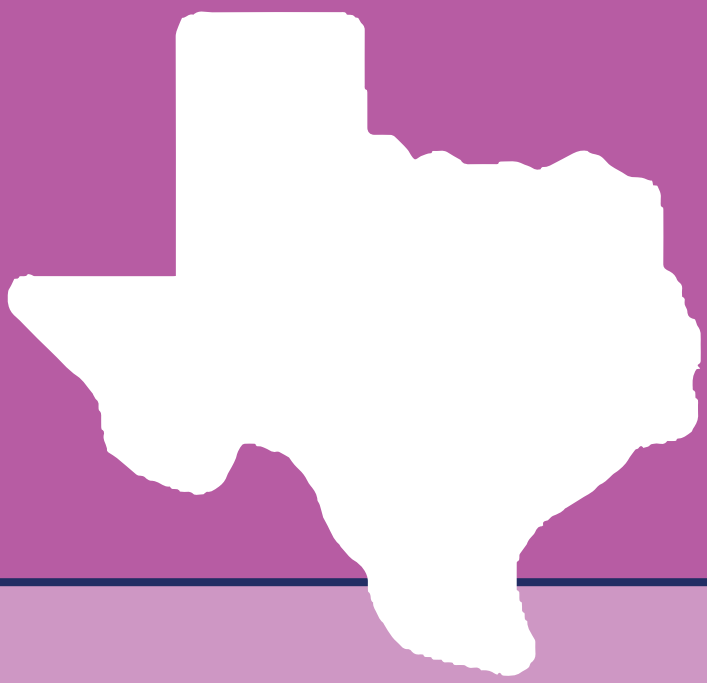
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

PERSONAL NARRATIVES



GRADE 5 UNIT 1 | ACTIVITY BOOK

EDITION 1

Grade 5 | Unit 1

Personal Narratives

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Unit 1
Personal Narratives
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Define *Personal Narrative*

Definition of *Personal Narrative*:

_____

_____

_____

Personal Narrative Characteristics:

1. _____

_____

2. _____

_____

What is the most likely reason an author includes an anecdote in a personal narrative?

_____

_____

NAME: _____

DATE: _____

Think-Pair-Share on Definition of Personal Narratives

This is a three-part activity called ***Think-Pair-Share***.

***Think*:** During the first part of the activity, each of you will take a few minutes to individually think and brainstorm about an idea or question.

Pair: Next, you will discuss your thoughts with a partner and listen to what your partner thought about the same topic. Maybe your thoughts will develop based on what your classmate has to say; maybe the two of you will reach a new conclusion together.

Share: Finally, you or your partner will have a chance to share your thoughts with the whole class.

Match the number your teacher assigned you with one of the Five Types of Writing listed below. Then copy the type of writing in the space in the left hand column and use the chart to *think* about whether it is a personal narrative. Look at the example for guidance.

Five Types of Writing

1. Interview

2. Diary entry

3. Science-fiction story

4. Biography

5. Movie script

Genre	First person?	Author involved in events described?
Personal Narrative	*Yes*	*Yes*
Newspaper Article	*No, because reporters don't usually write in the first-person.*	*Maybe, because sometimes a reporter is involved in the events he or she writes about.*

NAME: _____

DATE: _____

Memorable Experiences

1. Think of two first-time experiences and the reasons they were memorable. An example is provided.

First-Time Experience	Reasons It Was Memorable
The first time I ate a jalapeño pepper.	*It was so spicy, I couldn't talk.* *I had to drink three glasses of water.* *After that, my big brother was afraid to try one.*

2. Choose one of the first-time experiences you outlined in the chart and write a narrative paragraph showing *why* it was a memorable first. Remember to include a topic sentence, supporting sentences, and a concluding sentence. Look at "My First Camping Trip" on Activity Page 1.4 as an example.

NAME: _____

DATE: _____

Predicting Key Ideas for Chapter 1 of "Shinpei Mykawa"

Before you read, preview the text. Use what you know about personal narratives and their structure to predict what Shinpei Mykawa Chapter 1, "Inspiration at the World's Fair," is mostly about. Then read the text and check to see if the details support your predictions.

Introduction: Before Reading

I predict that the introduction is mostly about

Introduction: After Reading

My prediction was correct/incorrect because

Chapter 1: Before Reading

I predict that Chapter 1 of "Shinpei Mykawa" is mostly about

Chapter 1: After Reading

My prediction was correct/incorrect because

NAME: _____

DATE: _____

Think-Pair-Share

Underline the subject and the verb in each sentence. Then think about the difference between the way the words you underlined are used in the (a) sentences and the (b) sentences. Looking at what the (a) subjects have in common and what the (b) subjects have in common may give you an idea.

1. (a) The bride danced with her father.
   (b) The moonlight danced on the ocean.

2. (a) The shopkeeper yelled angrily at the customer who spilled the milk.
   (b) The cars honked angrily at the man who stood in the middle of the road.

3. (a) The pilot flies above the clouds to avoid storms.
   (b) Time flies whenever I get together with my best friend.

THINK

1. What is the difference between how the underlined words are used in the (a) and (b) sentences? For example, in 1(a), does the word *danced* describe an actual dance? How about in 1(b)?

2. What is the difference between the (a) subjects (the bride, the shopkeeper, and the pilot) and the (b) subjects (the moonlight, the cars, and time)?

PAIR

When your teacher instructs, discuss your thoughts with the partner you are assigned. Make sure you both have a chance to speak. Maybe your thoughts will change based on what your classmate has to say, or maybe they will stay the same. The two of you may reach a new conclusion together. Record your thoughts below.

SHARE

NAME: _____

DATE: _____

Personification

1. Copy the definition of personification below.

Personification

_____

2. The sentences that follow all contain examples of personification. For each one, identify the nonhuman thing and the human quality used to describe it. Then rewrite the sentence in your own words without using personification.

Example:

The sun smiled down on the ball field.

Nonhuman thing: the sun

Human quality or action: smiling

Rewrite: The sun shone brightly on the ball field.

a. Before electricity, the village went to sleep at sundown.

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

_____

b. The stubborn lawn mower refused to start.

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

_____

c. My cat is a snob when it comes to cat food.

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

_____

d. The chocolate cake in the fridge was calling my name.

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

_____

3. What human qualities could you use to describe the following nonhuman things? There are no right or wrong answers. Use your imagination.

Nonhuman Thing	**Human Qualities**
The wind	
Waves on the shore	
Lightning	
An electric fan	

4. Rewrite the following sentences using personification.

a. The thunder was very loud.

_____

_____

b. The bee flew from flower to flower.

_____

_____

c. When I read my favorite book, I imagine I'm in another place and time.

_____

_____

NAME: _____

DATE: _____

Personification in "Shinpei Mykawa Chapter 2: My Journey to Houston"

Look at paragraph 7, the part of the story when the narrator steps off the train, to find an example of personification in the text. Then answer the questions below.

1. Copy a quote from the text that contains an example of personification.

_____

_____

_____

2. What nonhuman things are being personified?

_____

_____

_____

3. What human qualities are used to describe the things?

_____

_____

_____

NAME: _____

DATE: _____

2.4 ACTIVITY PAGE

Strong Verbs and Adjectives

Verbs that describe action in a specific and descriptive way are strong. Strong verbs give the reader a clear picture of the action.

1. Write two or more strong verbs that you might use instead of the verb provided.

Verb	**Strong Verbs**	**Verb**	**Strong Verbs**
Walk		Look at	
Talk		Run	

2. Rewrite the following sentences using a strong verb. An example sentence and some possible answers are provided, but there are no right or wrong answers. Just try your best to think of verbs that will create a clear and specific image of the action being described.

   Example: I thought about life with no homework and free chocolate.
   Possible answers:
   I imagined life with no homework and free chocolate.
   I dreamed about life with no homework and free chocolate.
   I hoped for life with no homework and free chocolate.

   A. Gwen laughed at her uncle's silly jokes.

   _____

   _____

   _____

   B. The family talked about current events over breakfast.

   _____

   _____

   _____

   C. Dr. Holzman looked at the lab results thoughtfully.

   _____

   _____

   _____

Strong Verbs and Adjectives

Write several strong adjectives to describe each of the prompts below.

Example: a cave
Adjectives:

A. gloomy

B. dank

C. dark

D. stony

1. the hottest day of summer
   Adjectives:

   A. _____

   B. _____

   C. _____

   D. _____

2. waiting for the bus on the first day of school
   Adjectives:

   A. _____

   B. _____

   C. _____

   D. _____

3. Write a complete sentence using one of the adjectives you wrote.

4. Rewrite the following sentence using comparative or superlative adjectives, as they are identified below.

A. Comparative: "The cookies taste good."

B. Superlative: "I have a nice dog."

C. Comparative: "The clown is silly."

D. Superlative: "The painting is beautiful."

NAME: _____

DATE: _____

"My Moment" Narrative

Choose one of the prompts below, then fill out the organizer by describing "showing" details that were part of the moment. A sample organizer describing a moment from Shinpei Mykawa chapter 2, "My Journey to Houston" is provided. After your teacher has checked your organizer, begin writing your narrative. An example of a completed organizer is below.

1. Take a look at your "first-time" narrative on Activity Page 1.3. Choose a moment from the narrative and show it in detail.

2. Choose a moment connected to your family and a holiday and show it in detail. The moment might have taken place in the days leading up to the holiday, on the holiday itself, or after the holiday was over.

My moment: *Shinpei Mykawa boarding the train*	**Description of details**
1st "showing" detail	*A finely dressed porter sharply asked to see my ticket as I stepped up to the vestibule.*
2nd "showing" detail	*I bumped into numerous passengers as I squeezed through the tiny aisle with my bag.*
3rd "showing" detail	*The metal rack jingled as I thumped my heavy bag onto it.*
4th "showing" detail	*I breathed a sigh of relief as I sat and looked out of the foggy window.*

My moment:	**Description of details**
1st "showing" detail	
2nd "showing" detail	
3rd "showing" detail	
4th "showing" detail	

NAME: _____

DATE: _____

5 Simple Rules for Writing Dialogue

1. Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.

   Example:

   "Give me a piece," Bella said.
   Bella said, "Give me a piece."

2. When the tag (the name of the speaker and the speaking verb) follows the quote, it ends in a period. When the tag precedes the quote, it ends in a comma.

   Example:

   "Give me a piece," Bella said.
   Bella said, "Give me a piece."

3. The punctuation that ends a quote is written inside the quotation marks.

   Example:

   "May I have a piece?" Bella asked.
   Bella demanded, "Give me a piece!"

4. When the tag follows a quote, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

   Example:

   "Give me a piece," Bella said.

5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

   Example:

   Bella jealously stared at Jeremy's pizza. She had not had pizza in weeks. "Give me a piece," she said.

   "I paid for this. Go buy your own," Jeremy answered.

   "Pleeease," Bella begged. Jeremy did not answer for a few seconds. He looked back and forth between his pizza and Bella.

   "Fine," Jeremy conceded, handing Bella the slice. "You can have one piece, but that's it."

NAME: _____

DATE: _____

Dialogue Telephone Game

Directions: Your teacher will give each group member a dialogue starter page that describes two characters and a line of dialogue. Read the character descriptions and first line of dialogue to yourself, then write the second character's response, following the five simple rules. When your teacher tells you, pass your page to the right and add a line of dialogue to the page you receive. Keep passing the pages at your teacher's signal until everyone in your group has written a line of dialogue on each starter page.

Dialogue Reading & Questions

Directions: Find the portion of the text your teacher just read. In groups of three, choose parts and read through the dialogue twice. Then, in your group, answer the questions that follow.

Dialogue is a great way of creating a clear picture, with sound, of what is happening in a narrative. Answer the questions below about details Mr. Mykawa shows through dialogue. There is not necessarily a right or wrong answer to these questions.

Example: What details does Mr. Mykawa show through the following line of dialogue?

"I have not yet had the pleasure of attending the Olympics," I quickly responded. "I am here to . . ."

Answer: It shows his hesitancy about how to approach finding the information he really wants to know about growing crops in Texas.

1. What details does Mr. Mykawa show through the following line of dialogue?

   "I hear Texas is a wonderful place for growing crops. Would you concur?"

   _____

   _____

   _____

   _____

2. What does the following line of dialogue show that the businessmen concluded about

Mr. Mykawa?

Finally, one man responded, "Actually, Texas is a fine place for farming, specifically Houston, Texas. Have you been?"

3. What does this line of dialogue show about Mr. Mykawa's opinion on farming?

Have I been to Texas? No! But what a phenomenal suggestion! "Please tell me more about Houston and how to get there," I said.

NAME: _____

DATE: _____

Dialogue Reading

Reread today's excerpt and write down the lines of dialogue (the words in quotes). Then answer the questions on the next page.

1. Find a line of dialogue that helps show the relationship between Mr. Mykawa and his colleagues. Copy the quote and then explain how it describes the relationship.

   Quote:

   What does the quote show about the relationship?

2. This question has two parts. First, answer Part A. Then answer Part B.

   PART A
   Based on the dialogue between the main character and his wife, what can the reader infer about their relationship?

   a. The main character's wife trusts him and supports his ideas.

   b. The main character is a dreamer, and his wife thinks he is foolish.

   c. The main character is bossy and makes all the decisions for his wife.

   d. The main character's wife doesn't believe he is a good businessman.

PART B

What piece of dialogue from the text supports the answer to Part A?

a. "We're moving to America, sweetheart!"

b. "I trust you, and I'm ready to see all that America has to offer. But how will we accomplish this on our own?"

c. "This all sounds like a wonderful opportunity, but what makes you think Japanese rice will be successful in America? I thought Japanese seed could not grow there."

d. "I think you may be underestimating the challenges that all of you as Japanese men may face going to America. Some men may be apprehensive about joining your venture. You are an excellent farmer and a wonderful businessman, but you may have trouble convincing others to take on this investment."

NAME: _____

DATE: _____

Writing Narrative with Dialogue

Choose one of the prompts below. First, use the graphic organizer to choose your topic and help you remember some of the things that were said. Then write your narrative.

1. Write about a time, outside of school, when you taught something to somebody, or someone taught you something. Think carefully about what you said to each other so that you can include dialogue in your narrative.

2. Write about a conversation you wish had been longer or shorter.

3. Write about a conversation you had with a friend about sports, books, or movies. Because you will begin a new paragraph when the speaker changes, your narrative may be more than one paragraph long. You may still follow the "paragraph about a paragraph" guidelines by including a topic sentence, several detail sentences, and a concluding sentence.

Topic:			
Who was there?	**Line of dialogue**	**Line of dialogue**	**Line of dialogue**
Name:			
Name:			
Name:			

Below is a list of speaking verbs that you might use instead of said.

shouted	whispered	announced	asked	pleaded
uttered	mumbled	whined	barked	purred
sang	suggested	reported	declared	replied

Think-Pair-Share

Independently, read your assigned section of "Shinpei Mykawa: My Journey to Success" to find a quote from the text that shows the theme of the opportunity for success in America. Copy the quote and explain how it relates to the theme. When your teacher tells you, you and your partner should share your quotes and explanations with one another.

Example:

Quote: "While I was in Houston, all of the locals told me about a fellow Japanese immigrant named Tsunekichi Okasaki, who has lived in Houston since 1890. He has a restaurant that is thriving. I know we will have as much success as him."

Explanation: He knows it will be difficult, but others like Mr. Mykawa have proven that it is possible to find success in America.

1. Quote 1: _____

_____

_____

_____

_____

Explanation: _____

_____

_____

_____

_____

2. Quote 2: _____

_____

_____

_____

_____

Explanation: _____

_____

_____

_____

_____

NAME: _____

DATE: _____

Think as You Read

Think as you read to improve understanding!

As you read personal narratives, think about the following:

- Pictures you are forming in your mind (mental images)
- Predictions about what might happen next
- Passages you like a lot
- Passages you find confusing
- Repeating ideas or themes
- Context clues that help you understand new words and phrases

Read "Shinpei Mykawa Chapter 4: Becoming a Texas Landowner" using the Think as You Read strategy. Write at least two Think as You Read observations on the next pages.

NAME: _____

DATE: _____

Interview the Author

You will interview Shinpei Mykawa at the beginning and end of the narrative. Prepare for your interview by developing appropriate questions for each time period.

Interview questions for Shinpei Mykawa before his land purchase:

1. _____

_____

2. _____

_____

3. _____

_____

Interview questions for Shinpei Mykawa after his land purchase:

1. _____

_____

2. _____

_____

3. _____

_____

NAME: _____

DATE: _____

Freewriting About Dreams or Goals for the Future

In Lesson 6, you will begin writing a personal narrative about your dreams or goals for the future. In order to get you thinking about dreams or goals and what they mean to people, we will engage in a brainstorming activity called "freewriting." When freewriting, don't worry about spelling, grammar, and punctuation—the important thing is to warm up your brain and get down some ideas that will help with more formal writing later on. Just think about the topic and write down whatever comes into your mind. Write about your goal in the present and predict what will happen as you achieve it.

NAME: _____

DATE: _____

"My Dream" or "Goals for My Future" Research

Conduct additional research about the dream or goal you have. Use these questions to guide you: What education do you need? How long will it take to reach this goal? Will you need help? If so, from whom? You will use this information to write and revise your narrative.

NAME: _____

DATE: _____

Jigsaw Guidelines

1. In a jigsaw activity, you will be a member of two different groups. First, you will work in an expert group to become an expert in one topic that is part of a larger subject. After you and your group-mates become a team of experts, you will each teach your topic to a second group, known as a jigsaw group. As part of your jigsaw group, you will also learn from an expert from each expert group.

2. Make sure all members of your expert group have a common understanding of your topic knowledge and are ready to teach it to other students.

3. Once you and your group-mates are all experts, the class will break up into jigsaw groups. Every jigsaw group will contain at least one member from each expert group.

4. The experts in each jigsaw group will then take turns teaching their topic to the other members of their group.

5. By the end of the jigsaw process, every student will have an understanding of the broad subject by studying and teaching his or her topic and by learning.

NAME: _____

DATE: _____

Analyze Your Image

Begin to analyze the image you have been assigned by answering the first three questions below. After you have spent some time thinking and writing about your image, you will join your expert group to discuss your analysis. Working with your expert group, answer questions 4–6 to help plan your teaching.

Independent Work

1. Find a quote from the text that your image illustrates or connects to.

2. Explain the connection between the quote and your image.

3. What does your image add to the text that is not conveyed by words alone?

Expert Group Work

4. Write one or two introductory sentences explaining how your image connects to the text.

NAME: _____

DATE: _____

Notes on the Experts' Lessons

Write down at least one important idea about each of the images.

1. "Shinpei Mykawa's tombstone" photograph

2. Map of Houston in 1912

3. "Mykawa Station" picture

4. “Mykawa Road” picture

5. 1890–1920 Japanese population in Texas graph

NAME: _____

DATE: _____

Images for "My Dream" Narrative

Brainstorm

List three images that would make your "My Dream" narrative more interesting to read.

1. _____

_____

2. _____

_____

3. _____

_____

Draw

Draw two images to include in your "My Dream" narrative.

NAME: _____

DATE: _____

"My Dream" Narrative

Begin your "My Dream" narrative below. Feel free to look back at your freewriting (Activity Page 4.4).

NAME: _____

DATE: _____

Finding Evidence

Follow as your teacher models finding evidence from the text to support Rosa Parks's point of view.

Then read today's excerpt with a partner, pausing to list quotes from the text that show Rosa Parks's feelings or experiences in the first column. In the second column, list the evidence of Rosa Parks's point of view found in the quotes.

Evidence of Rosa Parks's Point of View	
Quote from the text	**Evidence of Rosa Parks's Point of View**
"My first teacher was Miss Sally Hill, and she was very nice." p. 8 *"I was already reading when I started school. My mother taught me at home. She was really my first teacher. I don't remember when I first started reading, but I must have been three or four. I was very fond of books, and I liked to read and I liked to count." p. 8*	• *Her teacher, Miss Sally Hill, was nice.* • *She learned to read at a young age, before she started school.* • *She liked to read and count.*

Evidence of Rosa Parks's Point of View	
Quote from the text	**Evidence of Rosa Parks's Point of View**

NAME: _____

DATE: _____

Write Narrative with Evidence

Choose a topic from one of the prompts below. Complete at least two rows of the organizer, then write a personal narrative about your topic.

Best or Worst Place

1. What's the best place you have ever visited and why? Write to convince a friend to go there. Make sure to bring evidence from your visit to support your point of view about the place.

2. What's the worst place you have ever visited and why? Write to convince a friend not to go there. Make sure to bring evidence from your visit to support your point of view about the place.

Best Gift Given or Worst Gift Received

3. What's the best gift you have ever given and why? Describe the gift and your experience giving it. Make sure to bring evidence to support your point of view about the gift.

4. What's the worst gift you've ever received and why? Describe the gift and your experience receiving it. Make sure to bring evidence to support your point of view about the gift.

Topic:	
Evidence	**Personal Experience**
1.	
2.	
3.	
4.	

Personal Narrative:

NAME: _____

DATE: _____

Tone

tone, n. the attitude or mood of an author or character

Some Examples of Tones

positive: joyful, hopeful, compassionate

negative: angry, sorrowful, cruel

neutral (neither positive nor negative): calm, scientific, factual

Answer the multiple-choice questions about the tone of the "Museum of Giant Rocks" passages, and then find and write evidence from the passages that support your answer.

1. The tone of passage 1 is:

   A. optimistic

   B. wishful

   C. scientific

   D. passionate

   Write a sentence or phrase from passage 1 that supports your answer.

   _____

   _____

   _____

2. The tone of passage 2 is:

   A. sarcastic

   B. serious

   C. respectful

   D. optimistic

   Write a sentence or phrase from passage 2 that supports your answer.

   _____

   _____

   _____

3. The tone of passage 3 is:

   A. scientific

   B. outraged

   C. cruel

   D. nervous

   Write a sentence or phrase from passage 3 that supports your answer.

   _____

   _____

   _____

NAME: _____

DATE: _____

Group Tone Writing

As a group, choose an event at school and write a first-person paragraph about it in your assigned tone. Your paragraph does not have to be a true account of the event, so it may not meet all the requirements of a personal narrative.

Only the writer needs to write the entire paragraph, but each member of the group should contribute at least one sentence and write that sentence at the bottom of this page.

The sentence I contributed: _____

NAME: _____

DATE: _____

Think as You Read

Read the rest of *Step by Step* from the paragraph beginning "Later, after I had eaten my lunch" to the end of the narrative. As you read, write down at least two Think as You Read ideas. In describing each idea, include a word or phrase from the text. Review the Think as You Read poster for a reminder of some of the kinds of things you might think and write about.

Think as You Read Ideas

1. _____

2. _____

3. _____

4. _____

NAME: _____

DATE: _____

Identifying Tone

A. Choose the tone that most closely matches the passage.

1. ". . . I knew that conditions of life for my family and me were in some ways not much better than during slavery." (Rosa Parks)

   A. content

   B. cruel

   C. scientific

   D. unhappy

2. "The train trip and helping those guys out were very positive experiences, ones that convinced me that I'd made the right decision. I could survive away from home. I knew I could survive in the big city." (Bertie Bowman)

   A. confident

   B. hopeless

   C. calm

   D. nervous

3. "[The new white school] was built with public money, including taxes paid by both whites and African Americans. African Americans had to build and heat their own schools without the help of the town or county or state." (Rosa Parks)

   A. nervous

   B. disapproving

   C. optimistic

   D. confused

4. "I knew I would like it here, with its opportunities. I knew I could do a lot of growing up here and mature into quite a man." (Bertie Bowman)

   A. optimistic

   B. hopeless

   C. silly

   D. timid

B. Below are two paragraphs, the first from Rosa Parks's *My Story* and the second from Bertie Bowman's *Step by Step*. Read the paragraphs, thinking about the tone of each. Underline words or phrases that you think help show the tone. Then answer the questions.

From *My Story*:

It was up to the bus drivers, if they chose, to adjust the seating in the middle sixteen seats. They carried guns and had what they called police power to rearrange the seating and enforce all the other rules of segregation on the buses. Some bus drivers were meaner than others. Not all of them were hateful, but segregation itself is vicious, and to my mind there was no way you could make segregation decent or nice or acceptable.

From *Step by Step*:

Later, after I had eaten my lunch of ham and bacon sandwiched between biscuits, I helped out in the kitchen cleaning off the tables, and they rewarded me by giving me a free dinner. I took the dinner back to my seat in the segregated car where all the colored passengers ate food that they had brought with them. In that time, we could not go on the train without taking our own food and drink, because we could not buy any in the dining car. That was only for white people… The train trip and helping those guys out were very positive experiences, ones that convinced me that I'd made the right decision.

1. What mode of transportation is described in *My Story*? How about in *Step by Step*?

2. What is similar about the two situations being described?

3. How would you describe the tone of each paragraph? Looking at the underlined words might give you some ideas.

NAME: _____

DATE: _____

Story Order

Your teacher will give each group five slips of paper with five parts of a story. Work as a group to arrange the story parts in the correct order. Then copy the five parts of your story below.

Part 1:

_____

_____

Part 2:

_____

_____

Part 3:

_____

_____

Part 4:

_____

_____

Part 5:

_____

_____

A Time That I Was Surprised: Think-Plan-Share

This activity will help you plan your surprise narrative.

Think: *Individually brainstorm two ideas for a surprise narrative.*

Plan: *Answer the planning questions to help you choose which surprise to write about. Then outline a logical sequence of events for your narrative.*

Share: *Your teacher will have some of you share your sequence of events with the class.*

Part A. THINK—Brainstorming Questions

Surprise Number One

1. Who or what surprised you?

_____

2. Why was it a surprise?

   A. What you expected:

   _____

   _____

   B. What was unexpected:

   _____

   _____

3. Where and when was the surprise?

_____

_____

4. Did you act surprised? If so, how?

5. Did any conversations (dialogue) take place before, during, and after the surprise? Who spoke? What was said?

A. Before:

B. During:

C. After:

Surprise Number Two

1. Who or what surprised you?

2. Why was it a surprise?

   A. What you expected:

   B. What was unexpected:

3. Where and when was the surprise?

4. Did you act surprised? If so, how?

5. Did any conversations (dialogue) take place before, during, and after the surprise? Who spoke? What was said?

A. Before:

B. During:

C. After:

Part B PLAN—Planning Questions

Use your "Think" ideas from Part A to help you plan.

1. Which surprise has more action to show?

_____

_____

2. Which surprise can you describe using strong verbs and adjectives?

_____

_____

3. Which surprise involves more of the five senses (seeing, hearing, smelling, touching, and tasting)? Which senses?

_____

_____

4. The surprise I will write about is:

_____

Using full sentences, describe at least four events, in the order they happened, that were part of the surprise. Think about what happened before, during, and after the surprise. Think about how you felt inside and how you reacted outside. Think about specific moments you can describe in detail.

Event Sequence

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Simile and Metaphor Practice

A simile is a comparison of two different things using the words *like* or *as*.

A metaphor is a comparison that does not use the words *like* or *as*.

Copy the sentences from the board in the correct space:

A. The sentence containing a simile is:

_____

B. The sentence containing a metaphor is:

_____

For items 1–5, indicate whether the sentence contains a simile or metaphor. For items 6–7, write a simile and a metaphor.

1. Staying inside all day was like being in prison.

   simile metaphor

2. Life is a stage, and we are all actors.

   simile metaphor

3. Sid was a cheetah in the 100-yard dash.

   simile metaphor

4. Annabelle's room looked like it was hit by a hurricane.

   simile metaphor

5. The snow was a blanket covering the yard.

   simile metaphor

6. Write a simile comparing a lion's roar to another sound.

   _____

7. Write a metaphor describing someone in your family as an animal at mealtime.

   _____

8. Underline the metaphor in the following paragraph from *Step by Step*.

That train rolled on all day long, to the song of the metal against the tracks, the blur of the towns and villages moving past my eyes.

9. Underline the simile in the following passage from *Step by Step*.

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire.

NAME: _____

DATE: _____

Musical Metaphors and Similes

Describe the music your teacher plays by using a simile or metaphor.

Examples:

Simile: The music was as soothing as a gurgling brook.

Metaphor: Every note was an elephant trumpeting in my ear.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____

My Story by Rosa Parks: Details

As a group, reread aloud the six paragraphs from "You're Under Arrest," starting with "The next stop was the Empire Theatre" and ending with "... never even bothered to criticize them." Take turns reading.

Afterward, in your group, use the chart that follows to make a list of details Rosa Parks includes in the paragraphs from "You're Under Arrest".

Detail Rosa Parks Included	Quote from Text	Infer Why the Detail Was Included
1.		
2.		
3.		

Detail Rosa Parks Included	Quote from Text	Infer Why the Detail Was Included
4.		
5.		
6.		
7.		
8.		

NAME: _____

DATE: _____

Reading Questions

Answer the questions that follow. These questions require reading the text very carefully to make inferences about details and language in the text.

1. Why do you think Rosa Parks writes that she was not tired and not elderly when she refused to give up her seat?

2. Rosa Parks writes that she never criticized the black passengers in her row who did give up their seats. Why do you think she includes this detail in *My Story?*

3. This is how Rosa Parks describes conversation among passengers who remained on the bus: "What conversation there was, was in low tones, no one was talking out loud."

   A. What kinds of conversations do you associate with "low tones"?

B. What can you infer about Rosa Parks's situation from this description of the conversation?

NAME: _____

DATE: _____

Looking at Details Report

Choose a detail that interests you from the list on the board and prepare a brief presentation on why you think Rosa Parks included it in her narrative. To prepare for your presentation, answer the following questions in full sentences:

1. What detail most interests you?

2. The detail appears in the text in the following sentence or passage:

3. Try to infer why Rosa Parks included this detail.

4. Explain why you made this inference.

5. Describe the image that the detail creates in your mind.

NAME: _____

DATE: _____

Presentation Checklist

☐ Choose a detail from the board

☐ Accurately quote the text in presentation

☐ Offer an interpretation of what the detail shows the reader and why

☐ Speak loudly and clearly

☐ Speak with expression

NAME: _____

DATE: _____

Surprise Narrative

Look back at Activity Page 8.2, where you brainstormed, selected a topic, and outlined events for your surprise narrative.

Start writing below. Remember you will have two days to work on this narrative, so you may want to focus your writing as suggested below. These are just suggestions.

Day 1: Introductory sentence; describe the time and place; describe who was involved; describe what you were expecting before you were surprised.

Day 2: Describe the moment of surprise and how you reacted.

Day 1: Describe the first two events or moments in your sequence on 8.2.

Day 2: Describe the rest of the events or moments in your sequence on 8.2.

Surprise Narrative

Title: _____

NAME: _____

DATE: _____

Writing Sensory Descriptions

1. Use an adjective and a noun to describe at least two sights you saw.

   A. _____ _____

   B. _____ _____

   C. _____ _____

   D. _____ _____

2. Use an adjective and a noun to describe at least two sounds you heard.

   A. _____ _____

   B. _____ _____

   C. _____ _____

   D. _____ _____

3. Use an adjective and a noun to describe at least two objects you touched.

   A. _____ _____

   B. _____ _____

   C. _____ _____

   D. _____ _____

4. Use an adjective and a noun to describe at least two scents you smelled.

A. _____ _____

B. _____ _____

C. _____ _____

D. _____ _____

5. Use an adjective and a noun to describe at least two foods you tasted.

A. _____ _____

B. _____ _____

C. _____ _____

D. _____ _____

NAME: _____

DATE: _____

Paragraph: The Worst Meal You Ever Experienced

Paragraph About a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or key idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or key idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or key idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or key idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or key idea introduced in the topic sentence is often the event you are writing about.

Write a paragraph describing the worst meal you ever experienced. Include sensory details describing the experience through at least three of your five senses. After writing the paragraph, underline the sensory details you included.

NAME: _____

DATE: _____

Definitions from Context Clues

1. At the beginning of the text, Bruce McCandless II says, "But so far, they had all been **tethered**, or tied, to their ship. Tethers are great for safety, but they have drawbacks."

   Write a definition of the word *tethered* below using context clues.

   _____

   _____

2. Reread the passage above.

   What would the opposite of *tethered* be?

   A. securly fastened
   B. active and aware
   C. deep in space
   D. free or unfastened

3. Think about how the definition for *tethered* could help us understand another word that is found at the end of the narrative. Bruce writes, "Anything not fastened down was now floating, **liberated** by the weightlessness of free fall."

   Look back at questions 1 and 2, and reread the passage above.
   Based on context clues, what would a reasonable inference for the definition of *liberated* be?

   _____

   _____.

4. Nozzles are very important when using a jetpack. Write down some context clues that help you know what nozzles are below:

_____

_____.

5. Using your text evidence, write a definition for *nozzle* below:

_____

_____.

6. The author uses figurative language to help better explain how he is feeling when he states, "I was described by one journalist as 'almost grandfatherly.' But I was still a kid inside. And I was still eager to fly." He doesn't mean that he is actually a kid, so use your context clues to explain what he does mean below.

_____

_____

_____

7. Bruce McCandless's jetpack is called a Manned Maneuvering Unit (MMU). Look at how this name is broken apart into separate definitions.

   Manned: operated by a human
   Maneuvering: able to move carefully and with skill
   Unit: a single piece of equipment not attached to another

8. Use the words *tethered* and *liberated* as context clues to explain the MMU in your own words.

_____

_____

NAME: _____

DATE: _____

Think as You Read Observations

Directions: As you read the text, use the lines below to make at least two Think as You Read observations.

NAME: _____

DATE: _____

11.1 ACTIVITY PAGE

The Author's Point of View

Independently reread "Bruce McCandless II: Stepping into Space Part One." As you read, (a) find two sentences or passages that show the author's point of view about your assigned topic and copy the passages, (b) underline whether the passage shows a positive, negative, or neutral feeling about the topic, and (c) explain how it shows the author's point of view. Two examples are provided.

After completing the activity page, compare your answers with your assigned partner's. If your partner selected a passage different from your own, complete the "pair" section of the activity page.

Example:

Topic: *His inspiration to become an astronaut*

A. Passage: "My fascination with heroes and flying was a major reason why I decided at the age of ten that I wanted to go into space."

B. The passage shows a positive/negative/neutral point of view.

C. The author's description of being fascinated by comic strips as a kid shows his positive point of view. Also, the view rekindles the author's childhood dream of becoming an astronaut.

Example:

Topic: *His career as an astronaut*

A. Passage: "There were times during those years of testing when I was tempted to give up. While my friends journeyed to the Moon and circled the Earth on a space station called Skylab, I sometimes wondered if I would ever get off the planet."

B. The passage shows a positive/negative/neutral point of view.

C. In the passage, the author states he was tempted to give up at times, indicating that the waiting part of his career was negative.

THINK

Topic:

1. A. Passage:

B. The passage shows a positive/negative/neutral point of view.

C. Explain how the passage shows the point of view.

2. A. Passage:

_____

_____

_____

_____

_____

B. The passage shows a positive/negative/neutral point of view.

C. Explain how the passage shows the point of view.

_____

_____

_____

_____

_____

PAIR

1. If your partner selected a different passage from the two you selected, copy your partner's passage below:

2. In what way does your partner's passage show the author's point of view?

NAME: _____

DATE: _____

Compare Points of View

Read the pair of passages below and answer the following questions at the end of the activity page.

A. I was now experiencing what White had felt. I was overwhelmed by the sight of the Earth in front of me. Our planet is very beautiful. From my position high above, all of its colors—the blue of the seas and the white of the clouds, the browns and greens of the continents—were **vibrant** and clear against the black backdrop of space. My heart raced. My palms sweated. That, I realized, is my home—and the home of everyone I've ever known and loved. I had to force myself to concentrate on my work.

B. Also, while I was looking forward to experiencing the peace and quiet of outer space, I had trouble doing so because of the three separate audio feeds to my earpiece.

1. What subject is described in both passages?

2. What is the difference between the author's point of view about the subject in the first passage and his point of view in the second?

3. How is this difference reflected in the author's language? Your answer should include at least one quotation that supports each point of view.

NAME: _____

DATE: _____

Second Draft of Surprise Narrative

Title _____

NAME: _____

DATE: _____

12.1 ACTIVITY PAGE

Showing (Not Telling) Emotions

Take turns acting out an emotion. Write down the details performed that describe the emotion through showing rather than telling.

Emotions	Excited	Sad	Nervous	Proud
Showing Details				

NAME: _____

DATE: _____

Tracking the Author's Steps into Space

A. In the first column, quote the four times in "Stepping into Space" that the author describes his steps in space, using the paragraph number. Then for each quote, answer the questions in the second and third columns.

Quote from the text and paragraph number	What emotion is the author feeling?	How was the experience stepping into space?
1. *When I maneuvered away from my crewmates on the shuttle, Commander Brand observed that I was now the "world's fastest human being." Indeed, I was—like the space shuttle—traveling at a speed of roughly 17,500 miles per hour* ***relative*** *to the planet. (paragraph 1)*		
2. *I think he was just as nervous as I was. After all, my safety was his responsibility. If anything went wrong with the MMU, it was his duty to use* Challenger *to try to rescue me before I drifted too far away. (paragraph 2)*		

Quote from the text and paragraph number	What emotion is the author feeling?	How was the experience stepping into space?
3. *"We're not picking you up on the radar for some reason," Brand said. "We can't seem to track." "Maybe I should have eaten some of those metal cans for breakfast," I joked. "Instead of just the food." "Yes. You're not reflective enough." (paragraphs 3, 4, 5)*		
4. *Even after forty years, it still gets lots of attention on social media. "My heart is pounding just looking at the pic," says one commenter. "He is, hands down, the coolest dude that ever lived," says another. (paragraph 6)*		

B. Based on Part Three of the text, "Bruce McCandless II: Stepping into Space," would Bruce McCandless II's experience be described as positive or negative? Explain your answer.

NAME: _____

DATE: _____

Some Strategies for Writing Great Personal Narratives

- **Showing, not telling, through:**
  - strong adjectives and verbs
  - dialogue
  - detailed moments and action
  - describing emotions through behavior
  - sensory descriptions using all five senses
- **Personification**
- **A strong point of view supported by evidence**
- **A logical sequence of events**
- **A specific tone**
- **Similes and metaphors**

NAME: _____

DATE: _____

Mental Image Analysis

Pick a passage:

Review the personal narratives you read over the course of the unit. Select a passage from one of the narratives that uses one of the strategies listed on Activity Page 15.1 to create a strong mental image for the reader.

Then:

A. Copy the passage.

B. Identify the strategy the author uses.

C. Describe the mental image the passage creates.

A. The passage:

_____

_____

_____

B. The strategy:

_____

_____

_____

C. The mental image:

_____

_____

_____

NAME: _____

DATE: _____

Enhance the Descriptions

1. The girl ate lunch.

   Substitute words:

   A. _____

   B. _____

   C. _____

   D. _____

Rewrite the telling sentence below as two or three showing sentences that include the details listed.

2. Dr. Lerner spilled her coffee.

   - *Where was Dr. Lerner when she spilled her coffee?*
   - *Where was the coffee when Dr. Lerner spilled it?*
   - *Where did the coffee spill?*

Telephone Game: Showing, Not Telling

1. Write a description consisting of two telling sentences. At your teacher's signal, pass your Activity Book to your right.
2. Write a first revision of the telling sentences you receive by turning a word or phrase into a showing detail. Repeat until your original sentences come back to you. An example is below.

Example:

Telling sentences: Katarina searched for her equipment. She did not want to be late for practice.

First revision: Katarina searched for her shinguards. She did not want to be late for practice.

Second revision: Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She did not want to be late for practice.

Third revision: Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She knew the new soccer coach would be mad if she were late for practice again.

Fourth revision: "Mom, can you help me?" Katarina called downstairs as she pulled a huge pile of junk from under her bed, looking for her shinguards. She knew the coach would be mad if she were late for practice again.

1. Telling sentences:

First revision:

Second revision:

Third revision:

Fourth revision:

2. Telling sentences:

First revision:

Second revision:

Third revision:

Fourth revision:

NAME: _____

DATE: _____

Beginning-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Next, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: "Mercury and the Woodman," by Aesop

1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.

2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told what had happened, and straightway the kind Mercury dived into the pool. When he came up again he held a wonderful golden axe.

3 "Is this your axe?" Mercury asked the Woodman.

4 "No," answered the honest Woodman, "that is not my axe."

5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.

6 Mercury dived down for the third time, and when he came up again he had the very axe that had been lost.

7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman's honesty.

8 "I admire your honesty," he said, "and as a reward you may have all three axes, the gold and the silver as well as your own."

9 The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

10 And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.

11 *Honesty is the best policy*.

Questions 1–5 pertain to Passage 1: "Mercury and the Woodman," by Aesop

1. Explain why the axe slipped and flew out of the Woodman's hands into the pool.

_____

_____

_____

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?

   A. He didn't finish cutting down the tree he had started cutting down.

   B. He didn't want to tell Mercury what had happened.

   C. He wanted the golden axe.

   D. He didn't know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:

Part B: What could the Woodman have done that didn't show honesty?

4. What good fortune did the other Woodmen in the village hope to easily win?

   A. getting a golden axe and a silver axe in addition to their own

   B. losing their own axes in the pool in the forest

   C. returning the next day to find their hidden axes

   D. showing honesty to Mercury when he asked what the trouble was

5. The moral of the story is "Honesty is the best policy." Explain what this moral means, using evidence from the text.

Passage 2: "Benjamin Banneker"

1 Imagine that you are given an old-fashioned pocket watch. Because you are a curious person, and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn't it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than forty years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.

2 Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family's farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school, where he showed great skill in mathematics and science. Benjamin's schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.

3 Banneker was in his early twenties when he built his famous clock. But that accomplishment didn't satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

4 Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.

5 Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, D.C, would look in the years to come.

6 In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.

7 As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the U.S. Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.

Questions 6–9 pertain to Passage 2: "Benjamin Banneker"

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

> Benjamin Banneker's abilities were outstanding.

A. unpaid
B. excellent
C. poor
D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A**: Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled "Part A: What Benjamin Banneker built or made."

Part A: What Benjamin Banneker built or made	**Part B: Why he built or made this**

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled "Part B: Why he built or made this."

8. In paragraph 6, the author notes the following:

> Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Passage 3: "The Circulatory System"

1 If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.

2 Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.

3 Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body, where it was used up. Then new blood would be made. In the 1600s, an English physician named William Harvey proved that this was not true.

4 William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey's work changed the way doctors thought of the heart and blood vessels.

5 So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.

6 Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound, and a person might bleed to death.

7 What happens during blood circulation? The heart pumps blood to the lungs, where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood, and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.

8 Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!

Questions 10–15 pertain to Passage 3: "The Circulatory System"

10. In paragraph 5, what does the following sentence mean?

> You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.

B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.

C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.

D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A**: List the important jobs blood has in the body in the following chart.

Important jobs blood has in the body

Part B: Using information from the chart, give at least two reasons why blood is important to the body.

12. Which blood vessels carry blood away from the heart, and which blood vessels carry blood back to the heart?

    A. Veins carry blood away from the heart; arteries carry blood back to the heart.

    B. Veins carry blood away from the heart; capillaries carry blood back to the heart.

    C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.

    D. Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

    A. heart → lungs → heart → veins → capillaries → arteries → heart

    B. heart → lungs → heart → arteries → capillaries → veins → heart

    C. lungs → veins → heart → capillaries → veins → heart → lungs

    D. lungs → arteries → heart → capillaries → veins → heart → lungs

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How blood is used in the body	**Where blood starts before going through the body**
Galen		
Harvey		

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

15. In paragraph 8, the author states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the text, explain why it might seem that blood would take so long to circulate through your body.

Beginning-of-Year Reading Comprehension total _____ of 15 points

To receive a point for a two-part question (i.e., 3, 7, 11, and 14) students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Grade 5 Beginning-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

_____

_____

_____

_____

Fluency Assessment Scoring Sheet

		Words Read in One Minute
———		**Uncorrected Mistakes in One Minute**
		W.C.P.M

Percentile	Fall W.C.P.M.
90	166
75	139
50	110
25	85
10	61
Comprehension Questions Total Correct _____/4	

Recommended placement (check one)

_____ Grade 5

_____ An earlier point of instruction in the grade-level materials

NAME: _____

DATE: _____

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /də*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. * ə * digraph	betrayal /bə*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowlful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * –le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * –le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * –le * open

Beginning-of-Year Fluency Assessment

Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle. 19 28

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled. 44 60 68

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses, hollering, "Earthquake! Earthquake!" 86 101 110

After that, Paul's father thought it might be better if Paul didn't sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn't work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast. 127 149 166 175

Eventually, Paul's father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days, Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and "building the country." They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture. 190 207 220 236 250

Word Count: 250

Beginning-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

> Strong storms caused extensive damage to the new bank.

> Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

> Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: _____

Verb the adverb describes: _____

3. Write a sentence using the verb and adverb provided.

verb: *looked*

adverb: *quickly*

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A**: Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeaux Tapestry tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected sentence:

Fragment: *the new family on our street*

Corrected sentence:

_____

_____

_____

_____

6. Correct the following run-on sentences by breaking each into two sentences.

> We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected sentences:

_____

_____

_____

_____

Becoming a monk took many years men started the process by learning to read and write.

Corrected sentences:

_____

_____

_____

_____

7. Which type of sentence is the following?

Why did colonists boycott British tea?

A. declarative

B. imperative

C. interrogative

D. exclamatory

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A**: Which of the following is a declarative sentence?

   A. Did you finish your history project over the weekend?

   B. I finished my history project over the weekend.

   C. I finished my history project over the weekend!

   D. You have to finish your history project over the weekend.

   Part B: Write the letter of the answer choice in Part A that is an example of an imperative sentence.

   _____

9. Write an exclamatory sentence.

   _____

   _____

   _____

   _____

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

    A. Kendra put her homework, math book, and lunch in her backpack.

    B. Kendra put her homework math book and lunch in her backpack.

    C. Kendra put her homework, math book and lunch in her backpack.

    D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

    July 4 1776

12. Which of the following shows the correct use of a comma in an address?

    A. Marcus Wilhelm
    9757 Springrock Lane
    Houston, TX 77055

    B. Marcus Wilhelm
    9757 Springrock Lane
    Houston, TX 77055

    C. Marcus Wilhelm
    9757 Springrock Lane
    Houston, TX 77055

    D. Marcus Wilhelm
    9757 Springrock Lane
    Houston, TX 77055

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?

    A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.

    B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.

    C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

    D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.

    A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"

    B. In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"

    C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"

    D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!"

The following question has two parts. Answer Part A and then answer Part B.

15. **Part A**: Circle the words in the following list that are adjectives.

    the

    ball

    green

    category

    darkness

    huge

Part B: Put the adjectives you circled in Part A in the correct order to describe the following noun.

_____ bug

16. Which of the following sentences contains an adverb that describes the verb?

    A. Rabbits hop quietly in the meadow.

    B. We hung our towels outside so the warm breeze would dry them.

    C. The strong winds shook the tent at the campsite.

    D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A**: Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

    We were first in line for tickets to the new movie.

    Subject: _____

    Verb: _____

    Part B: Write a new subject or a new verb to agree with the following changes to the previous sentence.

    New Sentence: _____ *is* first in line for tickets to the new movie.

    New Sentence: *I* _____ first in line for tickets to the new movie.

18. Write the correct form of the verb to agree with the subject and complete the sentence.

    Verb: *choose*

    Maria _____ nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?

    You _____ check your coat pockets to see if the missing key is in one of them.

    A. should

    B. are

    C. have

    D. would

20. Identify the linking verb in the following sentence.

    We are going to learn about types of rocks when we study geology.

    Linking Verb: _____

21. Circle the relative pronoun that references what the sentence is about.

    Our class visited the fire station, which has space for four fire engines and all the necessary equipment.

The following question has two parts. Answer Part A and then answer Part B.

22. **Part A**: Circle the conjunction in the following sentence.

> Scientists can't give much warning before an earthquake but they can give more warning for a tsunami.

Part B: Add a comma to the correct place in the above sentence related to the conjunction you circled.

The following question has two parts. Answer Part A and then answer Part B.

23. **Part A**: Circle the two prepositions in the following sentence.

> General Washington fooled British troops by sending fake messages about attacking New York.

Part B: Write the prepositional phrases related to the prepositions you identified in the above sentences

Prepositional phrases:

_____

_____

24. Read the sentence and answer the question that follows.

> Tectonic plates are slowly colliding.

What verb tense does this sentence show? Circle the correct answer.

past progressive

present progressive

future progressive

25. Write a sentence using the following information.

Verb: *reading*

Verb tense: *past progressive*

_____

_____

_____

_____

_____

_____

Beginning-of-Year Grammar Assessment total _____ of 25 points

To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?

   A. The item is not rare.

   B. The item is not usual.

   C. The item is well-known.

   D. The item is easy to find.

2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

   _____

   _____

3. Which of the following words correctly completes the sentence below?

   The tour guide _____ my brother with reading the map for the group during the hike.

   A. disabled

   B. disliked

   C. endangered

   D. entrusted

4. Choose the sentence that demonstrates an example of what the word *patriarch* means.

   A. My grandfather is the head of our family.

   B. The king is the leader of the country.

   C. The archbishop is the most important leader in the Church.

   D. My mother is the head of our family.

5. Someone who is skilled in *calligraphy* is skilled at doing what?

   A. typing ideas on a computer

   B. the art of beautiful handwriting

   C. the art of making pictures to provide information

   D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A**: When you add the suffix *–y* to the word *taste*, what new word do you create?

   New word: _____

   Part B: What is the part of speech of the root word *taste* and the new word from Part A?

   Part of speech of *taste*: _____

   Part of speech of new word:_____

7. Which of the following words with the suffix *–ly* means in a way that indicates something is for a limited time?

   A. easily

   B. speedily

   C. temporarily

   D. daily

8. If you *interrupt* someone while he or she studies, what are you doing?

_____

_____

_____

9. Which word pair shares the same root and means the opposite of each other?

   A. import and export

   B. unable and disable

   C. erupt and rupture

   D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A**: Circle the correct prefix to add to the root word in the following sentence.

    The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

    A. *un–*

    B. *non–*

    C. *im–*

    D. *in–*

    Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

    New word: _____

    Meaning: _____

11. Complete the following sentence:

If my homework is *incomplete*, that means it is_____

_____

_____.

12. A laptop is a portable computer. What does *portable* mean?

A. able to be eaten

B. able to bend

C. able to be carried around

D. able to be seen

13. Which of the following items is *edible*?

A. paint

B. folder

C. poison ivy

D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Which of the following roots means "life"?

A. rupt

B. bio

C. graph

D. loc

Part B: Choose the word with the root that means "life" and write a sentence using the word.

A. disrupt

B. biography

C. autograph

D. relocate

Sentence:

_____

_____

_____

15. Which of the following demonstrates the meaning of the word *purposeful*?

A. having the TV on in the background while you finish math homework

B. working hard to finish a science project so you can go to a friend's house the next day

C. asking your dad if you can ride your bike to the park

D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* _____ possibilities for who to choose as the topic of the biography project.

–y	–ly	–ful	–less	–able	–ible

17. Complete the following sentence:

My *disappointment* showed when_____

_____.

18. If you need to *rearrange* things in your closet, what do you need to do?

A. look at things beforehand

B. look at things again

C. organize things beforehand

D. organize things again

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

_____

_____

_____

20. Which of the following words with the root *loc* means "the place where something happens?"

A. locale

B. locate

C. allocate

D. dislocate

Beginning-of-Year Morphology Assessment total _____ *of 20 points*

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

One Boy's Experience

On April 18, 1906, at 5:12 in the morning, an earthquake struck Northern California. The quake itself was devastating, killing hundreds of people, but the worst was yet to come. As a result of the earthquake, dozens of gas lines ruptured in San Francisco, causing over thirty fires that killed thousands more and left hundreds of thousands homeless. In an attempt to keep the fire from spreading from one building to the next, firefighters and the military blew up hundreds of city blocks with dynamite. Within a few days, the disaster destroyed over 80 percent of San Francisco, then the ninth largest city in the country.

In July of 1906, Lloyd Head, a boy who survived the earthquake, published the following personal narrative in the newsletter of his Boys Club.

One Boy's Experience by Lloyd Head

It was between five and half-past five Wednesday morning the **tremblor** came: backwards, forwards, sidewards it shook, making things dance on the **bureau** as if they were alive, while the dishes in the **pantry** and the china closet rattled about at a great rate. I guess no one had time to think what had happened, at least I didn't. I just held on to the side of the bed to keep from falling out and ducked my head in the pillow, for I was so scared I couldn't even yell. When the shaking had somewhat subsided I jumped up and ran into my mother's room where my father and mother and my small sister slept. My father didn't seem scared very much but I guess he was, all the same, and so were all of us except the baby; she just sat up in bed and didn't even cry, but I'll bet she thought it was kind of funny whenever we heard a rumble we all piled down into the back yard as fast as we could.

When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink and everywhere. It was the same way in the parlor where some of our vases had broken. At first we thought that a number of things had been broken but we soon found out that we had come off very lucky for the things that had broken had gone into so many pieces that it looked more than it really was. When we had cleaned up the broken **crockery** and **bric-a-brac** and eaten

some sandwiches that my oldest sister had been going to take to a picnic with her that day, we all felt better and went to the window to look out.

People lined the sidewalks and everything was confusion. Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it. A fire was blazing further downtown and rumors were spread around that the **Cliff House** had fallen into the water and that certain cities along the coast were under water.

Nobody knew what to do and everybody seemed rattled. The fire was rapidly increasing and at intervals slight earthquakes would cause small sized panics. People would rush to the middle of the street between the car tracks and stay there quite a while after the shock had passed away. We had stayed in the house and ran down stairs at every slight shock and we soon got tired of that so my mother and sister sewed some sacks together and my father and I made a tent in the back yard and began a camp there; we made a brick fireplace in the yard by digging a hole in the dirt and placing bricks around it, leaving a place for a draft and then put a piece of tin over the bricks for a stove top. My mother then went after some stuff to eat so that we wouldn't be without something if we had to go up to the hills to get away from the fire. By this time it was gaining **headway** and cinders from the fire came floating down on us until there was a thin layer of them all over the yard.

The sun shone blood-red through a thick haze of smoke and people began coming in a steady stream from the district near the fire. Some carried all they had saved in little carts or wagons which had before been only playthings. Hatless, coatless, mothers and fathers, with children all packing something **trudged** on in the direction of the hills. Night came and my father and two sisters and I slept until morning in our tent. My mother stayed up all night watching the fire with my aunt, mother and grandmother who had come over to stay with us and had brought ample **provisions** for two or three days. Our little brick stove now came in handy for we cooked all our food on it and if it had not been for the circumstances under which

it occurred I believe we should all have enjoyed our camping out; but as it was it was anything but pleasant. There was no water and the noise of buildings being blown up continually startled us.

We went home and for two or three days after the fire we had not much to do but get provisions, cook (now out in the street for there were no more fires allowed in back yards), sleep and eat. The people seemed to take this all in good humor and when you walk around you see the most comical names on some of the camps: such names as Camp Thankful, Camp Grateful, etc.

Core Vocabulary for "One Boy's Experience" by Lloyd Head

1. **tremblor, n**. earthquake
2. **bureau, n**. chest of drawers
3. **pantry, n**. a room or closet for storing food
4. **crockery, n**. dishes
5. **bric a brac, n**. small decorative items
6. **Cliff House, n**. a San Francisco restaurant perched on a cliff overlooking the Pacific Ocean
7. **headway, n**. progress; momentum
8. **trudged, v**. walked wearily
9. **provisions, n**. supplies

NAME: _____

DATE: _____

PP.2 ACTIVITY PAGE

Reading Questions

Read "One Boy's Experience" by Lloyd Head and answer the questions below.

1. Look for an example of personification in the first paragraph and answer the following questions.

   A. Copy a quote from the text that demonstrates personification.

   _____

   _____

   _____

   B. What nonhuman thing is personified?

   _____

   C. What human quality or action does the author use to describe the thing?

   _____

   _____

   _____

2. Head writes that "when we looked away down town to see where the City Hall was you could see right through it." What do you think he means? Why was he able to see through City Hall?

   _____

   _____

   _____

3. Why did people rush out of their homes and into the middle of the street at every "slight earthquake" and "slight shock"?

4. Head writes that refugees from the fire transported "all they had saved in little carts or wagons which had before been only playthings." Why do you think he includes this detail? What does it show about the situation in San Francisco?

5. Write a personal narrative describing a time you and your friends or family worked together in the face of a difficult situation.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Spot the Fake

1. Write a narrative in response to the prompt your teacher gives you.

2. For each group that presents, guess whose narrative is not truthful.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

NAME: _____

DATE: _____

Switcheroo on Point of View

Whose narrative are you rewriting?

Whose point of view are you writing from?

Switcheroo narrative:

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Revision

In this exercise, you will revise one of your personal narratives from this unit. Write your revised narrative in the space below.

NAME: _____

DATE: _____

Edit Drafts

Edit your revised draft using the checklist below.

Editing Checklist	*After checking for each type of edit, place a check here.*
Language	
I used the correct comparative form of adjectives.	☐
I used the correct superlative form of adjectives.	☐
Punctuation	
I used commas, quotation marks, and apostrophes in places where they belong and have no run-on sentences.	☐
The titles in my reference list are underlined or in italics.	☐
Sentence Structure	
I included compound sentences that "show" instead of "tell".	☐

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