Day 1

ELA-5

Name_____

Andrew, the Albatross

I love water sports, especially waterskiing. That's why I invited my best friend, Andrew, over to give it a try. Andrew had never been on waterskis before, but he was a good athlete. So, I thought waterskiing would be a **breeze** for him.

1. Who is Andrew? _____
2. What do you know about Andrew? _____
3. What does the word **breeze** mean in this sentence? _____
4. What clues suggest that waterskiing might not be a breeze for Andrew? _____

Day 1

Waterskiing is like flying to me. When I am being pulled on waterskis behind the boat, I feel like an eagle in flight. However, I realized Andrew was more of an albatross than an eagle.

1. How does the author feel about waterskiing? _____
2. What clues suggest the author is good at waterskiing? _____
3. Describe an eagle. _____
4. What is an albatross? _____

Day 2

On his first try, Andrew let go of the tow rope as soon as the boat started to move. He sank like an **anchor**. On his second try, he leaned into the skis, flipping head over heels like a gymnast.

1. What is an **anchor**? _____
2. Why is Andrew compared to an anchor? _____
3. What two similes does the author use to describe Andrew? _____
4. Write a simile for how you might look while waterskiing. _____

Day 3

On his third try, Andrew stood up. He teetered back and forth like a rag doll until he finally fell over. He held on to the rope long after he lost both skis. As he flopped at the end of the rope like a fish, I realized that waterskiing is not for everyone.

1. What two similes are used to describe Andrew? _____
2. What is your favorite simile from this week's reading? _____
3. Is the title of the passage a metaphor or a simile? _____
4. Write a metaphor that could be used to describe the author of the passage. _____

Day 4

© Carson-Dellosa • CD-104600

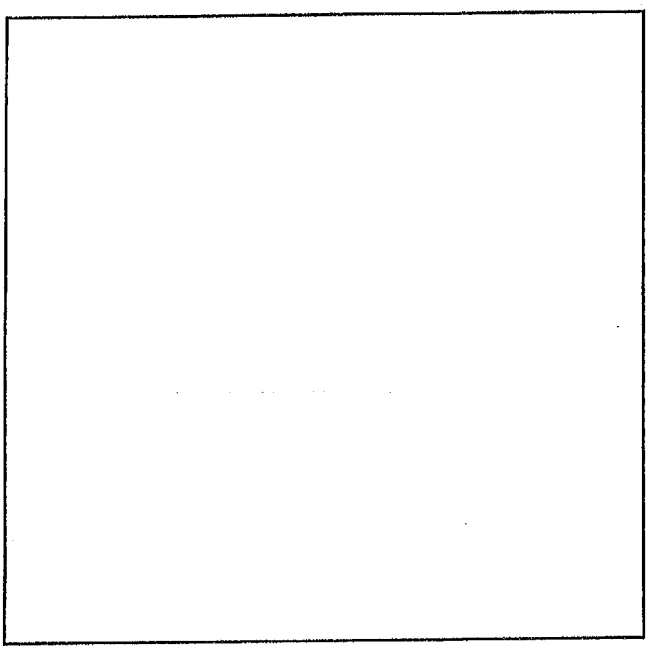
Name_____

Whitesox

Sanding the board,
My sweet Whitesox.

Her tongue,
Like fine grains of sand
On paper,
Licking the wood.

She is an electric sander,
Giving out a quiet purr.
She is a nail file,
Smoothing out the edges.



1. What is Whitesox? _____
2. Draw a picture of Whitesox in the box.
3. List the simile (comparison using **like** or **as**). _____
4. List the metaphors (comparison without using **like** or **as**). _____

Day 1

ame_____

Where, Oh Where?

I'm a very **forgetful** person, so it didn't surprise any of my friends when I shouted, "I've lost my science report!"

1. Which part of **forgetful** is the root, and which part is the suffix? _____
2. What does **forgetful** mean? _____
3. If you were reading this story aloud, describe how you would read, "I've lost my science report!" _____
4. Which point of view is this written from?
   A. First person B. Second person C. Third person

Day 1

Paul, Adam, and Leo all gave **suggestions** as to possible locations of the report, but one by one, they were eliminated. I hadn't stopped at my locker, the girls' gym, the computer lab, or the cafeteria. I even called home, to see if I had left it there.

1. Which **gg** or **g** sounds like the **gg** in **suggestions**: **giggle** or **gingerbread**? _____
2. What does **eliminated** mean in this paragraph? _____
3. The author's friends tried to help. What would you have done in this situation?

   _____
4. What clues suggest whether the author is a boy or a girl? _____

   _____

Day 2

Mom was particularly upset, especially because she had been the one driving me all over town while I was doing research and buying just the right shade of light blue printer paper. She had also done me the huge favor of typing the 10-page report.

"Tara! How could you possibly **misplace** something so important? Did you check your backpack? Your locker?" Then, she repeated my friends' suggestions.

1. Which word in this paragraph is a synonym for **lose**? _____
2. Divide the word **misplace** into its syllables. _____
3. How would you read aloud the mother's words? _____
4. What new information do you learn about the author? _____

Day 3

I had one period left before science, and I was pretty nervous. I needed another A in science so that I would have straight A's across the sheet. This report was a major part of our final grade in Mrs. Hernandez's class. As I sat in **geography**, mentally retracing my steps and combing my memory for ideas on the report's location, I had a great idea.

1. Which word uses the same consonant twice, each pronounced differently? _____
2. The word **geography** came from **geo**, which means "earth," and **graphein**, which means "to write." So, what does the word **geography** mean? _____
3. Will Tara remember anything the teacher said in her geography class? _____
4. How well does Tara normally do in school? How do you know? _____

Day 4

Where, Oh Where? (continued)

I decided that I would tell Mrs. Hernandez that I would do further research because I was so excited about the subject and that I hadn't finished typing it. I would tell her that m mother had offered to finish typing it but had broken her finger. I would come up with sor incredible and airtight excuse.

As I slowly wandered toward the science lab, silently rehearsing my excuses, I began to feel **guilty**. Could I actually look my favorite teacher in the eye and lie about my report? H would I feel then? Maybe I would feel worse than I felt when I realized that it was missing.

I tossed my backpack over my shoulder, straightened my back, and walked into the roon Taking a deep breath, I knew what I had to do—I would tell the truth.

I walked up to Mrs. Hernandez's desk to speak with her. As she looked up from the thick stack of papers in front of her, she lightly tapped the top report, a report typed on baby-b paper in a transparent folder.

"Oh, Tara!" said Mrs. Hernandez. "I'm always glad when one or two students hand in thes larger reports early. I can really take my time reading them then. Your research on whale migration is incredible. Would you mind sharing with the class?"

I thought I would fall over! How in the world had this happened?

1. Is the **ui** sound in **guilty** more like the **ui** sound in **suite** or **build**? _____

_____

2. What does **guilty** mean? _____

_____

3. If you were reading this story aloud, what facial expression would you use for Tara's response to her teacher's words? _____

_____

4. Does the teacher sound pleased with Tara's report? How do you know? _____

_____

_____

5. What had Tara really forgotten? _____

_____

Name_____

Day 2

Hooray for Hair

Have you ever considered the many characteristics of your hair? While your hair may improve your **appearance**, it also has important functions.

1. Does the **pear** in **appearance** sound more like **peer** or **pear**? _____
2. What does the title tell you about how the author feels about hair? _____
3. How does the author "hook" the reader? _____
4. Do you think this passage will provide solutions for bad hair days or information about hair? _____

Hair protects the body. It acts as a cushion, protecting the head from bumps and bruises. Hair can be a shield from the hot summer sun and keep the head warm on chilly winter days. Inside the nose and ears, tiny hairs **deter** dirt, dust, and insects from entering the body. Eyebrows are patches of hair that trap **perspiration** before it is able to reach the eyes. Eyelashes prevent dirt and dust from infecting the eyes.

1. Which syllable do you emphasize when you say **deter**? _____
2. List the words that mean **keep away**. _____
3. What is another word for **perspiration**? _____
4. What hair protects our eyes? _____

Each hair on the body grows from a root beneath the skin. This root forms a tiny tube called a **follicle**. As new hair cells grow from the root, the old cells are pushed up, and because they are no longer being fed, they soon die. The dead cells harden, forming a stack on top of a root, referred to as a hair shaft. Only the follicle and the root remain alive, so it does not hurt to cut hair.

1. What syllable do you emphasize when you say **follicle**? _____
2. What is a follicle? _____
3. What is a hair shaft made of? _____
4. What are the three parts of each hair? _____

The shape of the hair shaft, as seen under a microscope, determines the degree of curliness or straightness. Straight hairs are round in structure. The flatter the hair shaft, the curlier the hair will be. You cannot change your hair follicles, but hair straighteners and permanents can alter the appearance of hair temporarily.

1. Have you ever wished for different hair? Explain. _____
2. What shape is your hair shaft? _____
3. Which two words in this paragraph are synonyms for **modify**? _____
4. What was the author's purpose in writing this pasage? _____

cpad

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? _____

   _____

5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.RF.3, 5.RF.4, 5.L.4, 5.L.5

CD-104600 • © Carson-Dellosa

Day 2

Name_____

Clara Brown was born a slave. In 1835, she and her family were **auctioned** off to different owners. Clara was sold to George Brown. Her husband and son were bought by slave traders. Her daughter Eliza was sold to another slave owner. Clara lost touch with all of her family.

1. Who is this passage about? _____
2. Is this article fiction or nonfiction? _____
3. What sound does the **ti** in **auctioned** make? _____
4. How is your life similar or different from Clara Brown's life? _____

Day 1

The 1850 census showed that about 4 million African Americans were living in the United States. Only 400,000 of these African Americans were free. Free African Americans had to obey laws established for them. They were not allowed to socialize with slaves. They also could not hold meetings.

1. What is the main idea of this paragraph? _____
2. What word has the **s** sound at the beginning, middle, and end? _____
3. Why were free African Americans not able to socialize with slaves? _____
4. Why did the author include this paragraph in a biography about Clara Brown? _____

Day 2

Clara became free in 1857. African Americans had to carry freedom papers at all times to prove that they were not runaway slaves. Clara took a job as a cook on a wagon train heading to Colorado. She hoped she would find her daughter Eliza there.

1. What is the root of the word **freedom**? _____
2. Why did free African Americans have to carry freedom papers? _____
3. Why did Clara take a job as a cook on a wagon train? _____
4. Why did she decide to go to Colorado? _____

Day 3

In Colorado, Clara started a laundry business. She charged 50 cents a shirt. She did very well with her business. She helped pay for ex-slaves to move to Colorado. She was also able to **reunite** with her daughter.

1. Was Clara successful in Colorado? Explain. _____
2. What did Clara do with the money she earned? _____
3. What does **reunite** mean? _____
4. What else would you like to know about Clara's life? _____

Day 4

Name: _____

Clara Brown and the Wagon Train

Clara Brown was born a slave. She got her freedom papers in 1857. However, Clara had only one year to leave the state. If she did not leave, the law said she would become a slave again.

At the time, African Americans could not buy tickets for public transportation. Passage on a wagon train cost about $500. Clara wanted to go west to search for her daughter Eliza. A wagon master offered her a job as a cook on his wagon train. Clara took the job.

Clara began cooking each morning at 4:00 am. Travel began by 7:00 am. The wagon train stopped for a break at noon and started traveling again at 2:00 pm. Wagons rolled until 5:00 pm. Oxen pulled the wagons. Oxen were cheaper than horses or mules. Oxen cost about $50 apiece, half of the price of a mule. Oxen pulled a loaded wagon at about two miles per hour (about 3 kph) on flat land. A wagon train traveled about 15 miles (about 24 km) a day. A train had 30 to 200 wagons. Each wagon carried up to 2,500 pounds (1,193 kg). It took Clara's wagon train about eight weeks to get to Colorado. The trip was about 680 miles (about 1,094 km). Clara walked the whole way.

1. Write a word from the passage that has a silent consonant in the middle. _____

2. What is the plural of **ox**? _____

3. What is the main idea of the first paragraph?
   A. Clara was free when she got her freedom papers.
   B. Clara got her freedom papers in 1857, but she had to leave the state or risk becoming a slave again.
   C. Clara lost her freedom papers.

4. How many minutes (or hours) do you usually walk a day? Compare that with how many hours a day Clara walked on the journey to Colorado. _____

5. Why did Clara get a job on her way out west? Compare your answer here with your answer to the same question earlier this week. _____

5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.RF.3, 5.RF.4, 5.L.3, 5.L.5

CD-104600 • © Carson-Dellosa

Day 3

5.RI.10

Name_____

Read the passage.

A Pioneer of Flight

A Budding Interest

Amelia Earhart saw an airplane for the first time at a state fair in 1907. She was 10 years old. Not until a decade later, while attending a stunt-flying exhibition, did she really become interested in flying.

A Rise to Fame

As a social worker, Earhart had never had any experience with airplanes. Determined to learn how to fly, she took her first lesson in 1921. In just six months, she saved enough money to buy her own airplane. It was bright yellow. She named it Canary. She set her first record in it. She became the first woman to fly up to 14,000 feet (4267 m).

Earhart flew often. Her hard work paid off in 1928 when a book publisher named George P. Putnam asked her if she would fly across the Atlantic Ocean. Her answer was yes. She became a celebrity. From that point on, Earhart's life centered on flying. She became popular as she won competitions and awards.

Earhart married George Putnam in 1931. Together, they planned her solo trek across the Atlantic Ocean in 1932. When she returned home, President Herbert Hoover awarded her a medal. More medals followed. In 1935, she became the first person to fly solo from Hawaii to California.

A Mysterious End

Earhart set a new goal. She wanted to be the first woman to fly around the world. Despite a failed first attempt, Earhart departed from Florida in 1937. Navigator Fred Noonan flew with her. During this flight, they disappeared. Earhart tried to land on a small island in the Pacific Ocean. She missed the island because of cloudy conditions. Her airplane never landed. A rescue attempt began immediately. They never found Earhart or her airplane, but she lives on as a legend in aviation history.

☐ I can read and comprehend grade-level informational texts.

© Carson-Dellosa • CD-104645

Name _____

6.RI.7

After reading "A Pioneer of Flight" (page 42), follow the directions.

1. Make a time line of the events that led Amelia Earhart to become an aviator.

2. Write a newspaper article that reports Amelia Earhart's disappearance. Use the five W's: who, what, when, why, and where.

3. Since 1937, people have searched unsuccessfully for Amelia Earhart's airplane. There are many theories about what happened. What do you think happened to Amelia Earhart? Use evidence from the text to support your thinking.

☐ I can quickly find evidence in the text to support my thinking when answering a question or solving a problem.

©Carson-Dellosa CD-104612

Name_____

Day 3

5.RI.10

Read the passage.

John Colter: Western Explorer

A Wilderness Traveler

John Colter explored more of the American wilderness than nearly any explorer of his time. He was one of the first settlers to cross North America and see the Pacific Ocean. He traveled through the American Indian territories. He saw amazing natural wonders.

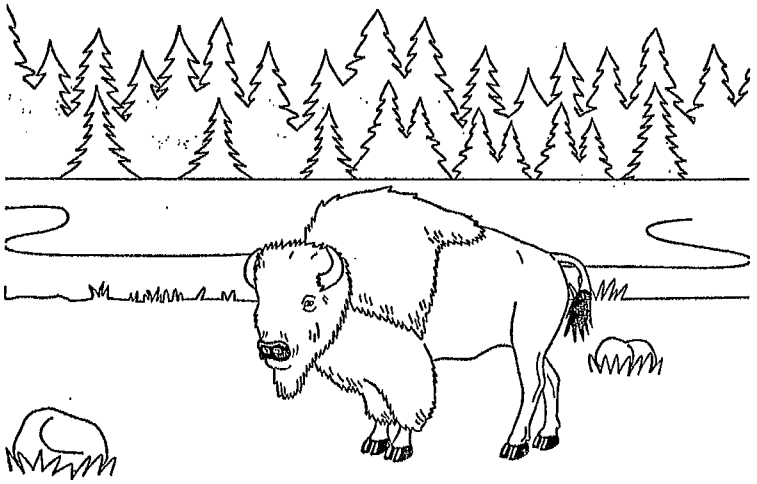
Exploring

In 1804, Colter set off into the unknown wilderness of the American West. He traveled with a group called the Corps of Discovery. Lewis and Clark led the group. The Corps included 32 men, a young American Indian woman named Sacagawea, and her baby. The goal was to find a waterway that connected the Missouri River and the Pacific Ocean. The corps members suffered hardship, hunger, sickness, and fatigue.

Fur Trapping

After nearly two years in the wilderness, the Corps of Discovery was headed back to St. Louis, Missouri. They met a company of fur trappers coming up the Missouri River. The company was eager to gain information about the wilderness, so Colter decided to join them and be their guide. On one of his trips, Colter came across a strange landscape. Water boiled from the earth and shot 70 feet (21 m) into the air. Thick mud bubbled from stinking pools and filled the air with a foul stench. All kinds of wild animals roamed freely through this land of beauty. Today, we call the area Yellowstone National Park.

John Colter lived a life of adventure. But, how did he die? No one knows for sure, but many historians believe that his death was neither violent nor heroic. According to some accounts, Colter died at home in his bed.



☐ I can read and comprehend grade-level informational texts.

© Carson-Dellosa CD-104612

Name _____ 5.RI.5

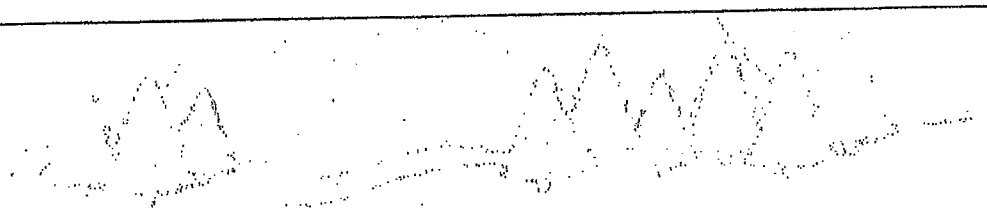
After reading "A Pioneer of Flight" (page 42) and "John Colter: Western Explorer" (page 44), answer the questions.

1. What is John Colter famous for? Use evidence from the passage to support your answer.

2. What are some similarities between John Colter and Amelia Earhart?

3. Compare the organization of "A Pioneer of Flight" and "John Colter: Western Explorer." How are they alike?

4. Contrast the organization of "A Pioneer of Flight" and "John Colter: Western Explorer." How are they different?



☐ I can compare and contrast the organizational structures of different texts.

© Carson-Dellosa • CD-104512

Day 3

W.3c

Name_____

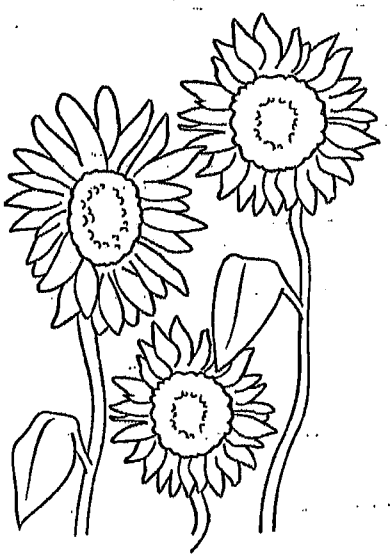
Read the paragraph. Write time-order words or phrases on the lines to help the events of the passage flow. You can use the time-order words from the list or write your own. Be sure to include commas as necessary.

at last	at this point	finally	first	in conclusion
in the meantime	meanwhile	next	then	

Growing a Sunflower

Did you know that you can plant a sunflower seed inside a cup? It is simple and fun!

_____ gather the following materials: a clear, plastic cup; a wet paper towel; and a sunflower seed. _____ place the paper towel inside the cup. _____ make sure that the paper towel covers the entire inside of the cup. Place the seed on the paper towel and fold the paper towel over the seed. _____ place the cup near a window with a lot of sunlight shining through. If your sunflower does not get enough sunlight, it will not be able to grow. It will take three weeks for your seed to sprout. _____ you can record any changes that you observe. _____ you will be able to see your sunflower flourish.



☐ I can use transitional words, phrases, and clauses to help the events in a story flow.

© Carson-Dellosa • CD-104612

Name _____

5.RF.3a 5.L.4b

Read the passage. Then, follow the directions.

Family of Primates

Monkeys and apes belong to a group called primates. (The word *primate* comes from a Latin word meaning "first.") Monkeys and apes are primates because they have complex brains. They are the most intelligent of all animals. Human beings are also classified as primates. Monkeys and apes have large brains like us and use their front limbs as hands. Monkeys, apes, and humans can think and use tools.

The chimpanzee is the most human looking of the primates. Although chimpanzees eat mostly fruits, they will eat some vegetables. They have even been seen eating insects and killing and eating small animals. Chimpanzees use sticks as tools to get honey from honeycombs or to dig ants and termites from their nests.

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

2. Write three facts that support the main idea.

_____

_____

_____

3. The word part *prim* means *first.* Write three other words that contain this word part. Then, write each word's definition. Use a dictionary if needed.

_____

_____

_____

4. Write the word from the passage that is made up of two word parts, *com* meaning "with" and plex meaning "having parts." Then, write a definition for the word.

_____

5. Write the word from the passage that contains the word part hum, meaning "of the earth or mankind." Then, write two other words that have this word part. Use a dictionary if needed.

_____

6. Write the word *chimpanzee* and then divide it into syllables.

_____

- ☐ I can use my knowledge of letter sounds, syllables, and word parts to read unfamiliar words.
- ☐ I can use affixes and roots to understand an unfamiliar word or phrase.

© Carson-Dellosa • CD-104612