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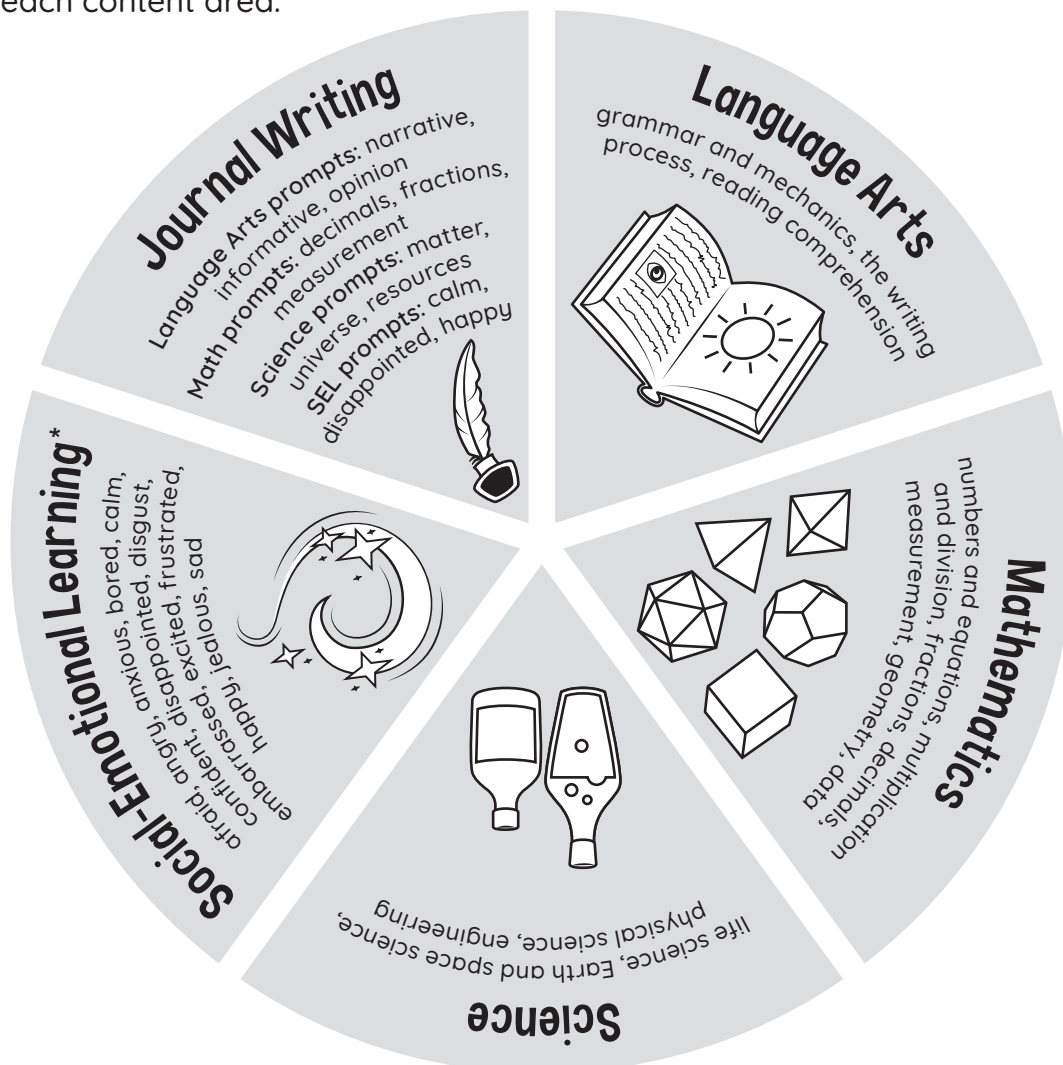
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# Parents and Educators

The activity pages in this book are designed to supplement, not substitute, curriculum. This book is intended to provide additional practice of foundational skills students need to achieve academic success. The activities can be used in the classroom to strengthen or assess student skills, and at home to offer extra practice outside of the classroom. The pages do not need to be completed daily or in order. They can be selected and arranged to fit the academic needs and schedules of students.

This book is divided into five sections. Each section reinforces content-area learning skills and helps students retain fundamental knowledge. The infographic below depicts the topics covered in each content area.



Please remember the crucial role you play in this educational journey. Make time to answer questions and go over the answers to the activity sheets together. An answer key for this book can be requested by emailing [custserv@bluestareducation.com](mailto:custserv@bluestareducation.com). Please provide the following number when requesting the answer key: BSE 51816.

\* Social-emotional learning (SEL) teaches students real-life skills that help bolster academic success, promote positive social interactions, and result in fewer behavioral problems. Studies have shown that emotionally well-adjusted students have a higher rate of lifelong happiness and success in their careers and relationships as adults.

# Riddle Me This

I am a riddle. And right now, that is all you know about me. Am I a person? Am I a place? Am I a thing? Am I real? Maybe I am pretend. Maybe I live on another planet. Maybe I *am* another planet. The possibilities are endless!

So how will you solve the riddle that is me? I hid mysterious symbols throughout this book—one on each page. The symbols are part of a code. Complete an activity sheet. Then, look closely on the sheet for the symbol. When you find the symbol, follow the steps below.

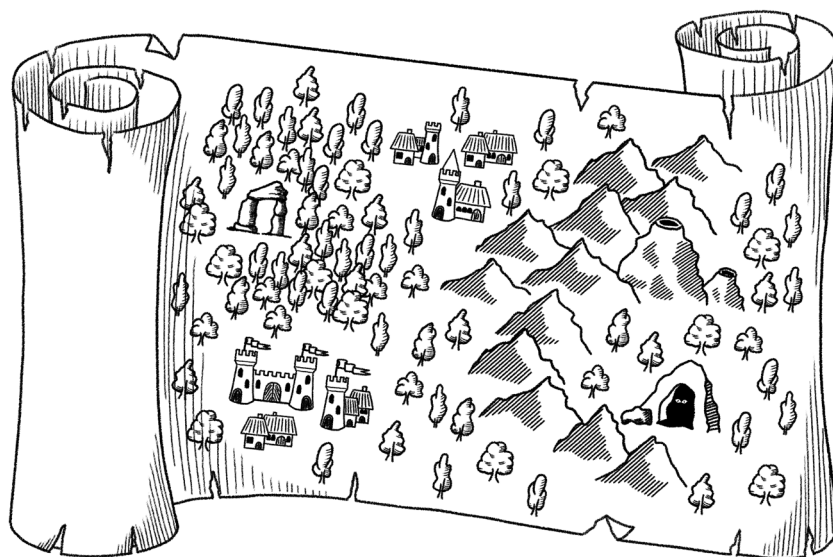
**Step 1:** Flip to page 175. Find the letter that matches that symbol.

**Step 2:** Flip to page 176. Write the letter above the correct page number.

**Step 3:** Keep doing this until you have completed each activity sheet and filled in all the letters.

And just what will that reveal? More clues!!! Hahaha! I am so clever! Now, study the clues and try to guess what or who I am.

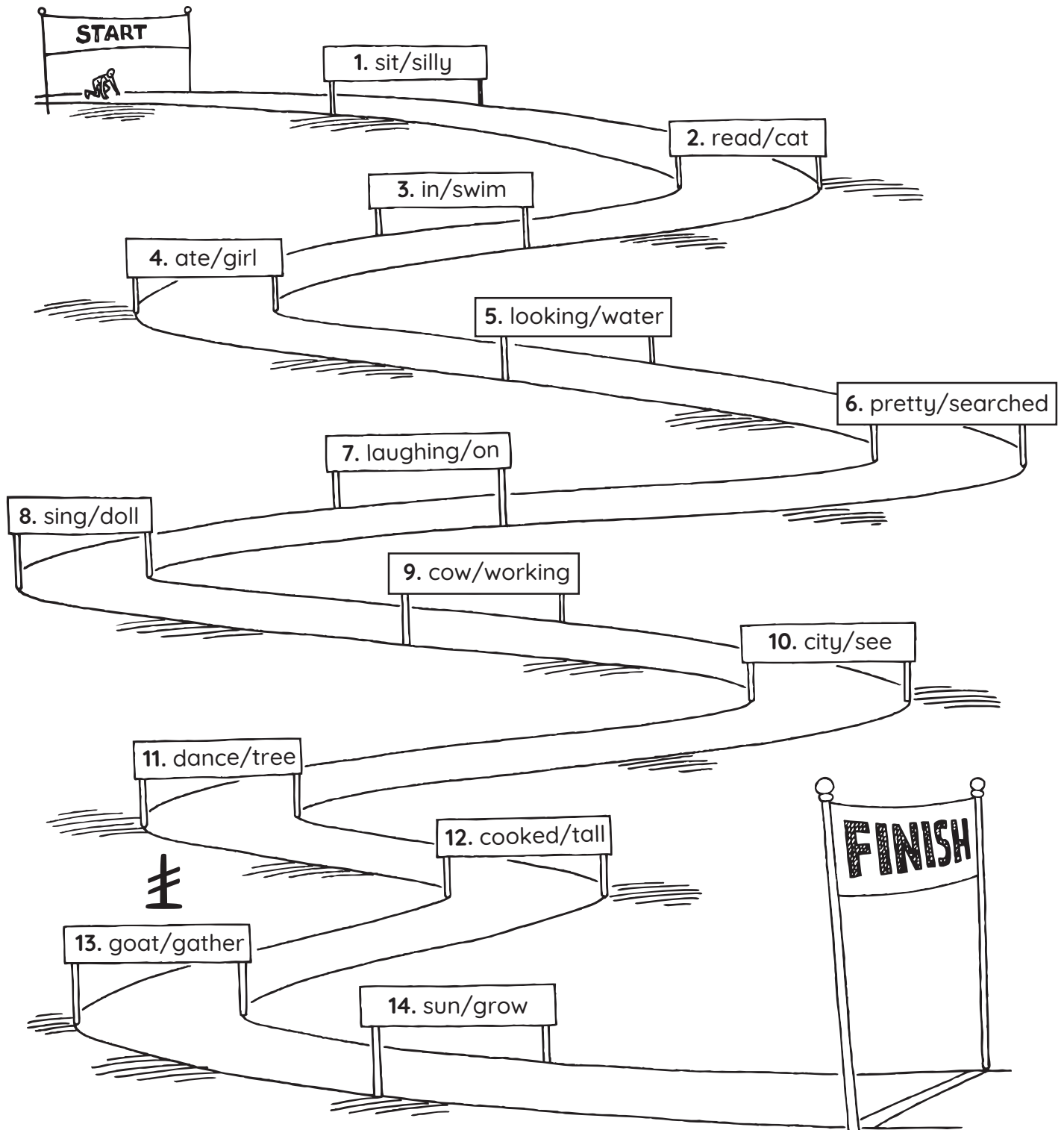
**Tricky Tip:** After completing page 176, if you are still not sure what the answer to the riddle is, try looking up some of the clues on the Internet. Once you solve it, learn as much as you can about the riddle. You'll discover that there are more mysteries associated with it. Do some research and see if you can solve those, too! After all, you are now an epic adventurer who has just completed their first quest and is ready for a new one!



# Verbs in Action

Action verbs show motion, movement, or action. *Jump, hop, run, and play* are examples of action verbs.

Directions: Help the runner cross the hurdles by circling only the action verbs.



# Sherlock Holmes

Many people, perhaps even the majority, say that Sherlock Holmes is the most famous detective in the world. Holmes is a fictional character. Despite this undeniable fact, many people think that he is real!

Holmes was invented by Sir Arthur Conan Doyle. Doyle was born in Scotland on May 22, 1859. His first story with Holmes appeared in 1887. Doyle didn't really care about the detective whom he created. He cared so little that he had him plunge to his death in 1893! People were so upset by this that there was a loud public outcry. The outcry didn't lessen, so Doyle brought Holmes back in 1901. It was explained that Holmes had to be perceived as dead. His death was just a ploy. It was a trick to keep Holmes safe from dangerous enemies.

Holmes often worked closely with his friend and helper Dr. John Watson. Holmes always had an easier time solving crimes than Watson. This was because Holmes used scientific knowledge. He would eliminate the impossible. Then, he would say, "Whatever remains, however improbable, must be the truth." Holmes would also say, "There is nothing more deceptive than an obvious fact." This was Holmes's way of telling Watson to be careful. Something standing out and easily seen could lead one astray.

1. This text is mainly about

- a. a true detective.
- b. how to solve crimes with scientific knowledge.
- c. a fictional character.
- d. Doyle's childhood.

2. From the text, you can tell that Doyle

- a. knew that the truth was not always obvious.
- b. knew that the truth was always obvious.
- c. believed that scientific knowledge was not important.
- d. believed that scientific knowledge was elementary.

3. When did Holmes first appear in print?

- a. 1859
- b. 1887
- c. 1893
- d. 1901

4. A *ploy* is

- a. a fact.
- b. a saying.
- c. a trick.
- d. an outcry.

5. You can tell from this text that

- a. the most popular books are about detectives.
- b. more people like detective stories than horror stories.
- c. fiction books are more popular than nonfiction books.
- d. many people like detective stories.



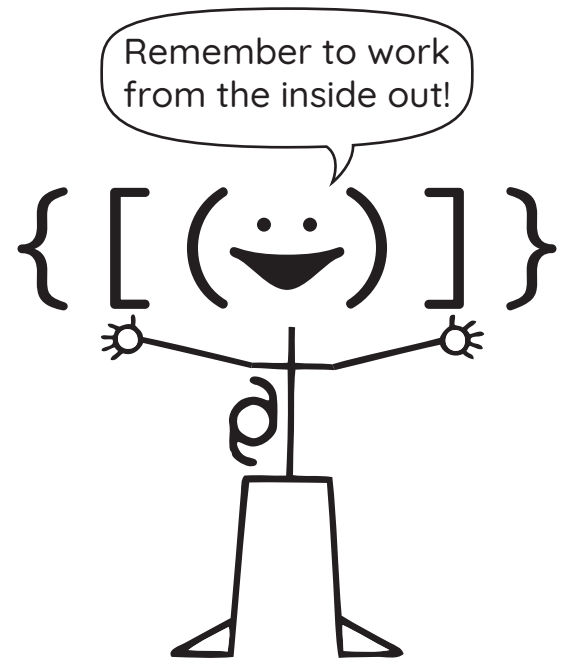
# Order of Operations

**Directions:** Solve these practice problems.  
Show your work. Circle your answer.

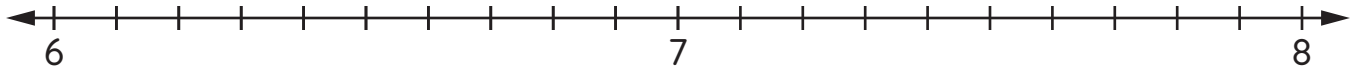
1.  $2\{3 + [3(3 + 4) + 2]\}$

2.  $3\{15 - 2[3(1 + 2) - 5]\}$

3.  $3\{14 - [2(2 + 2) + 2]\}$



# Round Up or Down?



**Directions:** Round the following numbers to the nearest tenth. Use the number line to help you.

1.  $6.05 \rightarrow$

2.  $7.10 \rightarrow$

**Directions:** Round the following numbers to the nearest hundredth. Use the number line to help you.

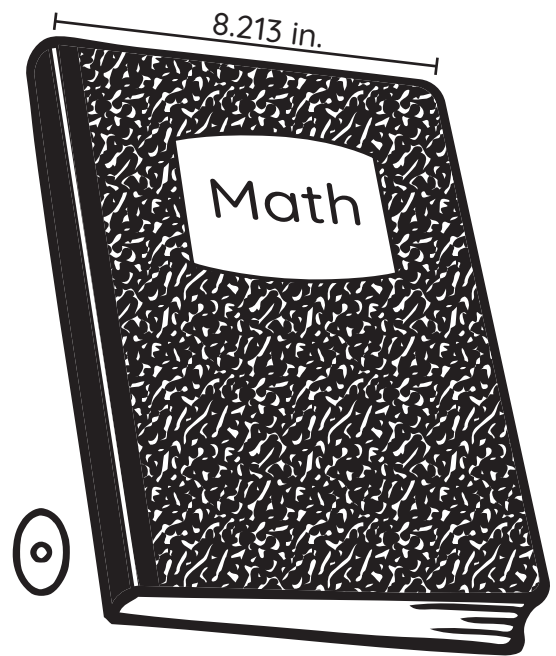
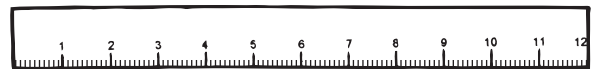
3.  $7.223 \rightarrow$

4.  $6.074 \rightarrow$

**Directions:** Solve the word problem.

5. Melanie measures her math journal. The journal is 8.213 inches wide. Round this number to the nearest tenth.

\_\_\_\_\_ inches



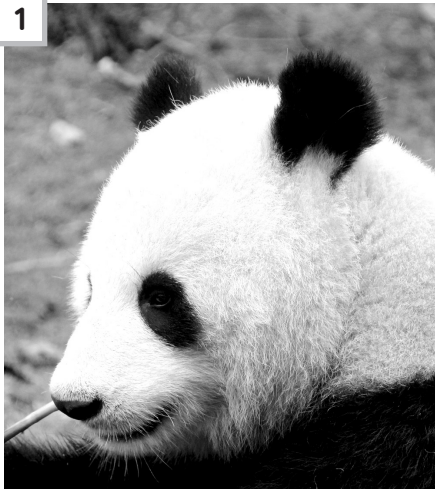


# Clue by Clue

**Directions:** Imagine you are playing a game and you have to describe objects to a friend who is wearing a blindfold. You can tell your friend clues about the object, but you can't give away the object's identity. Write your clues in the spaces below. Describe the object's physical properties, such as its *color*, *texture*, *smell*, and *weight*.



1



Clue 1: \_\_\_\_\_

Clue 2: \_\_\_\_\_

Clue 3: \_\_\_\_\_

2



Clue 1: \_\_\_\_\_

Clue 2: \_\_\_\_\_

Clue 3: \_\_\_\_\_

3



Clue 1: \_\_\_\_\_

Clue 2: \_\_\_\_\_

Clue 3: \_\_\_\_\_

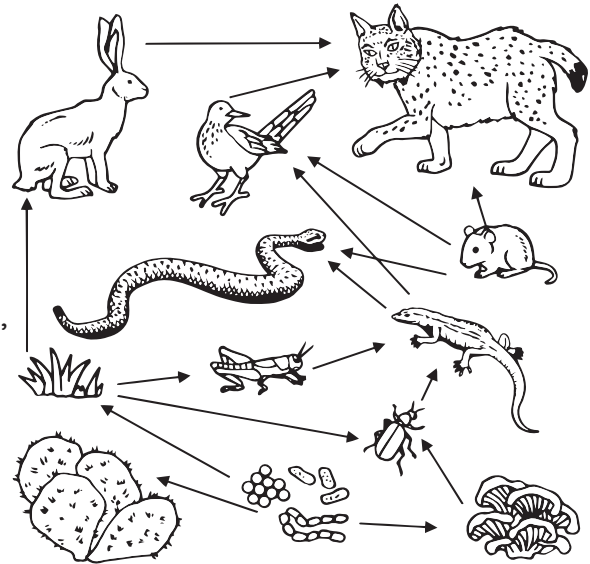
# Food Webs

We know that a **food chain** is a group of living things including producers, consumers, and decomposers that depend on each other for food. But what is a **food web**? A food web is a group of food chains that share the same environment, or ecosystem.

An **ecosystem** is made up of all the living and nonliving things in an area. There are many kinds of ecosystems. Some are as small as a tide pool, and others are as large as a lake. Within an ecosystem, there are often many food chains. These chains overlap, making a food web.

Study the image. You can see **producers**: cacti and grass. You can see **consumers**: insects, mice, lizards, rabbits, snakes, birds, and bobcats. The bacteria and fungi are examples of **decomposers**. They break down dead material and leave **nutrients** behind.

This is an example of a healthy ecosystem. Each type of living thing is able to get the nutrients it needs. As you can see, a living thing can be part of more than one food chain. For instance, mice are a food source for both snakes and bobcats. Lizards are a food source for both snakes and birds. This overlapping between food chains is what makes a food web.



1. How is a food web different from a food chain?

- a. Food chains are made up of a group of food webs.
- b. Food webs tend to have less consumers than food chains.
- c. Food webs are made up of a group of food chains.

2. Choose the statement that is *not* true about food webs.

- a. Many food chains overlap in a food web.
- b. Animals in a food web are all part of the same ecosystem.
- c. Food chains do not overlap in a food web.

3. Why is each link (*producers, consumers, and decomposers*) in a food web important for a healthy ecosystem?

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# Jealous



When you are feeling envious of what someone else has, you are feeling jealous. We say, “**I feel jealous,**” when we wish we could be like someone else or do what they are doing.

A jealous thought can interrupt a happy feeling—or even change your good mood to a bad one.

What color would you choose for jealousy? Color in the circle with that color. Then, use that color to draw a picture about feeling jealous.



What do you know about feeling jealous? \_\_\_\_\_

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### Mindful Moment

When you feel distracted by jealous thoughts, try taking a break with Box Breath. It’s called Box Breath because it has four equal parts—like a box or the sides of a square. Take a deep breath in for a count of four. Hold it in for a count of four. Slowly exhale for a count of four. Hold again for a count of four. Repeat the Box Breath at least four times, and then see how you are feeling.

# Retrain Your Brain

When you're feeling jealous, your mind can feed you some jealous thoughts.

“It’s not fair.”



“I deserve that more than they do!”

“Everyone else gets what they want. How come I never do?”

Jealous thoughts can only be bad if you believe them. If you can stop and ask yourself, “Is that really true?” you can stop a jealous thought in its tracks.

Then you can ask yourself, “What is a helpful thought I could have right now instead?”

The more you practice this, the easier it will get. You can retrain your brain!

**Directions:** Write down some thoughts you might have when you are feeling jealous. Then think of a helpful thought you could try instead and write it down too. An example is done for you.

<p>She always gets called on, even when I have my hand up first.</p>	<p>I can wait my turn.</p>		

