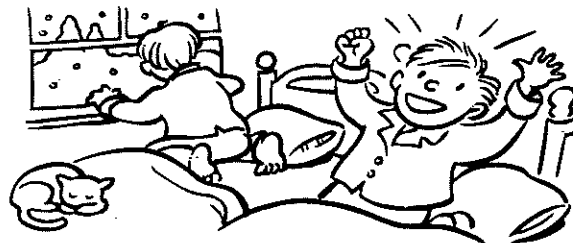


Snow Day

Bayler 5th
Week of: April 6th

- A. The children awoke to a happy sight.
While they were sleeping, the world had turned white.
Their mother peered into their room and said,
"No school today. Go back to bed!"

- B. Father heard the news from his bed.
He pulled the pillow over his head.
Slipping on ice
Is not very nice!
He wished it were summer instead.



A **limerick** is a humorous poem with five lines. The first, second, and fifth lines rhyme.
A **quatrain** is a four-line poem with a set rhyme scheme.

Directions: Write the letter **A** if the sentence applies to the first poem. Write the letter **B** if the sentence applies to the second poem. Write a **C** if it applies to both poems. Write a **D** if it applies to neither poem.

1. This poem is a limerick. _____
2. This poem is a quatrain. _____
3. The person is annoyed. _____
4. Someone wants to go back to sleep. _____
5. Winter is welcomed. _____
6. The setting is winter. _____
7. The poem takes place at midnight. _____
8. The main idea of the poem is snow. _____
9. The main idea of the poem is a reaction to snow. _____
10. The person in the poem will have to get up soon. _____
11. The people in the poem can go back to sleep for as long as they like. _____
12. The poem mentions an item from a bedroom. _____



By the Ocean

As she walked along the sandy shore
with delight as nature's wonders she did see
starfish, whitecaps, conch shells, and more.
She knew that she would never fly free
like the tissue-paper seagulls above
or swim with the dolphins she did love.



Directions: Poets who set up a pattern of rhymes at the end of each line are creating a **rhyme scheme**. In a rhyme scheme, the first line is designated **a**, and all lines that rhyme with that word are also designated **a**. If the next line does not rhyme with the first, it is designated with a **b**.

Example: Each day I walk to school and see **(a)**
A lot of people driving cars. **(b)**
Why don't they choose to walk, like me? **(a)**

1. At the end of each line, label the "By the Ocean" poem with the correct rhyme scheme. Then, fill in the following chart, placing words that rhyme together.

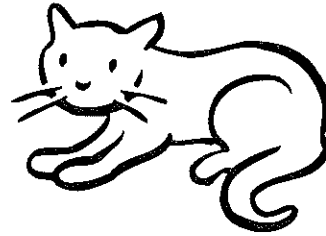
a	b	c

2. Make a list of your own rhyming words about the ocean. Use them as a starting point for writing a poem.



Whitesox

Sanding the board,
My cat, Whitesox.
Her tongue,
Like fine grains of sand
On paper,
Licking the wood.
An electric sander
Giving out a quiet purr.
Like a nail file,
Smoothing out the edges.



Ouch! A splinter.

Directions: Modern poets often write **free-verse poems**. As the term indicates, the poet is free from conventions; free-verse poems do not contain regular rhythm or rhyme. Although poets may take certain liberties with the language, they often use natural rhythms and figures of speech, which help free-verse poems maintain their form. Answer the following questions about the poem.

1. To what does the poet compare the cat's tongue?

2. What two things in the poem could be "giving out a quiet purr"?

3. Circle the periods in the poem. Does every line end with a period? What can you conclude about free-verse poems after seeing where the poet ends sentences?

4. What might the "splinter" be that Whitesox comes across in the process of cleaning himself?

5. Write a free-verse poem of your own about a pet.

A Doomed Romance

You are my love, my love you are.
I worship you from afar;
I through the branches spy you.

*You, Sir, are a climbing thug.
I do not like your fuzzy mug.
Away from me, please take you!*

Oh, grant me peace, my love, my dove.
Climb to my home so far above
This place you call your warren.

*I like my home in sheltered hollow
Where fox and weasel may not follow.
Please go away, tree rodent!*

I love your ears, so soft and tall.
I love your nose, so pink and small.
I must make you my own bride!

*I will not climb, I cannot eat
The acorns that you call a treat.
Now shimmy up that oak; hide!*

Now I hide up in my bower.
Lonesome still, I shake and cower.
Sadness overtakes me.

*I must stay on the lovely ground
With carrots crisp and cabbage round.
I long for gardens, not trees.*

Directions: Answer the following questions about the poem.

1. Who are the two speakers in this ballad? Identify them and write one adjective to describe the tone of each voice.

A. _____

B. _____

2. In a nutshell, what story does the poem tell? Explain in one complete sentence.

3. What do you think the theme of this poem is? Write it in one phrase or sentence.

4. Circle two adjectives to describe the first speaker in the poem.

happy angry hopeful lovesick silly

5. Circle two adjectives to describe the second speaker in the poem.

annoyed joyful realistic relaxed happy

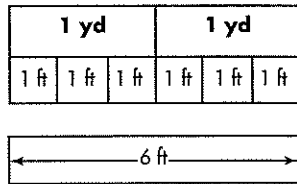
Name _____

Converting Customary Units of Length

How to change a length measurement from one unit to another:

Converting a length measurement from a smaller unit to a larger unit

6 feet = _____ yards



Think: If I measure the same length using a larger unit, I will need a smaller number of units.

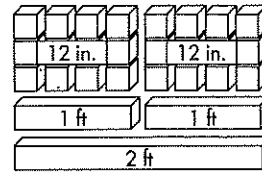
Operation: Divide.

You know $3 \text{ ft} = 1 \text{ yd}$.

Find $6 \div 3$; $6 \text{ ft} = 2 \text{ yd}$

Converting a length measurement from a larger unit to a smaller unit

2 feet = _____ inches



Think: If I measure the same length using a smaller unit, I will need a larger number of units.

Operation: Multiply.

You know $1 \text{ ft} = 12 \text{ in.}$

Find 2×12 ; $2 \text{ ft} = 24 \text{ in.}$

Relationships Among Customary Units of Length			
Inch	Foot	Yard	Mile
12 in. =	1 ft		
36 in. =	3 ft	= 1 yd	
5,280 ft = 1,760 yd = 1 mi			

Complete.

1. $5 \text{ ft} =$ _____ in.
2. $3 \text{ mi} =$ _____ ft
3. $108 \text{ in.} =$ _____ ft
4. $72 \text{ in.} =$ _____ yd
5. $2 \text{ ft } 3 \text{ in.} =$ _____ in.
6. $45 \text{ in.} =$ _____ yd _____ in.
7. Which is the greater length, 2 yards or 5 feet? _____
8. **Estimation** A creek runs along a distance of 16,300 feet. About how many miles long is the creek? _____

Name _____

Practice

13-1

Converting Customary Units of Length

Convert each unit.

1. 12 yd = _____ in.

2. 30 ft = _____ yd

3. 75 ft = _____ in.

4. 10 ft 7 in. = _____ in.

5. 6 mi = _____ ft

6. 2 mi = _____ yd

Write $>$, $=$, or $<$ for each \bigcirc .

7. 64 in. \bigcirc 5 ft

8. 2 mi \bigcirc 3,333 yd

9. 36 yd 2 ft \bigcirc 114 ft 2 in.

The Statue of Liberty was a gift to the United States from the people of France. Some of the dimensions of the statue are shown here.

Measurements of the Statue of Liberty	
Height from base of statue to the torch	151 ft 1 in.
Length of hand	16 ft 5 in.
Length of index finger	8 ft
Length of nose	4 ft 6 in.
Thickness of right arm	12 ft

10. What is the height, from the base of the statue to the torch, in inches? _____

11. What is the thickness of the statue's right arm in yards? _____

12. Which measure is less than 435 inches?

A 37 ft

B 36 ft 10 in.

C 12 yd 3 in.

D 12 ft 3 in.

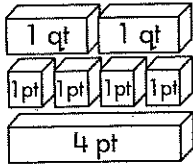
13. Explain how you can find the number of feet in 40 yards.

Converting Customary Units of Capacity

How to change a capacity measurement from one unit to another

Converting a capacity measurement from a smaller unit to a larger unit

4 pints = _____ quarts



Think: If I measure the same capacity using a larger unit, I will need a smaller number of units.

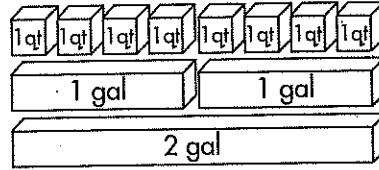
Operation: Divide.

You know 2 pt = 1 qt.

Find $4 \div 2$; 4 pt = 2 qt

Converting a capacity measurement from a larger unit to a smaller unit

2 gallons = _____ quarts



Think: If I measure the same capacity using a smaller unit, I will need a larger number of units.

Operation: Multiply.

You know 1 gal = 4 qt.

Find 2×4 ; 2 gal = 8 qt

Relationships Among Customary Units of Capacity				
Ounce	Cup	Pint	Quart	Gallon
8 fl oz	= 1 c			
	2 c	= 1 pt		
		2 pt	= 1 qt	
			4 qt	= 1 gal

Complete.

1. 16 fl oz = _____ c

2. 8 gal = _____ qt

3. 10 c = _____ pt

4. 6 qt = _____ pt

5. **Estimation** A vat has a capacity of 642 fl oz. Estimate its capacity in cups.

Name _____

Converting Customary Units of Capacity

Convert each unit.

1. $2 \text{ qt} = \underline{\hspace{2cm}} \text{ pt}$

2. $5 \text{ c} = \underline{\hspace{2cm}} \text{ pt} \underline{\hspace{2cm}} \text{ c}$

3. $3 \text{ gal} = \underline{\hspace{2cm}} \text{ pt}$

4. $96 \text{ fl oz} = \underline{\hspace{2cm}} \text{ c}$

5. $4 \text{ qt} = \underline{\hspace{2cm}} \text{ c}$

6. $9 \text{ pt} = \underline{\hspace{2cm}} \text{ c}$

Solve.

7.
$$\begin{array}{r} 5 \text{ c } 4 \text{ fl oz} \\ - 4 \text{ c } 3 \text{ fl oz} \\ \hline \end{array}$$

8.
$$\begin{array}{r} 7 \text{ gal } 2 \text{ qt} \\ + 3 \text{ gal } 1 \text{ qt} \\ \hline \end{array}$$

9.
$$\begin{array}{r} 6 \text{ qt } 1 \text{ pt} \\ - 2 \text{ qt } 1 \text{ pt} \\ \hline \end{array}$$

10. **Estimation** Estimate the number of pints in 445 ounces.

11. If you needed only 1 c of milk, what is your best choice at the grocery store—a quart container, a pint container, or a $\frac{1}{2}$ gal container?

12. Which of the following is equivalent to 1 c?

A 4 fl oz

B 2 pt

C 8 fl oz

D 4 qt

13. **Writing to Explain** Explain how you would convert a measurement given in ounces into pints.
