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Elmira Heights, NY 14903  
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Name: \_\_\_\_\_ Date: October 30, 2019

**Math:**

- Finish notes pp 41 & 42
  - Practice Plotting in all 4 quadr.
- hmk wksh

**Social Studies:**

- Back ground on Egypt

**HW: Nile river WS**

**ELA:**

- Daily Warm Up
- Adjectives - Adverbs

**Science**

Finish Planning with a peer  
your 1 lifeboat design

HW: Finish Titanic Steps 1-6

**Computer Apps/ Technology**



Name: \_\_\_\_\_

# The Nile River

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The Nile is the longest river in the world. It flows all through Egypt, from south to north. The Nile River was very important to life in ancient Egypt. People called the river "Ar." That meant "black." Away from the Nile River Valley, most of Egypt was desert. Nothing could grow there. The desert was called "the red land."



The river flooded every year. The flood spread rich, black, fertile mud on the land along the river. It gave them food. People could grow crops in the rich soil. The people fished in the Nile. Reeds called papyrus grew along the river. Paper was made from papyrus. Boats were made from it, too.

The Nile gave people an easy way to travel. Boats were the best way to go from place to place. People built homes near the river. Cities were built near the river. Ancient Egypt was the first large nation in the world. It grew because of the Nile. The river gave the people water to drink. It gave them food. They bathed in it. Life in ancient Egypt depended on the Nile River.

The Nile River

## Questions

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- \_\_\_\_\_ 1. What is this story mainly about?
- The Nile River was very important to life in ancient Egypt.
  - The river gave the people water to drink.
  - Most of Egypt was desert.
2. What was papyrus used for?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ 3. Egypt grew into a large nation because of \_\_\_\_\_.
- the Nile River
  - papyrus
  - boats
4. What did people in ancient Egypt call the Nile?
- \_\_\_\_\_
- \_\_\_\_\_

Name: \_\_\_\_\_

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\_\_\_\_\_ 5. How did the Nile give people food?

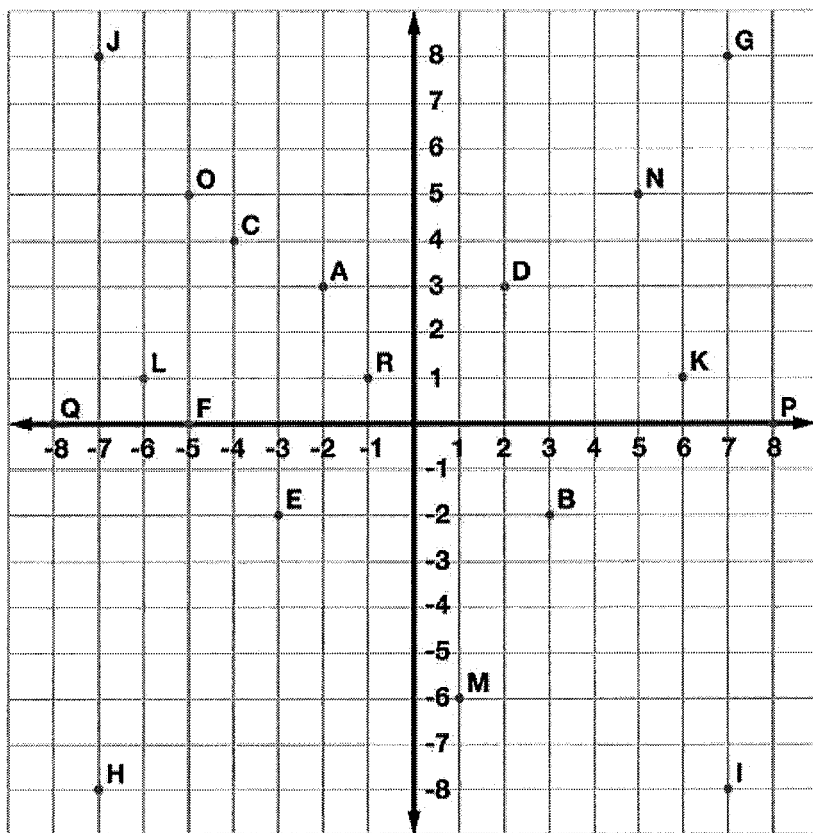
- A. After the flood, people could grow crops in the rich soil.
- B. People could catch fish in the river.
- C. both A and B

Please complete the following worksheets

Name: \_\_\_\_\_

Coordinate Plane & Ordered Pairs

# Ordered Pairs



Tell what point is located at each ordered pair.

- |                    |                   |                   |
|--------------------|-------------------|-------------------|
| 1. $(3,-2)$ _____  | 2. $(2,3)$ _____  | 3. $(-5,5)$ _____ |
| 4. $(-7,-8)$ _____ | 5. $(-4,4)$ _____ | 6. $(-5,0)$ _____ |

Write the ordered pair for each given point.

- |             |             |             |
|-------------|-------------|-------------|
| 7. E _____  | 8. M _____  | 9. P _____  |
| 10. G _____ | 11. Q _____ | 12. N _____ |

Plot the following points on the coordinate grid.

- |                 |                |               |
|-----------------|----------------|---------------|
| 13. S $(-6,-3)$ | 14. T $(2,-4)$ | 15. U $(5,8)$ |
|-----------------|----------------|---------------|



Name:

Date:

**CONVENTIONS** → **ADJECTIVES AND ADVERBS**

**A. DIRECTIONS:** Underline each adjective, and circle the word it modifies. Do not include the articles *a*, *an*, and *the*. (Hint: Some sentences have more than one adjective.)

1. The oranges are tasty but messy. (2)
2. The last child to sing was Angela. (1)
3. How much money did you bring? (1)
4. The concert will feature several popular musicians. (2)
5. Did you think the movie was funny? (1)
6. Dilly's puppies got into the cupboards. (1)
7. August has been hot and humid here. (2)
8. Five players can be on the court at once. (1)
9. In the foothills there is little snow in winter. (1)
10. The enthusiastic and engaging speaker was on the stage for an hour. (2)

**B. DIRECTIONS:** The verb in each sentence is underlined. Fill in the blank with an adverb that modifies the verb. (The hints in parentheses tell you what question the adverb should answer.)

1. Coach blew the whistle \_\_\_\_\_. (How?)
2. \_\_\_\_\_ the team will play its first match. (When?)
3. The birds are flying \_\_\_\_\_. (Where?)
4. The mother whispered \_\_\_\_\_ in the child's ear. (How?)
5. The spring concert has been planned \_\_\_\_\_. (To what extent?)
6. Toni arrived \_\_\_\_\_ for school. (When?)
7. Put your drawings \_\_\_\_\_ on that table. (Where?)
8. Lisa \_\_\_\_\_ plays soccer in the park. (When?)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**CONVENTIONS** → **ADJECTIVES AND ADVERBS**

Adjectives and adverbs are often called **modifiers** because they modify, or make clearer, the meaning of a word or phrase. An **adjective** is a word that describes a person, place, or thing. An adjective answers one of the following questions: *What kind? Which one? How many? How much?*

My older cousin will read three novels. (Older is an adjective that modifies the noun *cousin*. It answers the question "Which one?" *Three* is an adjective that modifies the noun *novels*. It answers the question "How many?")

The last performer was excellent. (The adjectives *last* and *excellent* modify the noun *performer*. *Last* answers the question "Which one?" *Excellent* answers the question "What kind?")

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs answer the questions *Where? When? How? and To what extent?*

The crowd cheered loudly for the team. (The adverb *loudly* modifies the verb *cheered*. It tells how the crowd cheered.)

I thought that movie was extremely sad. (The adverb *extremely* modifies the adjective *sad*. It tells to what extent the movie was sad.)

He reads very slowly. (The adverb *very* modifies the adverb *slowly*. It tells to what extent he reads slowly.)

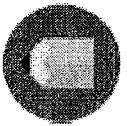
**A. DIRECTIONS:** Tell which question the underlined adjective answers: *What kind? Which one? How many? or How much?*

1. \_\_\_\_\_ At the sleepover the girls told scary stories.
2. \_\_\_\_\_ The first student to raise her hand was Sara.
3. \_\_\_\_\_ Make sure you get enough rest before the big game.
4. \_\_\_\_\_ The exhibit includes eighteen color photographs.
5. \_\_\_\_\_ The weary ranch workers washed for supper.





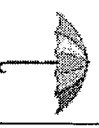




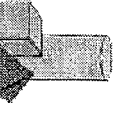
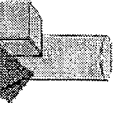






**B. DIRECTIONS:** Underline each adverb. The number in parentheses tells how many adverbs are in each sentence.

1. I might never see you again. (2)
2. Susie finished the test quickly. (1)
3. Very calmly, the young man stepped onstage. (2)





# My Adjectives Word Mat

Taste	Touch	Sound	Color	Size	Time	Shape						
bitter creamy fresh fruity greasy juicy mild peppery salty savory	 sour spicy stale sticky sweet tasteless tasty yummy zesty	 bumpy clammy cold cuddly dry fluffy greasy gritty hot prickly sharp	 banging blasting crackling growling faint pleasant pounding screaming squawking rustling hissing	 loud nice ringing shrieking deafening tranquil thundering quiet whistling	 aqua beige black blue pinkish red rosy rusty silver white yellow	 big enormous fat gigantic high huge immense jumbo little mammoth massive	 miniature petite puny scrawny short small tall teeny-tiny thin	 ancient annual brief daily early fast historical historical immediately futuristic late	 modern old quick rapid short slow swift waiting young	 broad circular crooked curved cylindrical deep distorted flat hollow low narrow	 oval rectangular round skinny square straight triangular wide	
<b>Amount</b> all enough each limited plentiful hundreds light few full large	 many multiple empty singular sparse numerous abundant handful countless several	<b>Feelings (bad)</b> angry annoyed anxious ashamed awful bewildered bored confused defeated defiant disgusted	 disturbed dizzy envious hungry lonely sad furious upset worried	<b>Feelings (good)</b> brave calm cheerful comfortable courageous determined eager elated encouraged energetic enthusiastic	 excited fantastic fine healthy joyful pleasant relieved happy healthy	<b>Personality</b> aggressive energetic intelligent humble attentive friendly annoying grumpy thoughtful brave calm cheeky	 eager grateful lazy helpful kind moody lively shy	<b>Appearance</b> adorable confident elegant fair curly dirty glamorous glowing handsome pleasant	 shiny slender cute elegant pretty muscular chubby old young	<b>Smell</b> burn clean filthy fishy fragrant smelly fresh fruity minty musty flowery	 earthy rotten rainy spicy stinky strong smoky sweet	<b>Other</b> American Australian English foggy Irish sleeping spotted stormy striped windy

# Great adverbs!

adverbs are words which describe actions

How?

angrily	joyously
anxiously	loudly
cautiously	madly
cheerfully	merrily
courageously	nervously
crossly	quickly
cruelly	sadly
defiantly	safely
doubtfully	shyly
elegantly	solemnly
enthusiastically	vivaciously
foolishly	weakly
frantically	well
gently	wildly
gladly	
gracefully	
happily	
hungrily	
inquisitively	
irritably	

When?

afterwards
again
before
beforehand
early
late
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

How often?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
wherever

How much?

almost
completely
entirely
little
much
rather
totally
very

## Other useful adverbs...

additionally	fittingly	insufficiently
appropriately	hence	suitably
consequently	however	therefore