Tucson International Academy

Academia International de Tucson

图森国际学院

Homework Packet 5th Grade, Week 17

Name _____

Week begins _____ Due on _____

Each week, you are to complete your entire homework packet and turn it in the day your teacher assigns. You and your parent/guardian must also sign below, confirming you have completed and finished your homework to the best of your ability.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

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UNIT 17

–ible, –icle, and –iple Endings

WEEK 17

- article
- audible
- cubicle
- cuticles
- edible
- fallible
- flexible
- gullible
- horrible
- icicle
- legible
- multiple
- particle
- possible
- responsible
- sensible
- tangible
- terrible
- vehicle
- visible

Focus

This week's focus is on three- or four-syllable words with *–ible*, *–icle*, or *–iple* endings. The derivational suffix *–ible* changes a verb to an adjective.

Helpful Hint

Notice that all the words on this list are multisyllabic and end with *–ible*, *–icle*, or *–iple*. The *–ible* suffix is found at the end of adjectives and means *"able to."* It is less common than *–able*, and is usually found after roots that cannot stand alone *(poss·ible, vis·ible)*. The *–able* suffix is found after whole words *(depend·able, wash·able)*, but there are a few exceptions *(cap·able, dur·able)*. The *–icle* ending is found in nouns, and *–iple* can be found in nouns or adjectives.



Spelling word practice

In the space provided write each of your 20 spelling words 5 times, focus on writing legibly and spelling correctly.

Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each sentence.

Word Bank			
audible	cuticles	edible	flexible
horrible	legible	possible	responsible
sensible	tangible	vehicles	visible

1. Dust mites are not _____ to the naked eye. You need a microscope to see them.
2. My sister is so _____, she can bend her feet behind her head!
3. Oh no! I burned the dinner. It doesn't even look _____ anymore.
4. There were all kinds of _____ at the "Touch a Truck" event.
5. When I do homework on the bus, my handwriting is so messy it's not even _____.
6. Please put on a pair of _____ shoes. You'll get blisters in those high heels.
7. You have to exercise for a while before you see any _____ results.
8. Selah is always _____ for getting her little brother home safely.
9. There was an _____ gasp in the theater when the villain burst onto the stage.
10. I have a _____ headache. Do you mind if I stay home tonight?
11. Soak your fingernails in warm water before you push back the _____.
12. How is it _____ that winter break is already here?



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Name: _____ **Date:** _____

Directions: Use a word from the Word Bank for each section.

Word Bank			
article	audible	cubicle	fallible
flexible	gullible	legible	multiple
particle	sensible	tangible	terrible

Write a synonym for each word or phrase.

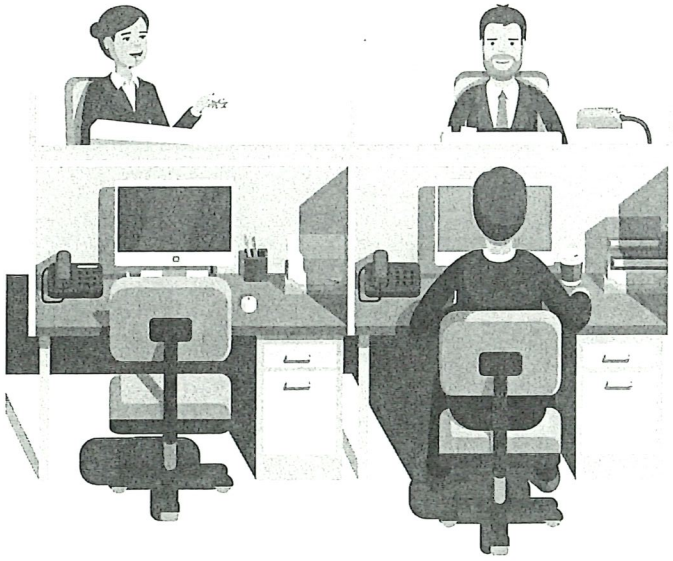
1. neatly written _____
2. imperfect _____
3. many _____
4. touchable _____

Write an antonym for each word or phrase.

5. foolish _____
6. stiff _____
7. can't be heard _____
8. wonderful _____

Write a word that fits each category.

9. essay, passage, piece, _____
10. small office, nook, booth, _____
11. trusting, naïve, easily tricked, _____
12. speck, tiny bit, piece, _____



Name: _____ **Date:** _____

Directions: Add a form of the *in–* prefix to each word or root to create a new word.

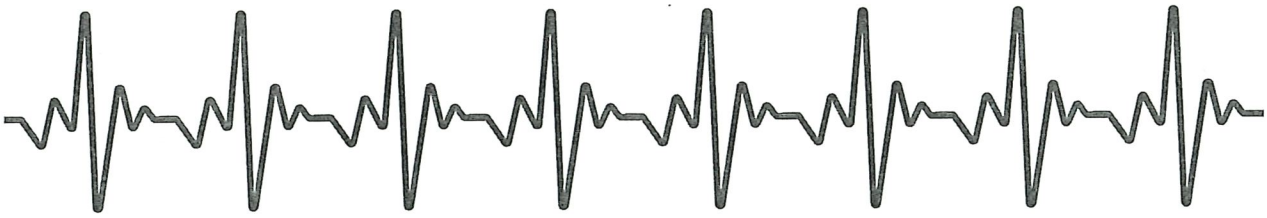
1. responsible _____
2. possible _____
3. regular _____
4. audible _____
5. legible _____
6. edible _____
7. visible _____
8. flexible _____
9. polite _____
10. fallible _____



The prefix *in–* can mean *not*. When *in–* is added to a word or root that starts with *l–*, the prefix changes to *il–*. When a word or root starts with *r–*, the prefix changes to *ir–*. When a word or root starts with *m–* or *p–*, the prefix changes to *im–*. For most other letters, we use *in–*.

Directions: Choose a word from your answers above to complete each sentence.

11. Mr. Walsh's handwriting is almost _____. It is so difficult to read!
12. The cardiologist has to monitor me closely because I have an _____ heartbeat.
13. Humans are not _____. We all make mistakes.
14. It would be _____ for parents to leave a four-year-old home alone.
15. Kaya's new braces are practically _____. You can't even see them.
16. Some parts of the plant are tasty, but other parts are _____. They'll make you sick.
17. I think it's _____ to not offer a drink or snacks to guests.
18. Georgia whispered something to me, but her voice was _____.



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Name: _____ **Date:** _____

Directions: The Latin root *vis* means *see*, and the Latin root *aud* means *hear.* Use a word from the Word Bank to match each definition.

Word Bank			
audible	audience	audition	auditorium
auditory	inaudible	invisible	visible
vision	visitor	vista	visual

1. _____ able to be **seen** *(adjective)*
2. _____ able to be **heard** *(adjective)*
3. _____ not able to be **seen** *(adjective)*
4. _____ not able to be **heard** *(adjective)*
5. _____ eye**sight** *(noun)*
6. _____ people who sit and **listen** to a performer *(noun)*
7. _____ a large room where people can sit and **listen** to a performer *(noun)*
8. _____ someone who comes to **see** you *(noun)*
9. _____ having to do with **hearing** or **listening** *(adjective)*
10. _____ having to do with **seeing** *(adjective)*
11. _____ try out; ask people to **listen** to you sing, dance, or act *(verb)*
12. _____ a beautiful **sight**, usually of land or water *(noun)*

Sentence writing using spelling words

Write an original sentence for each of your 20 spelling words.

Underline or **highlight** the spelling word used in each sentence. Focus on proper grammar for each one, this includes capitalization, ending punctuation, spelling and a complete thought.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

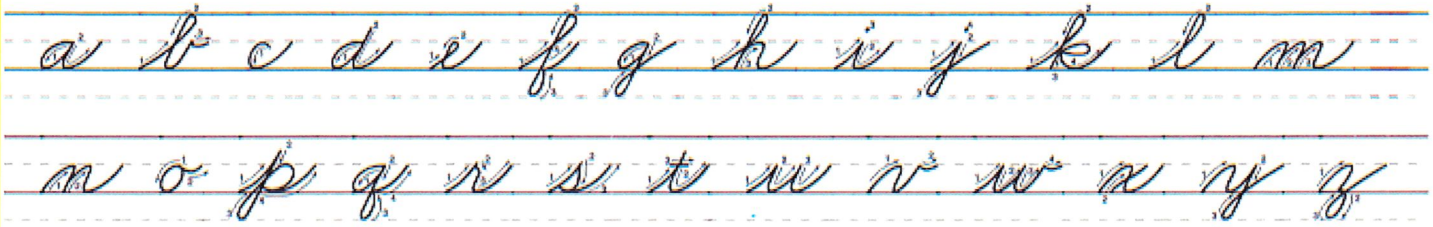
Cursive practice with spelling words.

Write each of your spelling words 3 times, in your best cursive handwriting.

Uppercase Letters



Lowercase Letters



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Multiplication Facts (D)

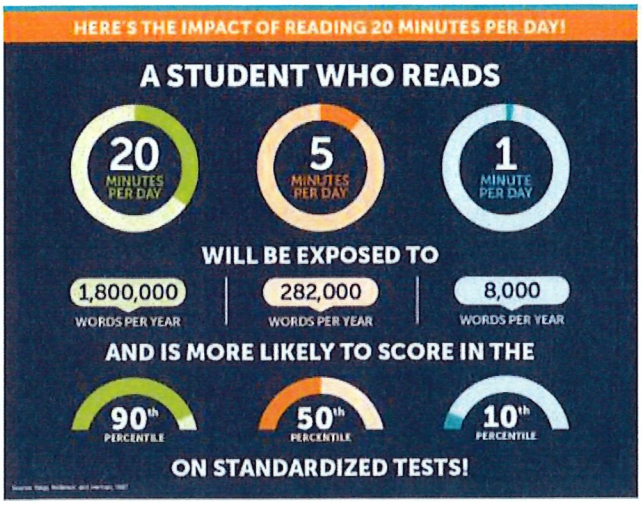
Find each product.

$3 \times 1 =$	$4 \times 4 =$	$5 \times 5 =$	$1 \times 5 =$
$6 \times 1 =$	$6 \times 2 =$	$2 \times 5 =$	$2 \times 2 =$
$3 \times 2 =$	$6 \times 5 =$	$2 \times 1 =$	$2 \times 3 =$
$4 \times 5 =$	$6 \times 4 =$	$5 \times 1 =$	$3 \times 5 =$
$3 \times 3 =$	$5 \times 3 =$	$6 \times 3 =$	$2 \times 4 =$
$4 \times 6 =$	$3 \times 6 =$	$5 \times 4 =$	$3 \times 4 =$
$1 \times 3 =$	$4 \times 3 =$	$5 \times 4 =$	$1 \times 6 =$
$6 \times 5 =$	$1 \times 4 =$	$5 \times 1 =$	$5 \times 3 =$
$6 \times 3 =$	$4 \times 4 =$	$2 \times 6 =$	$1 \times 5 =$
$6 \times 1 =$	$5 \times 2 =$	$1 \times 2 =$	$3 \times 3 =$
$3 \times 4 =$	$2 \times 2 =$	$1 \times 1 =$	$5 \times 6 =$
$6 \times 2 =$	$2 \times 3 =$	$5 \times 5 =$	$2 \times 1 =$
$2 \times 4 =$	$3 \times 2 =$	$6 \times 6 =$	$6 \times 4 =$
$3 \times 1 =$	$4 \times 2 =$	$3 \times 6 =$	$3 \times 5 =$
$2 \times 5 =$	$4 \times 5 =$	$4 \times 6 =$	$4 \times 1 =$
$6 \times 4 =$	$4 \times 4 =$	$1 \times 3 =$	$2 \times 2 =$
$6 \times 2 =$	$4 \times 5 =$	$1 \times 6 =$	$6 \times 3 =$
$2 \times 3 =$	$5 \times 3 =$	$6 \times 5 =$	$2 \times 6 =$
$6 \times 6 =$	$6 \times 1 =$	$4 \times 3 =$	$1 \times 4 =$
$1 \times 1 =$	$3 \times 4 =$	$4 \times 6 =$	$5 \times 2 =$
$1 \times 2 =$	$5 \times 6 =$	$2 \times 4 =$	$5 \times 4 =$
$5 \times 1 =$	$4 \times 2 =$	$2 \times 5 =$	$1 \times 5 =$
$5 \times 5 =$	$4 \times 1 =$	$3 \times 1 =$	$2 \times 1 =$
$3 \times 3 =$	$3 \times 5 =$	$3 \times 2 =$	$3 \times 6 =$
$6 \times 2 =$	$6 \times 1 =$	$1 \times 4 =$	$5 \times 3 =$

Dividing by 1, 2, 5 and 10 (D)

Find each quotient.

20 ÷ 10	5 ÷ 1	2 ÷ 2	10 ÷ 10	2 ÷ 2	8 ÷ 2	20 ÷ 5	10 ÷ 5	8 ÷ 1	30 ÷ 5
8 ÷ 1	120 ÷ 10	3 ÷ 1	6 ÷ 1	80 ÷ 10	45 ÷ 5	40 ÷ 10	6 ÷ 2	2 ÷ 1	35 ÷ 5
20 ÷ 2	5 ÷ 5	60 ÷ 10	4 ÷ 2	10 ÷ 2	50 ÷ 5	4 ÷ 1	6 ÷ 1	9 ÷ 1	20 ÷ 10
15 ÷ 5	90 ÷ 10	30 ÷ 5	30 ÷ 5	60 ÷ 10	6 ÷ 1	16 ÷ 2	10 ÷ 2	50 ÷ 10	30 ÷ 5
70 ÷ 10	70 ÷ 10	12 ÷ 2	40 ÷ 10	2 ÷ 2	1 ÷ 1	6 ÷ 1	20 ÷ 5	15 ÷ 5	20 ÷ 10
1 ÷ 1	70 ÷ 10	50 ÷ 10	60 ÷ 10	50 ÷ 10	11 ÷ 1	10 ÷ 2	5 ÷ 5	5 ÷ 5	12 ÷ 2
6 ÷ 1	5 ÷ 5	6 ÷ 2	6 ÷ 2	4 ÷ 1	45 ÷ 5	55 ÷ 5	20 ÷ 10	8 ÷ 2	4 ÷ 1
8 ÷ 1	40 ÷ 10	25 ÷ 5	4 ÷ 1	120 ÷ 10	7 ÷ 1	20 ÷ 5	70 ÷ 10	22 ÷ 2	70 ÷ 10
5 ÷ 1	3 ÷ 1	7 ÷ 1	60 ÷ 5	50 ÷ 5	6 ÷ 2	12 ÷ 2	8 ÷ 1	22 ÷ 2	20 ÷ 2
40 ÷ 10	22 ÷ 2	20 ÷ 5	50 ÷ 10	50 ÷ 5	30 ÷ 5	12 ÷ 2	40 ÷ 10	110 ÷ 10	20 ÷ 2



Part of the homework includes reading 30 minutes a day. Weekend reading is encouraged and students can get credit for reading on Friday, Saturday and or Sunday. Reading each day is very important to help you become a better reader. Complete the log below each day you read.

Days I read:	What I read including book's title(s), chapter(s), or page number(s):	Amount of time I read: (Minutes)	Write a complete sentence explaining what you enjoyed, learned or read about.
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			
Total amount of time I read.		_____ Minutes	