! Some common action verbs are: Run, talk, walk, say, look, and sing.

There are other, less known verbs that don’t show action. They help the other words in the sentence fit together. They are called helping verbs and linking verbs.

Helping verbs: Helping verbs work with action verbs to add meaning to them. They tell expectation, obligation, probability, potential or necessity (is, has, does, can, could, must, be, are, have, do, will, would, may, been, am, had, did, shall, should, might, being, was, and were).

Example: I should eat my broccoli.

Linking verbs: A non-action verb (sometimes called a state-of-being verb) that connects the subject of a sentence to the predicate (seems, becomes, feels, appears, be, been, being, is, am, are, was, and were).

Example: I am late.

In each sentence below, tell whether the verb is action or linking.

1. I will finish my homework. ________________
2. I was tired. ________________
3. I might be late to the party. ________________
4. I am so hot! ________________
5. It is an oven in here. ________________
6. I should do my chores. ________________

Now, write three sentences of your own that include helping verbs + action verbs.

1. ________________
2. ________________
3. ________________

Last, write three sentences of your own that have linking verbs.

4. ________________
5. ________________
6. ________________
Helping Verbs and Linking Verbs Story

**Action Verbs:** Verbs that express action - something that a person, animal, force of nature, or thing can do.

Action verbs examples: run, talk, walk, say, look, and sing.

**Helping verbs:** Helping verbs work with action verbs to add meaning to them. They tell expectation, obligation, probability, potential or necessity (is, has, does, can, could, must, be, are, have, do, will, would, may, been, am, had, did, shall, should, might, being, was, and were).

Example: I should eat my broccoli.

**Linking verbs:** A non-action verb (sometimes called a state-of-being verb) that connects the subject of a sentence to the predicate (seems, becomes, feels, appears, be, been, being, is, am, are, was, and were).

Example: I am late.

**Story Challenge:**
Write a short story. Include at least five linking verbs and five helping verbs. Then trade papers with a peer and see if they can find them all, underlining the linking verbs and circling the helping verbs.
1. The total length of each tape diagram represents 1. Decompose the shaded unit fractions as the sum of smaller unit fractions in at least two different ways. The first one has been done for you.

   a. \[ \frac{1}{2} = \frac{1}{4} + \frac{1}{4} \]

   b. \[ \frac{1}{3} \]

   c.

   d.
2. The total length of each tape diagram represents 1. Decompose the shaded fractions as the sum of smaller unit fractions in at least two different ways.

a.

b.

3. Draw and label tape diagrams to prove the following statements. The first one has been done for you.

a. \( \frac{2}{5} = \frac{4}{10} \)

b. \( \frac{2}{6} = \frac{4}{12} \)
c. \( \frac{3}{4} = \frac{6}{8} \)

d. \( \frac{3}{4} = \frac{9}{12} \)

4. Show that \( \frac{1}{2} \) is equivalent to \( \frac{4}{8} \) using a tape diagram and a number sentence.

5. Show that \( \frac{2}{3} \) is equivalent to \( \frac{6}{9} \) using a tape diagram and a number sentence.

6. Show that \( \frac{4}{6} \) is equivalent to \( \frac{8}{12} \) using a tape diagram and a number sentence.
1. The total length of each tape diagram represents 1. Decompose the shaded unit fractions as the sum of smaller unit fractions in at least two different ways. The first one has been done for you.

   a. \[
   \frac{1}{2} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6}
   \]

   b. \[
   \frac{1}{4} = \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}
   \]

2. The total length of each tape diagram represents 1. Decompose the shaded fractions as the sum of smaller unit fractions in at least two different ways.

   a. 

   b. 

Lesson 4: Decompose fractions into sums of smaller unit fractions using tape diagrams.
3. Draw tape diagrams to prove the following statements. The first one has been done for you.

a. \( \frac{2}{5} = \frac{4}{10} \)

b. \( \frac{3}{6} = \frac{6}{12} \)

c. \( \frac{2}{6} = \frac{6}{18} \)

d. \( \frac{3}{4} = \frac{12}{16} \)
4. Show that $\frac{1}{2}$ is equivalent to $\frac{6}{12}$ using a tape diagram and a number sentence.

5. Show that $\frac{2}{3}$ is equivalent to $\frac{8}{12}$ using a tape diagram and a number sentence.

6. Show that $\frac{4}{5}$ is equivalent to $\frac{12}{15}$ using a tape diagram and a number sentence.
1. Draw a number bond, and write the number sentence to match each tape diagram. The first one is done for you.

a. \[
\begin{array}{c}
\frac{2}{3} = \frac{1}{3} + \frac{1}{3} \\
\end{array}
\]

b. \[
\begin{array}{c}
\frac{1}{3} + \frac{1}{3} \\
\end{array}
\]

c. \[
\begin{array}{c}
\frac{1}{3} + \frac{1}{3} \\
\end{array}
\]

d. \[
\begin{array}{c}
\frac{1}{3} + \frac{1}{3} \\
\end{array}
\]

e. \[
\begin{array}{c}
\frac{1}{3} + \frac{1}{3} \\
\end{array}
\]

f. \[
\begin{array}{c}
\frac{1}{3} + \frac{1}{3} \\
\end{array}
\]

Lesson 1: Decompose fractions as a sum of unit fractions using tape diagrams.
2. Draw and label tape diagrams to match each number sentence.

a. \[
\frac{5}{8} = \frac{2}{8} + \frac{2}{8} + \frac{1}{8}
\]

b. \[
\frac{12}{8} = \frac{6}{8} + \frac{2}{8} + \frac{4}{8}
\]

c. \[
\frac{11}{10} = \frac{5}{10} + \frac{5}{10} + \frac{1}{10}
\]

d. \[
\frac{13}{12} = \frac{7}{12} + \frac{1}{12} + \frac{5}{12}
\]

e. \[
1 \frac{1}{4} = 1 + \frac{1}{4}
\]

f. \[
1 \frac{2}{7} = 1 + \frac{2}{7}
\]
1. Step 1: Draw and shade a tape diagram of the given fraction.
   Step 2: Record the decomposition as a sum of unit fractions.
   Step 3: Record the decomposition of the fraction two more ways.
   (The first one has been done for you.)

   a. \( \frac{5}{8} \)

   
   \[
   \frac{5}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}
   \]

   b. \( \frac{9}{10} \)

   
   \[
   \frac{9}{10} = \frac{2}{10} + \frac{2}{10} + \frac{1}{10}
   \]

   c. \( \frac{3}{2} \)
2. Step 1: Draw and shade a tape diagram of the given fraction.
Step 2: Record the decomposition of the fraction in three different ways using number sentences.

a. \( \frac{7}{8} \)

b. \( \frac{5}{3} \)

c. \( \frac{7}{5} \)

d. \( 1 \frac{1}{3} \)
1. Step 1: Draw and shade a tape diagram of the given fraction.  
Step 2: Record the decomposition as a sum of unit fractions.  
Step 3: Record the decomposition of the fraction two more ways.  
(The first one has been done for you.)

   a. \( \frac{5}{6} \)

   \[
   \frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}
   \]

   \[
   \frac{5}{6} = \frac{2}{6} + \frac{2}{6} + \frac{1}{6}
   \]

   \[
   \frac{5}{6} = \frac{1}{6} + \frac{4}{6}
   \]

   b. \( \frac{6}{8} \)

   c. \( \frac{7}{10} \)

Lesson 2: Decompose fractions as a sum of unit fractions using tape diagrams.
2. Step 1: Draw and shade a tape diagram of the given fraction.
   Step 2: Record the decomposition of the fraction in three different ways using number sentences.

   a. \( \frac{10}{12} \)

   b. \( \frac{5}{4} \)

   c. \( \frac{6}{5} \)

   d. \( 1 \frac{1}{4} \)