

5th Grade Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including genre, text features, context clues, suffixes, idioms, homophones, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

Week 1 At A Glance			
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Text Feature Page 216	LAFS.5.RL.3.7	LAFS.5.RL.4.10
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Black Blizzard" and answer questions	LAFS.5.RL.1.1 LAFS.5.RL.1.3 LAFS.5.RL.4.10	LAFS.5.RL.1.2 LAFS.5.RL.2.5
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Context Clues Page 207 <input type="checkbox"/> Suffixes Page 208	LAFS.5.L.3.4	
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Rosa Refuses" and answer questions	LAFS.5.RI.1.2 LAFS.5.RI.2.5 LAFS.5.RI.4.10	LAFS.5.RI.1.3
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Idioms Page 217 <input type="checkbox"/> Homophones Page 218	LAFS.5.L.3.5	

Name _____

Afternoons Alone

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war on Japan. Without him, there was nobody to fish with or do anything else with in the afternoon.

Yesterday, his friend Corey had told Rusty, “My mother’s gone to the factory every day, too. It’s mighty lonely here after school. But I do chores and clean up around the house.”

“It’ll be keen when the war is over!” Rusty had replied.

“Then we’ll all have family time a lot more often,” Corey agreed.

Answer the questions about the text.

- 1. Historical fiction takes place in an earlier time period. How do you know that this text is historical fiction?**

- 2. Historical fiction includes events typical of the time. What events in the text are typical of the time period in which the text is set?**

- 3. Dialect is speech typical of a time and place. Dialect may include words and phrases that do not sound familiar. Write an example of dialect in the text. Then write what it means.**

Name: _____ Class: _____

Black Blizzard

By Maurine V. Eleder
2015

Maurine V. Eleder has written for Highlights. In this short story, Eleder explores the experiences of those who lived through the Dust Bowl, a time period of severe dust storms during the 1930s in parts of Kansas, Oklahoma, Colorado, and neighboring states. As you read, take notes on the effects of the black blizzard.

- [1] "Oooooh, Betty. Come quick!" said four-year-old Mary Ann. Paper dolls lay forgotten on the floor as she stared out the window.

Betty felt her stomach muscles tighten as she joined Mary Ann. On the horizon loomed a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.

"It's another dust storm, Mary Ann," Betty said, trying to stay calm. How many more would there be, she wondered.



"We'll never make it to the barn." by James Watling is used with permission.

For the last four years — since 1932 — Oklahoma and nearby states had endured¹ dozens of such storms. Betty knew the routine. "Let's get some towels from the kitchen," she said.

- [5] The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but Betty knew that powdery dust would cover everything — dishes in cupboards and clothes in closets — long after the storm had passed.

"I'm scared," said Mary Ann.

"I know," said Betty, "but we'll be safe if we stay in the house."

"What about Mommy and Daddy?" Mary Ann asked.

"They're probably on their way home from the bank. They won't be able to drive in the storm. I expect they'll stop at a neighbor's home."

- [10] The dust cloud hid the sun and brought an eerie² darkness, even though it was the middle of the afternoon. The wind howled. Tiny particles of soil pelted the window glass.

No wonder they call these storms "black blizzards," thought Betty. She stared out the window.

"Oh no!" she said suddenly.

1. **Endure (verb):** to suffer something painful or difficult
2. **Eerie (adjective):** strange and frightening

"What's wrong?" asked Mary Ann.

"I thought I saw Fancifoot. See there — near the fence," Betty said. In a momentary lull³ of the wind, she had glimpsed Fancifoot's white markings.

- [15] Betty remembered other dust storms. Sometimes, even though there was no rain, there was thunder and lightning. That would frighten Fancifoot.

Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall. Fancifoot would stumble around trying to find shelter. What if he stumbled into the dry creek bed and broke a leg?

Suddenly Betty picked up Mary Ann and set her in the rocker.

"I'm going to get Fancifoot back into the barn," Betty said. "You stay in this chair and don't move."

Mary Ann nodded solemnly.⁴

- [20] Betty jammed on her old straw hat and pulled the brim low over her forehead. She wound a scarf around it so her nose and mouth were covered. In the storeroom near the kitchen, she found her mother's long clothesline. She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm.

The wind almost whipped the clothesline from her hand. Sandy grit⁵ pounded her face. Betty closed her eyes and groped her way to the porch railing. Bracing herself against it, she tied the free end of the clothesline firmly to one of the posts. Bending against the wind, she trudged along the house, then turned left to follow the fence.

The fence ended. No Fancifoot. Betty couldn't see more than a few yards in the swirling blackness. Then she heard him whinny, and she stumbled toward the sound.

"Fancifoot!" Betty called. Where was he? Again she heard a low whinny. She turned and stepped forward. Now she thought she heard him to her right. She walked backward to keep the grit from hitting her face.

Maybe the wind is playing tricks, she thought. Maybe I didn't really see or hear him. But then she smacked right into him.

- [25] "Fancifoot," she said with relief, "you're OK." She glided her hands over his ears and neck. Quickly, she looped the slack of the clothes-line around his neck.

"We'll never make the barn," she said. "I've turned around so many times I can't tell where it is. You're coming home with me."

3. **Lull** (*noun*): a moment of quiet or lack of activity
4. **Solemn** (*adjective*): not cheerful or smiling; serious
5. small, loose particles of sand

Hand over hand, Betty guided Fancifoot along the clothesline, back to the end she had fastened to the porch.

"Come on, Fancifoot. Up two steps and we'll be safe. Come on, boy," Betty coaxed⁶ as she pulled him into the house.

"All safe," Betty gasped to a surprised Mary Ann.

[30] "We'll put him in the storeroom until the storm is over," Betty said.

The storm continued to blow as Betty prepared supper. She sliced bread and cheese and found an apple for Fancifoot. Then she lugged Daddy's chair over to the storeroom.

"Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time," Betty said. Soon Mary Ann was asleep.

Betty noticed that the wind was not as strong as it had been. Then she, too, fell asleep.

Ai-ooga-ai-ooga! Betty sat up, wide awake. Then she heard it again. Ai-ooga!

[35] "What is it?" Mary Ann asked.

"Our car! They're home!" Betty answered.

They raced to the front door. A hazy rising sun shone on drifts of dirt piled against the house.

"Are you all right?" Mommy and Daddy asked as they hugged and kissed the girls. "We were passing Schuler's farm when the storm hit, and had to stay there overnight. We were so worried."

"Thank goodness you're all right," said Daddy. He looked uncertainly at Betty. "I noticed the barn door was open. I'm afraid we may find that Fancifoot got out of the barn and —"

[40] He stopped as Mary Ann and Betty giggled.

"He did get out of the barn, but he's OK. He's right there," Betty said, pointing to the storeroom where Fancifoot stood — munching Betty's old straw hat.

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6. **Coax** (*verb*): to persuade someone to do something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the main theme of the short story?
 - A. Animals and children should be taken to safety first in an emergency.
 - B. The bond between humans and animals is unbreakable.
 - C. It's easier to respond to emergencies when you don't let fear control you.
 - D. Panicking during a life-threatening situation can lead to more problems.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The dust cloud hid the sun and brought an eerie darkness, even though it was the middle of the afternoon." (Paragraph 10)
 - B. "Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall." (Paragraph 16)
 - C. "She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm." (Paragraph 20)
 - D. "'Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time'" (Paragraph 32)

3. How do paragraphs 12-14 contribute to the overall structure of the story?
 - A. They introduce an important character in the story, Fancifoot.
 - B. They develop Betty's character by showing how much she cares for animals.
 - C. They introduce the main obstacle in the story, getting Fancifoot to safety.
 - D. They emphasize the dangers that the storm presents.

4. How do Betty and Mary Ann's emotions compare to their parents at the end of the story?
 - A. Betty and Mary Ann are just as worried to see that their parents are safe as their parents are.
 - B. Betty and Mary Ann are light-hearted after surviving the storm, while their parents are nervous to make sure everyone is ok.
 - C. Betty and Mary Ann are shaken after the storm, while their parents are calm, as they knew everyone would be safe.
 - D. Betty and Mary Anne are proud of their actions during the storm, while their parents are surprised that everyone is safe.

5. How would you describe Betty's actions during the black blizzard? What does it reveal about Betty?

Name _____

Sometimes as you read, you find a word you do not know. Look for **context clues** in the sentence or paragraph that will help you understand the meaning of the word.

Example: Terry was **impatient** because he was ready to leave and Dad was being really slow.

The word **impatient** might be unfamiliar, so the author gave clues to the meaning: *Terry was ready to leave and Dad was really slow.* You can tell that **impatient** means “ready to go and tired of waiting” in this context.

Read the following sentences. Circle the letter of the word that could be used in place of the word or words in bold.

1. The lonely dog hung his head and walked **unhappily** through the woods.
 - a. dejectedly
 - b. cheerfully
 - c. gladly
2. After being ill for several weeks, she was **very thin** and had little energy.
 - a. healthy
 - b. strong
 - c. gaunt
3. The dog stood with his **front feet** on the door and his nose against the glass.
 - a. two paws
 - b. forepaws
 - c. rear paws
4. On a **very hot** day like this, I really would like to jump into a lake and cool off.
 - a. chilly
 - b. cloudy
 - c. sweltering
5. The **sad** puppy watched hopelessly as the little boy walked away.
 - a. jolly
 - b. forlorn
 - c. silly

Name _____

- A suffix is a letter or group of letters that can be added to the end of a base word. A suffix changes the meaning of the base word.
- The suffix **-ful** means “full of.”
- The suffixes **-ion**, **-tion**, **-ation**, **-ition** mean “act or process of.”
- The suffix **-less** means “without.”
- The suffix **-ist** means “person who.”

Read each word in the box below. Then write each word next to the correct meaning. The first one has been done for you.

fearless	healthful	eruption	careful
violinist	discussion	biologist	weightless

1. full of care _____ **careful**
2. the act of discussing _____
3. without fear _____
4. someone who plays violin _____
5. the process of erupting _____
6. without weight _____
7. full of health _____
8. person who studies biology _____

Name: _____ Class: _____

Rosa Refuses

By Ruth Spencer Johnson
2008

In December 1955, after Rosa Parks refused to give up her seat on the bus to a white man, black people in Montgomery, Alabama refused to use the bus until the laws were changed and they were treated fairly. In this passage, a young black girl writes to her cousin about the protest. As you read, take notes on how black people avoided using the bus.

- [1] In December 1955, Shirley, a fictional 9-year-old black girl in Montgomery, Alabama, might have written these letters to her cousin Elizabeth in Detroit, Michigan...

December 5, 1955

Dear Elizabeth,

Guess what's happening in Montgomery? We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something. Starting today, black people won't ride the buses anymore because of the unfair way the bus company treats us.



"The Rosa Parks Bus" by Maia C is licensed under CC BY-NC-ND 2.0

Remember how it is here? The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites. It's the law. You're lucky that in Detroit, you can sit anywhere you like on the bus. That must be nice. Here's why we're having the boycott: Last week, a black woman here named Rosa Parks was riding the bus. She was on her way home from work. When the bus got full, the driver told her to get up and give a white person her seat. She refused! So the police came and arrested her. They took her to jail! Can you believe it? Mrs. Parks said she was tired of giving in to white people. So now, all 50,000 black people in Montgomery aren't going to ride the bus at all until things change. The bus company sure is going to lose a lot of money!

- [5] We're all trying to help each other. Most black folks here don't have cars. The ones that do are driving others to work. Black taxi drivers are charging only a dime (the same as the bus fare) instead of 45 cents for a ride. Thousands of people are walking miles to work, school, and church. The buses are practically¹ empty!

The new minister in town, the Reverend Martin Luther King Jr., is the leader of the boycott. He says that if we protest peacefully with "courage and dignity,"² we can make great changes for black people. Until then, I'll keep walking!

1. almost
2. **Dignity (adjective):** a sense of pride in yourself

Love, Shirley

Over a year later, Shirley writes again.

December 21, 1956

Dear Elizabeth,

[10] You won't believe what I did today — I rode in the front of the bus!

The boycott is finally over, after 381 days. I never thought it could last this long, because the bus company was losing so much money. But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest³ reason. They made black taxi drivers charge full fare.⁴ They arrested people who were waiting for rides. Hundreds of people lost jobs and went to jail. A lot of white people were really angry, and Reverend King's house was bombed!

Our black leaders went to court to end segregation⁵ on the buses. The city fought the case all the way to the Supreme Court.⁶ Now the Supreme Court has said that we can sit wherever we want on the buses.

It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits.⁷ We believe this boycott is just the start of equal rights for our people! Tell Aunt Louise you want to come down and visit me here. We'll ride the bus up front together!

Love, Shirley

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3. very small
4. the money a passenger has to pay for a ride
5. the separation of people based on their race
6. the most powerful court in the country
7. to stay positive about something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme about the bus boycott in Montgomery?
 - A. Black children were even more responsible for the success of the bus boycott than adults, as they used the bus more than anyone.
 - B. Refusing to use the bus wasn't difficult for black people, as they walked together and often shared their cars with each other.
 - C. Black people in Montgomery succeeded in ending segregation on buses by working hard and not giving up on their protest.
 - D. The bus boycott didn't last very long, as the buses quickly gave into black people's demands for desegregation.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something." (Paragraph 3)
 - B. "The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites." (Paragraph 4)
 - C. "But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest reason." (Paragraph 11)
 - D. "It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits." (Paragraph 13)

3. How does paragraph 4 contribute to the overall structure of the text?
 - A. It shows how many black women have been arrested in the past for not giving up their seat on the bus.
 - B. It describes how black people are treated unfairly on buses and the reason for the bus boycott.
 - C. It provides several examples of how black people are treated unfairly in Montgomery.
 - D. It shows how black people are going to work together to avoid using the buses, while still getting around.

4. How does Shirley respond to the bus boycott?
 - A. Shirley is angry that a bus boycott is necessary for black people to be treated fairly.
 - B. Shirley is hopeful about the bus boycott and willing to do her part to create change.
 - C. Shirley complains about having to walk everywhere, since she can't use the bus.
 - D. Shirley hesitates to join her friends and family in the bus boycott, as it's going to be a lot of work.

5. How does Shirley feel at the end of her last letter to Elizabeth (Paragraph 13)?

Name _____

An **idiom** is an expression that cannot be defined by the words in it. If you come across an idiom you do not understand, you can often use surrounding words and sentences to find clues to its meaning. Look at the example below of an **idiom** in a paragraph. The underlined words help indicate that *putting me on the spot* means “putting me in a difficult situation.”

Nancy listened to her father finish a telephone call. “You’re really **putting me on the spot**,” he said. “I already have plans today, Jim.”

Read each passage below. Underline the words that give a clue to what each idiom in bold means. Then circle the letter of the answer that restates the idiom correctly.

1. After the stock market crash of 1929, his newspaper had laid off most of the reporters. He was glad to have a job, but working on a **skeleton crew** left him overworked and underpaid.
 - a. with very few coworkers
 - b. job in a graveyard
 - c. job with no boss
2. “**Make tracks**,” her dad called down the hallway. “We’re in a hurry!”
 - a. wipe your feet
 - b. be thoughtful
 - c. move as fast as you can
3. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep **cost an arm and a leg**, and the drought killed our chances of a good crop.”
 - a. was a reasonable price
 - b. cost a lot of money
 - c. required medical attention

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings. You can use context clues to determine the meaning of a homophone.

ate, eight

Last night I **ate** the best meal.

I have to be home by **eight** o'clock.

Read each pair of homophones. Choose which homophone belongs in each sentence and write it on the line. The first one has been done for you.

1. presents, presence

Her friends gave her some good-bye _____ **presents** _____ before she moved away.

2. chews, choose

When you are finished, please _____ your favorite one.

3. flour, flower

You will need several cups of _____ to make the bread.

4. you're, your

I think I saw _____ coat in the back seat of the car.

5. waist, waste

You shouldn't _____ time playing those silly games.

6. pole, poll

The campers raised the blue and white flag up the _____.