Christmas Packet
Due: January 6, 2020

Please Choose:

- ❑ ___ Math Pages
- ❑ ___ Grammar Pages
- ❑ ___ Memorare Tests
- ❑ ___ Writing Pages

Name:_____

1) Read and color the picture.

Hi, my name is Henry and I'm ten years old. I go to Saint John Primary School. I live in London. I've got blond hair and I'm wearing a yellow T-shirt, blue jeans and black shoes. Christmas is my favorite day of the year. My Christmas tree is in the living-room. It's big and tall. It's green with red ribbons, yellow lights, colored balls and a yellow star. On the fireplace there are four red candles, gold tinsel with two blue ribbons. Over the fireplace there is a green wreath with a red ribbon. Under the tree there are many colored boxes. Today is Christmas and I like opening the presents under the tree. I'm very happy because I've received a special gift this year: a nice, wonderful, small, brown... puppy.

This is a fantastic Christmas!

2) Write TRUE or FALSE

1) Henry is eight years old. _____

2) He lives in New York _____

3) He has got blond hair _____

4) He's wearing a T-shirt _____

5) He is in his bedroom _____

6) He has got a Christmas tree _____

7) There are two candles on the Christmas tree _____

8) There are four green candles on the fireplace _____

9) There is a wreath in the living room _____

10) John is sad _____

11) He is happy because he has got a puppy _____

Name: _____ Date: _____ Time: _____ Score: $\frac{\quad}{50}$

Multiplication Time Test 2

1. 9 x 7	2. 3 x 11	3. 5 x 7	4. 5 x 8	5. 11 x 12
6. 7 x 12	7. 4 x 4	8. 8 x 9	9. 10 x 10	10. 2 x 8
11. 3 x 8	12. 6 x 9	13. 6 x 6	14. 7 x 7	15. 9 x 11
16. 3 x 12	17. 7 x 8	18. 12 x 12	19. 2 x 9	20. 4 x 11
21. 3 x 9	22. 10 x 11	23. 4 x 9	24. 8 x 8	25. 9 x 12
26. 6 x 7	27. 2 x 9	28. 8 x 11	29. 2 x 12	30. 6 x 9
31. 10 x 12	32. 9 x 9	33. 6 x 8	34. 8 x 8	35. 2 x 11
36. 7 x 11	37. 7 x 8	38. 8 x 12	39. 4 x 8	40. 6 x 12
41. 5 x 11	42. 5 x 9	43. 7 x 9	44. 6 x 11	45. 3 x 9
46. 5 x 9	47. 5 x 12	48. 4 x 9	49. 11 x 11	50. 4 x 12

Name: _____ Date: _____ Time: _____ Score: ___/50

Multiplication Time Test 1

1. 9 x 8	2. 5 x 3	3. 6 x 4	4. 12 x 8	5. 4 x 3
6. 10 x 4	7. 8 x 4	8. 3 x 3	9. 6 x 2	10. 12 x 3
11. 9 x 2	12. 6 x 3	13. 11 x 8	14. 7 x 7	15. 9 x 4
16. 12 x 5	17. 7 x 3	18. 9 x 6	19. 12 x 12	20. 11 x 7
21. 10 x 6	22. 8 x 5	23. 4 x 4	24. 8 x 7	25. 11 x 10
26. 8 x 2	27. 12 x 11	28. 7 x 6	29. 5 x 5	30. 8 x 3
31. 6 x 6	32. 9 x 9	33. 3 x 2	34. 9 x 3	35. 12 x 6
36. 9 x 5	37. 8 x 6	38. 12 x 4	39. 7 x 2	40. 9 x 7
41. 12 x 9	42. 5 x 4	43. 11 x 9	44. 5 x 2	45. 12 x 10
46. 12 x 7	47. 7 x 4	48. 6 x 5	49. 12 x 2	50. 7 x 5

MULTIPLICATION SQUARES

How to Play

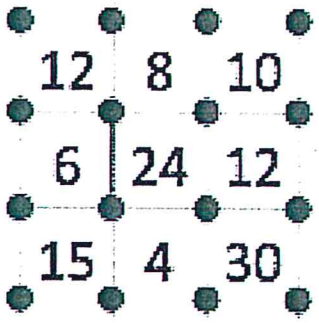
Preparation and Materials:

1. Print out the Multiplication Squares board. You will need one board per game.
    - **PAPER-SAVING TIP:** Laminate the board and use thin dry erase markers to play. That way, students can erase their marks and use the same board each time.
2. Get 2 dice.
3. Get a different colored marker for each player.

Object of the Game: To be the player who captures the most squares.

Playing the Game:

1. Each player rolls one dice. The player with the highest roll goes first.
2. The player rolls both of the dice on the table and multiplies the two numbers together. For example, if the player rolls 6 and 4, he/she multiplies 6 and 4 to get 24.
3. The player looks for the product of the two dice on the squares board, and draws ONE line by connecting any two dots that are surrounding that number, as shown below. The player's marker is used to draw the line between the dots.



For a roll of 6 and 4, the player may find one of the 24s on the squares board. The player may connect any two dots on any side surrounding the 24.

4. After the player draws his/her line, that player's turn is over and the next player's turn begins.
5. Players are always striving to draw a line that will complete a square. When one player draws a line that completes a square, that player colors in the square with his/her marker and gets to take another turn with the dice.

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MULTIPLICATION SQUARES

4	10	24	3	12	4	25	2	15	20
20	30	36	8	15	5	18	30	12	9
18	5	1	24	20	25	6	1	24	8
12	16	25	6	36	3	36	5	4	24
2	9	24	18	12	8	10	4	15	12
5	15	4	30	6	24	12	2	18	3
8	20	36	5	15	4	30	1	3	12
24	6	20	2	18	25	15	6	20	10
3	30	10	30	15	9	6	5	18	4
12	5	16	24	8	3	30	12	10	16

Who will capture the most squares?

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Name_____ Date_____ LEARN Grammar 25

Run-on Sentences

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by separating two complete ideas into two sentences.

Read the run-on sentences below. Then correct them by separating them into two sentences.

1. Chimpanzees pull back their lips that's how they smile.

_____

2. Many zoos have dentists the dentists might have human patients, too.

_____

3. Pets need dental care most vets clean cats' and dogs' teeth regularly.

_____

4. Pet owners can do things to keep their pets' teeth clean they brush them.

_____

5. There is special toothpaste for dogs it tastes like beef.

_____

6. There are special biscuits and dog chews they keep teeth clean, too.

_____

7. Cats need to eat kibble it helps prevent tartar buildup.

_____

8. Dogs and cats use their sharp teeth to bite their flat teeth are for grinding.

_____

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Extension: Have students write their own run-on sentence and give it to a partner to separate into two sentences.

Name_____ Date_____

Run-on Sentences

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by separating two complete ideas into two sentences.
- You can correct a run-on sentence by rewriting it as a compound or complex sentence.

Read each sentence. If it is a run-on sentence, correct it by separating the two parts or rewrite it by adding a conjunction.

1. Some whales have teeth some have baleen instead.

_____

2. A sore tooth can hurt an animal a sore mouth can make an animal not want to eat. _____

_____

3. It's hard to fix an aardvark's teeth their mouths don't open very far.

_____

4. Walruses have tusks tigers have fangs.

_____

5. Humans have teeth called canines they are pointed like dogs' teeth.

_____

6. Humans have sharp teeth and flat teeth so do dogs and cats.

_____

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Extension: Ask students to write a compound or complex sentence on a strip of paper. Then have them cut the words apart and mix them up. Have them give their words to a partner who will arrange them first into two sentences and then into the original compound or complex sentence.

Name_____ Date_____

Adjectives

- An **adjective** is a word that describes a noun.
- An adjective tells what kind or how many.

Choose an adjective from the box below that correctly fits in the sentence. Then write your answer on the line provided.

all	**cold**	**most**	**several**	**silly**	**six**	**strong**	**superior**	**two**	**white**

1. Scruffy lives in a very _____ place.
2. A wolf pack is a family of _____ wolves of different ages.
3. There are _____ leaders of Scruffy's wolf pack.
4. _____ alpha wolves get to eat first after a hunt.
5. _____ male wolves leave their parents when they grow up.
6. A _____ Scruffy has trouble getting food to eat.
7. In the summer, _____ wolf pups are born.
8. With Scruffy's help, the pups become _____ wolves.
9. To the pups, Scruffy is a _____ wolf.
10. Wolves with _____ fur are hard to see in the snow.

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Extension: Ask students to choose their favorite wild animal and write a description of it. Have students use adjectives that tell what kind or how many.

Name_____ Date_____

Adjectives

- An adjective tells *what kind* or *how many*.
- An adjective can come after the noun it describes.

Underline the adjective in each sentence. Decide if the adjective tells *what kind* or *how many*, and then write *what kind* or *how many* on the line provided.

1. The weather on Ellesmere Island is snowy. _____
2. Huge icebergs surround the island. _____
3. Some wolves in a wolf pack are brothers and sisters. _____
4. Sometimes Scruffy was a confused wolf. _____
5. Most wolves in the pack hunted. _____
6. One wolf usually did not go on the hunt. _____
7. Watchful Scruffy was the pups' baby-sitter. _____
8. With Scruffy, the pups were playful. _____
9. There were four pups in the litter. _____
10. The opening into the den was narrow. _____

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Extension: Ask students to listen as you read a few paragraphs about the Arctic. Have students write down five or more adjectives that they hear.

Name_____ Date_____

Using Punctuation Marks

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.
- Use a comma to set off a person's name when the person is spoken to directly.
- Use a comma after introductory words such as *yes, no,* and *well.*

Make corrections to this dialogue between Max and Carrie, who are visiting Everglades National Park, by adding correct punctuation and capitalization.

Carrie: will we see wildlife if we take this trail

_____

Max: yes I think we will that's what the map shows

_____

Carrie: Max look it's a snowy egret isn't it beautiful

_____

Max: that's pretty amazing

_____

Carrie: look at all of those flamingoes have you ever seen a real one

_____

Max: no I've only seen plastic ones in people's front yards

_____

Carrie: well you're seeing the real ones now they look really different from the plastic ones

_____

Max: yes I have to agree with you about that Carrie

_____

Extension: Have students continue writing the dialogue between the two characters visiting Everglades National Park, being sure to use the correct punctuation.

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Memorare

_____, O _____ _____ Virgin _____,
that _____ was it _____ that _____ who _____ to _____ _____,
_____ thy _____, or _____ thy _____,
was left _____.

_____ by this _____,
I _____ unto _____, O _____ of _____, my _____.
To _____ do I _____, before _____ I _____, _____ and _____.
O _____ of the _____ _____,
_____ not my _____,
_____ in thy _____, _____ and _____ me.
_____.

Memorare

Remember, O _____ gracious Virgin _____,
that _____ was it known that _____ who fled to thy _____,
implored thy _____, or sought thy _____,
was left _____.

Inspired by this _____,
I _____ unto thee, O _____ of Virgins, my _____.
To thee do I _____, before thee I _____, sinful and _____.
O Mother of the _____ Incarnate,
despise not my _____,
but in thy _____, hear and _____ me.
_____.

Author:_____

My family celebrates Christmas by …

Author:----------

Write a narrative about being a shepherd who met Mary,

Joseph, and Jesus when he was born.

Write or draw what you wish I knew.

You don't need to write your name
unless you want me to know this note is from you.

I wish my teacher knew

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