

Name _____

A Year in My Life

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1. This is a table of contents for the book *A Year in My Life*. What does a table of contents tell you? _____
2. Is this book organized thematically or chronologically (by time)? _____

3. What season is it in chapters 1 and 2? _____
4. How did the author spend summer break? _____
5. What would you write about in chapter 3? _____

Name _____

Week #2

Correct the errors in each sentence.

1. Today, dad and i are going to the Park.
2. Its the Great Junkyard Racecar Day!
3. The fifth graders racecars had to be built using junk.
4. I can't weight to see whose racing first!

Day 1

Correct the errors in each sentence.

1. the first group to race will be benjamin's Group.
2. My favorite teacher, Ms. Daniels, was their to.
3. Oh, no! The cars wheels fell off. Thats too bad.
4. Witch car is your favourite?

Day 2

Correct the errors in each sentence.

1. Wow, Mrs. nguyen's Kindergarten class is at the race too.
2. Is that you're sister over they're?
3. It looks like theyre making repairs to the cars front end.
4. That's becuz the car is going to fall a part.

Day 3

Correct the errors in each sentence.

1. did you see mr. Garcia's red car in the race?
2. Its the fastest car in the race.
3. Im going to build the fastest car for next years race.
4. Mom was pleazed and surprized that my sister's car stayed in one peace.

Day 4

Name _____

The Oak Tree and the Reeds

A mighty oak tree grew along a riverbank. Its trunk was thick, and its branches reached upward into the sky. It towered proudly above a patch of reeds that grew below it along the edge of the water.

On most days, a breeze blew across the river. The leaves of the mighty oak danced, but its branches held firmly in place. The oak laughed at the reeds because the wind was not so kind to them. The reeds trembled and shook as they struggled to stand up straight. But, the reeds did not mind the laughter of the oak; after all, the tree was so much bigger and stronger.

One day, a terrible hurricane approached the river. Its violent winds pulled up the roots of the mighty oak and tossed it to the ground. When the storm was over, the great tree lay in the patch of reeds.

The oak spoke sadly, "The strong winds were able to pick me up and throw me to the ground like a stick. Yet you reeds were able to stay rooted even though you are much smaller. How could this be?"

One reed spoke. "We may be small, but we know how to bend, whether the wind blows gently or violently. You, mighty oak, were too proud and did not know how to bend."

1. By reading the title, do you think this is one of Aesop's fables? _____

2. What types of objects are the two characters in this fable? _____

3. How is the oak tree different from the reeds? _____

4. What is the lesson of this fable?
 - A. It can be better to be flexible than to be strong.
 - B. It is OK to laugh at those smaller than you.
 - C. Stay out of the way of a hurricane.

5. How might a nonfiction article describe the differences between an oak tree and reeds differently from this fable? _____

Name _____

A Delicious Dinner (continued)

Once everyone was at the table, they quickly began eating. Their chopsticks moved quickly and made small clicking noises as they grabbed the food.

Amy was a little nervous about eating with chopsticks. Molly gave her instructions on how to hold and pinch with the chopsticks.

Amy finally managed to pick up a piece of chicken with her chopsticks. Suddenly, her fingers slipped, and the chicken flew across the table. It landed in Molly's soup with a *splash*. Everyone smiled. Molly's grandmother, who came every week to the family meal, patted Amy on the arm.

"We keep these on hand for visitors," she said kindly. She brought out a fork and knife and handed them to Amy.

Amy was relieved. She ate the rest of her dinner easily. It was delicious!

At the end of the meal, everyone was given a fortune cookie. Amy broke hers open and read it. "If you practice hard, you will learn many things." Amy laughed and said, "If you let me take home a pair of chopsticks, my fortune may come true!"

1. Write a compound word from the story. _____

2. Which meaning of fortune is used here: lots of money or a prediction? _____

3. Write two examples of onomatopoeia from the story. _____

4. What did Molly's grandmother do to make Amy feel comfortable? _____

5. Write a different ending for the story. _____

Prewrite/Brainstorm

Use a story map to plan a story about a new student beginning fifth grade.

1. A. Setting: _____ B. Characters: _____
C. Problem: _____
2. First event: _____
3. Second event: _____
4. Third event: _____
5. Resolution: _____

Day 1

Draft

Begin your narrative by writing an introduction paragraph. Set the stage for your story by describing the characters, the setting, and the problem. Include the problem and an interesting opening sentence that will make your reader want to keep reading.

Day 2

Revise

Revise your paragraph. Read your first draft. Can you be more specific? Do you have information that you do not need? Do you want to change your sentence order? Rewrite your ideas in a new paragraph.

Day 3

Proofread

Read your paragraph again. Do you see any capitalization errors? Are all of the words spelled correctly? Did you use the correct punctuation and grammar? Use proofreading marks to correct the sentences.

- Capitalization mistakes
- Grammar mistakes
- Punctuation mistakes
- Spelling mistakes

Day 4

Name _____

Prewrite/Brainstorm

Continue writing the narrative you started on week 8. Look back at the first two events on your story map. List descriptive words about the first and second events.

First and second events:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Day 1

Draft

Now, draft a paragraph describing the first and second events that happened when a new student began fifth grade. Use the ideas you wrote on your brainstorming list.

Day 2

Revise

Revise your paragraphs about the new student. Read your first draft. Can you be more specific? Do you have information that you do not need? Do you want to change your sentence order? Rewrite your paragraph.

Day 3

Proofread

Read your paragraphs again. Do you see any capitalization errors? Are all of the words spelled correctly? Did you use the correct punctuation and grammar? Use proofreading marks to correct the sentences.

- Capitalization mistakes
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Day 4

Name _____

Publish

Write your final copy on a computer or on the lines below.

MAKE SURE it turns out

- **NEAT**—Make sure there are no wrinkles, creases, or holes.
- **CLEAN**—Erase any smudges or dirty spots.
- **EASY TO READ**—Use your best handwriting and good spacing between words.

Handwriting practice lines consisting of 20 horizontal lines.

Prewrite/Brainstorm

It is time to write about the third event in the narrative you worked on in Weeks 8 and 10. Look back at what you wrote for that event on your story map. Take that idea and make a list of descriptive words about the third event.

Third event:

Day 1**Draft**

Conclude your narrative by drafting a paragraph that wraps up everything that happened when a new student began fifth grade. Use the ideas you wrote on your brainstorming list. Be sure to include the resolution to the story problem.

Day 2**Revise**

Revise your paragraphs about the new student. Read your first draft. Can you be more specific? Do you have information that you do not need? Do you want to change your sentence order? Rewrite your paragraph. Change nouns, verbs, and adjectives to more specific words and use complete sentences.

Day 3**Proofread**

Read your paragraphs again. Do you see any capitalization errors? Are all of the words spelled correctly? Did you use the correct punctuation and grammar? Use proofreading marks to correct the sentences.

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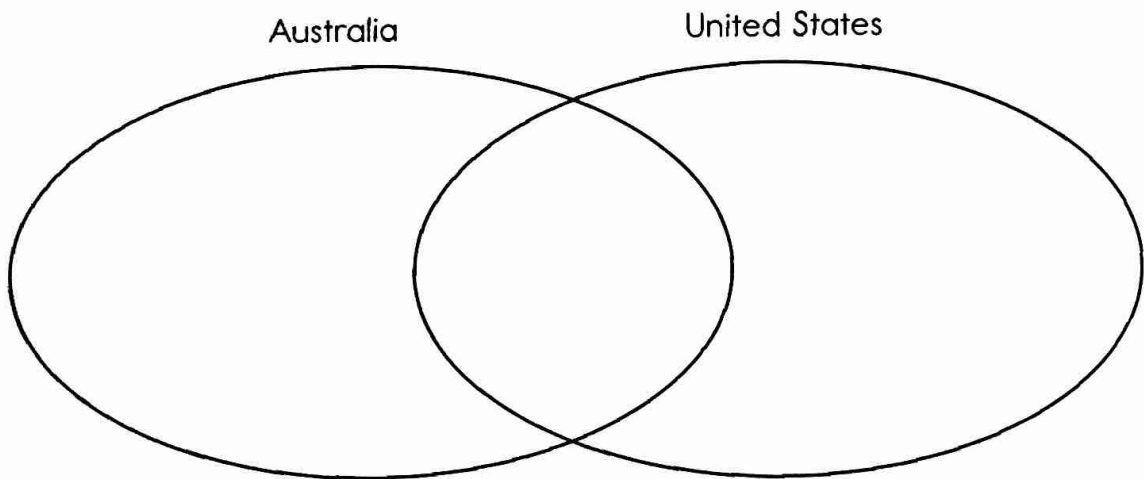
Australia and the United States: Alike or Different?

How are Australia and the United States alike? How are they different? Australia is in the Southern Hemisphere. The United States is in the Northern Hemisphere. Australia's summer months are December through February, which are the United States' winter months. Summer months in the United States are June through August, which are Australia's winter months. In the Northern Hemisphere, hurricanes and tornadoes spin in a clockwise direction. In the Southern Hemisphere, they spin in a counterclockwise direction.

Australians drive on the left side of the road, while people in the United States drive on the right side of the road. Australia's population is about 19 million. That's about the same as the total of the six most populated cities in the United States. Australia has kangaroos, anteaters, emus, and koalas, but in the United States, you'll find those animals only in zoos.

The official head of Australia's government is the queen of England. In the United States, it is the president. Australians elect people to a legislature, and a prime minister is the functional head of government. Australia has three major political parties, whereas the United States has only two. An Australian law says that people who are able to vote must vote. If not, they can be fined. The United States has no such law.

1. What does the title tell us the passage will be about? _____
2. Complete the Venn diagram using information from the passage.



3. What do you think is the most interesting difference between Australia and the United States?

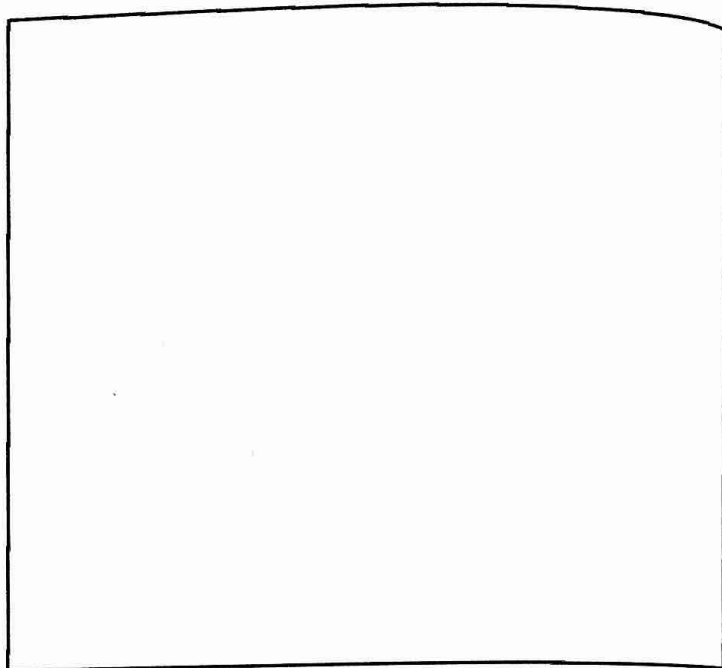
Name _____

Lighthouses

Imagine you're trying to get home. A storm has been raging for hours. The sea has been tossing your small sailing craft up and down, and you are not sure where you are. Suddenly in the distance, you see a faint light. You know you are safe and almost home.

Lighthouses were built to guide ships into coastal waters. They were built at dangerous points on coastlines, usually near reefs or at entrances to harbors. The earliest known lighthouse was built in Egypt. It was called Pharos. Pharos was completed about 280 BC.

Boston Light was built in 1716. It was the first lighthouse in the colonies. By the time the Declaration of Independence was signed in 1776, the United States had 12 lighthouses, mostly in New England. In 1800, the United States had 16 lighthouses, and by 1812, it had about 49 lighthouses. The first West Coast lighthouses were completed in 1854 and 1855 in California.



1. Is this passage fiction or nonfiction? _____
2. How does the author hook the reader? _____
3. Why were lighthouses built? _____
4. Why do you think so many lighthouses were built during the colonial days? _____

5. Research a lighthouse. Draw an illustration in the box above to show your findings. Write a caption for your illustration.

Your Brain

Have you ever watched a coach during a ball game? The coach tells players where to go and what to do as things are happening in the game. Your brain is like your coach. Information from your five senses—touch, smell, hearing, taste, sight—races to your brain. Your brain sorts out the information and lets your body know what to do.

Your brain has three main parts: the medulla oblongata, the cerebrum, and the cerebellum. Perhaps you have heard someone talk about “gray matter” while discussing intelligence. This refers to the cerebrum. The cerebrum is large, and its outside layer, called the cerebral cortex, is gray and looks wrinkled. The cerebrum and the cerebral cortex spring to work when you are doing something that requires a good deal of thought. If you are taking a test, talking to a friend, or reading directions to put together a new bike, your cerebrum is busy.

As you try to keep your balance on your bike, it is your cerebellum that is called to work. The cerebellum is in control of balance and coordination. It is much smaller than the cerebrum.

The medulla oblongata is your brain stem. It is the lowest part of your brain. The medulla oblongata controls breathing and heart rate.

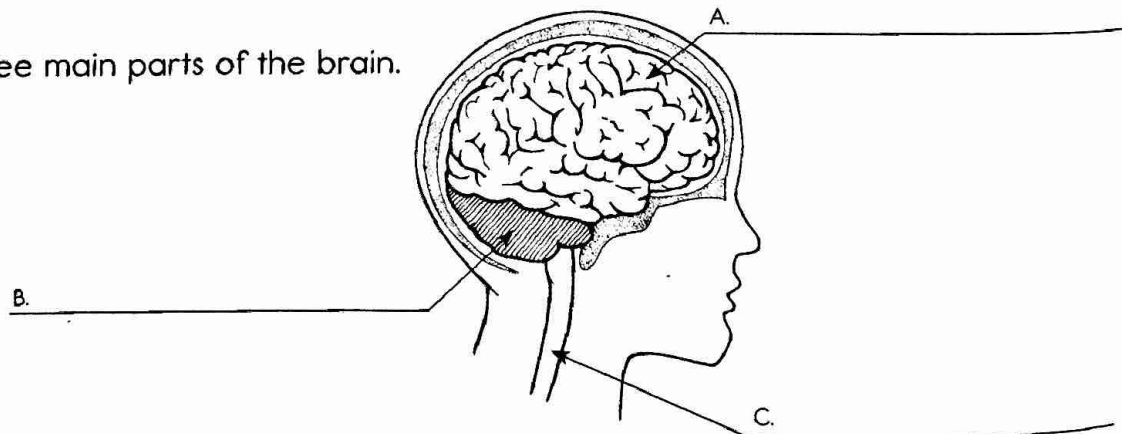
The next time you assemble a bike, take a bike ride, and gasp for breath after riding up a hill, you will know that all of the parts of your brain have been very busy.

1. What is the main idea of this passage? _____

2. How are the supporting paragraphs organized? _____

3. How is a brain like a coach? _____

4. Label the three main parts of the brain.



Name _____

The Right Choice

Throughout history, people have been faced with critical choices. Sometimes, people's choices have made the world a better place for everyone. Sometimes, they have made the world a better place only for themselves. It all comes down to choices.

The period of slavery in this country was a time of crucial choices. While some bound slaves in chains, others did all they could to oppose slavery. William Still, a free black man in Philadelphia, jeopardized his own safety and freedom to get others through the Underground Railroad route.

Despite the bounty on Harriet Tubman, she chose to keep helping others. She dressed up as a man and continued to help others escape. Harriet's friend, Thomas Garrett, a white businessman, was fined \$5,400 (a huge amount in the 1800s) and arrested for his part in the Underground Railroad. Knowing he was doing the right thing, Thomas nevertheless continued his Underground Railroad work.

Fewer than 100 years later, society was once again faced with pivotal choices. There were those who chose to do the work of the Nazis by killing and imprisoning innocent Jewish people. Then, there was Miep Gies, the Dutch woman who helped hide Anne Frank's Jewish family for 25 months. There was Oskar Schindler, a German businessman. He saved more than 1,000 Polish Jewish people by having them work in his factory. The factory was actually a safe haven.

Today, people are still faced with choices about how to treat others. What choice will you make?

1. Write the adjectives the author uses to describe choices. _____

2. What is the author's purpose in writing this passage? Circle all that apply.
 - A. to inform the reader about people who have made the right choices
 - B. to entertain the reader with the choices people have made
 - C. to persuade the reader to make the right choices
 - D. to persuade the reader to travel around the world to fight for injustice

3. Name a group of people who are discriminated against today. _____

4. What choice will you make for or against this group? _____

The Incredible George Washington Carver

George Washington Carver was born in 1861. His parents were slaves. They lived on a plantation in Missouri.

1. What does the title tell you about the subject of this passage? _____

2. What opinion word is in the title? _____
3. Was George born into a privileged situation? _____
4. Who do you think he was named after? _____

Day 1

George Washington Carver was often sick as a child. He couldn't help around the plantation. He liked to spend time in the woods. There, he found flowers and plants. He made a collection of them. George taught himself to read. He was very independent. When he was 10 years old, he left the plantation to live on his own.

1. What was the effect of George's childhood illnesses? _____
2. What did George do instead of work on the plantation? _____
3. What is a surprising fact at the end of the paragraph? _____
4. Can you imagine leaving home and living on your own at 10 years old? Explain.

Day 2

George wanted to go to a college. The college refused to admit him because he was African American. But, George refused to give up. Finally, he went to college. He was an excellent student. He took botany and chemistry classes.

1. Does George give up easily? _____
2. What clues helped you answer question 1? _____
3. What kind of classes are botany and chemistry: **literature** or **science**? _____
4. What clues tell you whether George was a hard worker? _____

Day 3

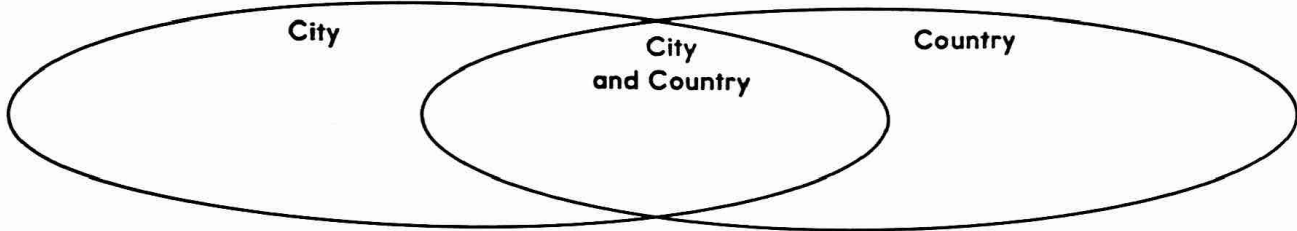
George Washington Carver became a scientist. He discovered more than 300 uses for the peanut plant. Among his discoveries were shampoo, car grease, soap, rubber, wood filler, paint, and shoe polish. His research helped farmers.

1. What was the effect of George's research? _____
2. What character traits did George have? _____
3. What was the effect of George's plant collecting when he was a boy? _____
4. Do you agree with the author's title—is George Washington Carver incredible? Why or why not? _____

Day 4

Prewrite/Brainstorm

A paragraph that tells how things are the same or different is called a compare-and-contrast paragraph. Using the Venn diagram, write your idea about how living in the city is different from or the same as living in the country.



Day 1

Draft

Use the information you wrote in the Venn diagram to write a compare-and-contrast paragraph about living in the city or country. Remember to include a topic sentence and a conclusion statement.

Day 2

Revise

Look at your draft. Did you begin with a topic sentence? Did you use specific words to describe similarities and differences? Did you use a conclusion sentence? Rewrite your paragraph with more specific words.

Day 3

Proofread

Read your paragraph again. Do you see any capitalization errors? Are all of the words spelled correctly? Did you use the correct punctuation and grammar? Use proofreading marks to correct the sentences.

- Capitalization mistakes
- Grammar mistakes
- Punctuation mistakes
- Spelling mistakes

Day 4

Name _____

The Statue of Liberty

The Statue of Liberty is a symbol of freedom and welcome to the world. Frédéric Bartholdi of France sculpted the statue. It was a gift from France to the United States. The statue symbolized friendship between the two countries. It was also intended to honor the birthday of the United States' independence. President Grover Cleveland dedicated the statue in 1886. It became a national monument in 1924. The statue is located on Liberty Island in New York Harbor.

The original name for the statue was Liberty Enlightening the World. The statue's torch is a welcome symbol to immigrants. The crown has seven rays. They symbolize the seven oceans and the seven continents. Liberty has a tablet in her left hand. It shows the date July 4, 1776. The broken chain at her feet symbolizes freedom. Her Greek robe symbolizes Greece as the birthplace of democracy.

Liberty stands on a pedestal. Americans had to raise money to pay for the pedestal. Joseph Pulitzer was editor of *The World*, a New York newspaper. He thought the statue was a great idea. His newspaper ran articles about raising money for the statue. He published the names of people who gave money. He even listed the names of children who sent pennies. Americans raised \$250,000. That was enough money to pay for the pedestal.

1. What are the prefix, root, and suffixes in **Enlightening**? _____

2. What is a symbol?
 - A. An image that stands for an idea
 - B. A part of a drum kit
 - C. A statue

3. What is the main idea of paragraph 2? _____

4. What is the symbol for the oceans and continents? _____

5. Would you have sent in pennies to pay for the pedestal? Why or why not? _____

Name _____

Love Unreturned

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

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

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

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

You are a climbing ace.
But, I do not like your fuzzy face.
Away from me, please take you!

I will not climb, I cannot eat
the acorns that you call a treat.
Now, shimmy up that tree and hide!

I like my home in the tree's hollow
where fox and weasel may not follow—
a place below your tree house so barren.

I must stay on the lovely ground
with carrots and cabbages all around.
I long for a garden, not a tree.

1. Who is the speaker in love? _____
2. Who is the speaker who does not return the love? _____
3. What is the rhyme scheme in this poem?
A. aba / cbc
B. abb / cbb
C. aab / ccb
4. If you wrote a report about these two animals, what factual information could you get from this poem? _____

