

Name \_\_\_\_\_

Week 6-1

- An **adjective** is a word that describes a noun. It modifies, or limits or adds to the description of the noun. An adjective usually comes before the noun it describes: *The **red** ball.*
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is: *The **small** squirrel climbs the **tall** tree.*
- Some adjectives tell how many: *I caught a **few** fish.*
- Some adjectives are limiting, such as *this, that, these, and those.*

**Underline each adjective. Circle the noun the adjective describes.**

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. I chose a bright red.
9. I think Rex will like that color.



**In your writer's notebook, write about some things you might see on a farm. Reread your work when you're done to make sure you used adjectives correctly.**

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- The **articles** *a*, *an*, and *the* are special adjectives.
- Use *an* before an adjective or singular noun that begins with a vowel: *an apple*, *an umbrella*, *an ocean*.
- Use *the* before singular and plural nouns when referring to something specific: *the dogs*, *the door*, *the book*.

**A. Write *a*, *an*, or *the* to finish each sentence.**

1. I went to see \_\_\_\_\_ first game of the World Series.
2. I wrote \_\_\_\_\_ essay about my exciting day.
3. I took \_\_\_\_\_ baseball in hopes of getting it signed.
4. After \_\_\_\_\_ game, I found my favorite pitcher.
5. I told him that I was \_\_\_\_\_ big fan.

**B. Reread this paragraph from *Looking Up to Ellen Ochoa*. Circle the articles in the underlined sentence.**

First, there is the ground crew. They inspect and repair the shuttle before each mission. Next, Mission Control workers guide the astronauts through each moment of a mission and debrief them on procedures. They are responsible for knowing how equipment is working. They communicate with astronauts to check on how they feel.

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A prefix is a word part added to the beginning of a word. The prefixes *un-* and *dis-* mean *not* or *the opposite of*, as in *disorder* and *unprepared*. The prefix *re-* means *again*, as in *reset*, and *pre-* means *before*, as in *predate*.

**DECODING WORDS**

Prefixes usually form the first syllable in a word. Sound out the prefix, then the rest of the word. Then use the prefix to figure out the word's meaning. For example, the word *preheat* (*pre/heat*) means *to heat before cooking*.

disagreed	presale	return	unwrap	unlucky
rebuild	untied	dislike	reprint	preschool
unbeaten	resell	previous	precook	disappear

Read aloud the spelling words in the box. Then write the words that contain the prefixes below.

<i>dis-</i>	<i>re-</i>	<i>un-</i>
1. _____	8. _____	12. _____
2. _____	9. _____	13. _____
3. _____	10. _____	14. _____
<i>pre-</i>	11. _____	15. _____
4. _____		
5. _____		
6. _____		
7. _____		



Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

disagreed	resell	previous	presale	precook
untied	preschool	rebuild	reprint	dislike
disappear	unlucky	return	unwrap	unbeaten

**A. Write the spelling word that completes each sentence.**

- I like oranges and limes, but I \_\_\_\_\_ lemons.
- I saw the latest movie, but I didn't see the \_\_\_\_\_ movie.
- Once the Sun came out, the snow began to \_\_\_\_\_.
- My friend bought movie tickets at the \_\_\_\_\_.
- The wind damaged our treehouse, so we will \_\_\_\_\_ it.
- I want to \_\_\_\_\_ the gift and see what's inside.
- After missing the bus, I think this is an \_\_\_\_\_ day.
- Mom takes my little sister to \_\_\_\_\_ every morning.
- The puppy \_\_\_\_\_ my shoe and chewed the shoelace.
- I will \_\_\_\_\_ the library book when I finish reading it.

**B. Write a spelling word that matches each meaning.**

- |                      |                          |
|----------------------|--------------------------|
| 11. not agreed _____ | 14. to print again _____ |
| 12. sell again _____ | 15. to cook before _____ |
| 13. not beaten _____ |                          |

Name \_\_\_\_\_



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## Find Unknown Side Lengths

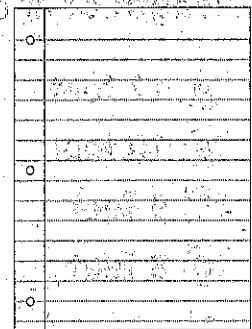
- 1** (MP) **Use Structure** Vanessa's sheet of paper has a perimeter of 28 inches. What is the unknown side length?

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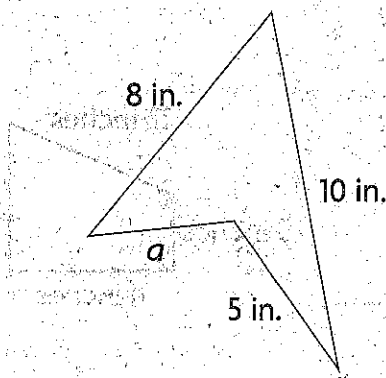
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6 inches



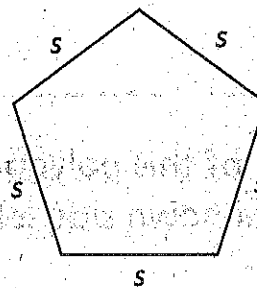
Find the unknown side lengths.

- 2** Perimeter = 27 inches



$a =$  \_\_\_\_\_

- 3** Perimeter = 40 meters



$s =$  \_\_\_\_\_

- 4** (MP) **Reason** A square has a perimeter of 12 feet. Do you have enough information to find the length of each side? Explain.

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- 5** **Math on the Spot** A rectangle has a perimeter of 32 inches. The left side is 7 inches long. What is the length of the top side?

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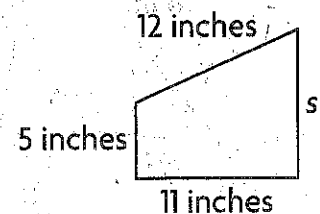
## Test Prep

- 6** The perimeter of a rectangular room is 36 feet. Two of the sides are 8 feet long. What is the length of another side of the room?

- (A) 12 feet
- (B) 10 feet
- (C) 9 feet
- (D) 8 feet

- 7** The perimeter of Dev's square-shaped painting is 20 feet. What is the length of each side of the painting?
- 

- 8** The perimeter of this polygon is 34 inches. What is the unknown side length?
- 



## Spiral Review

- 9** Estimate. Then find the difference.

$$257 - 62 = \square$$

Estimate: \_\_\_\_\_

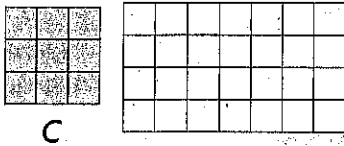
$$257 - 62 = \underline{\hspace{2cm}}$$

- 10** What are the related multiplication and division facts for 8, 9, and 72?
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# Represent Rectangles with the Same Area and Different Perimeters

- 1 Math on the Spot** Draw a rectangle with the same perimeter as Rectangle C, but with a smaller area.



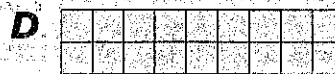
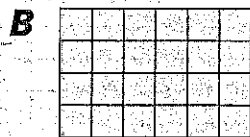
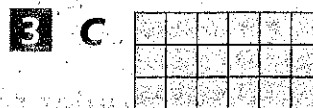
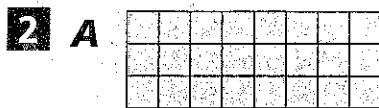
C

What is the area?

Area = \_\_\_\_\_

- MP** Use Repeated Reasoning

Find the area and perimeter. Circle the letter of the rectangle with the *greater* perimeter.

**Rectangle A**

Area = \_\_\_\_\_ square units

Perimeter = \_\_\_\_\_ units

**Rectangle B**

Area = \_\_\_\_\_ square units

Perimeter = \_\_\_\_\_ units

**Rectangle C**

Area = \_\_\_\_\_ square units

Perimeter = \_\_\_\_\_ units

**Rectangle D**

Area = \_\_\_\_\_ square units

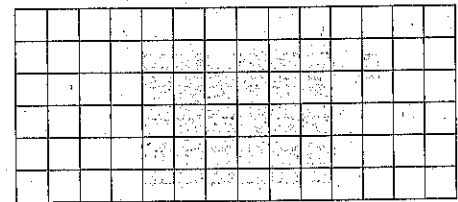
Perimeter = \_\_\_\_\_ units

## Test Prep

- 4** Four rectangles have the same area. Which rectangle has the greatest perimeter?
- (A) length of 1 foot, width of 12 feet
  - (B) length of 2 feet, width of 6 feet
  - (C) length of 3 feet, width of 4 feet
  - (D) length of 4 feet, width of 3 feet
- 5** A rectangle has an area of 18 square meters. What is the least perimeter the rectangle can have?
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- 6** Karla wants a fenced garden with an area of 20 square feet. What is the least number of feet of fencing she needs?
- 

- 7** Ayla wants to make a rectangular picture frame with an area less than 20 square inches. She has 14 inches of ribbon to place around the edge of the picture frame. Draw a rectangle that could represent Ayla's picture frame.



## Spiral Review

- 8** Estimate. Then find the difference.
- Estimate: \_\_\_\_\_
- $$\begin{array}{r} 392 \\ - 163 \\ \hline \square \end{array}$$
- 9** The drummers are arranged in 8 rows. There are 4 drummers in each row. How many drummers are there?
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