

Name: _____

WEEK AT A GLANCE, Unit 3 Week 5

Life & Art

ESSENTIAL QUESTION:

How does art reflect people's experiences?

GENRE:

Realistic Fiction

COMPREHENSION:

Infer Theme

WRITING:

Opinion Writing

LANGUAGE:

Parts of Speech
Syllable Patterns
Adverbs

SPELLING WORDS:

1. dispel	11. humane
2. crusade	12. protest
3. selfish	13. ignite
4. dismal	14. diabolic
5. segment	15. museum
6. indignant	16. congruent
7. confiscate	17. defiance
8. compensate	18. supreme
9. insistent	19. profile
10. syntax	20. impede

STORY VOCABULARY:

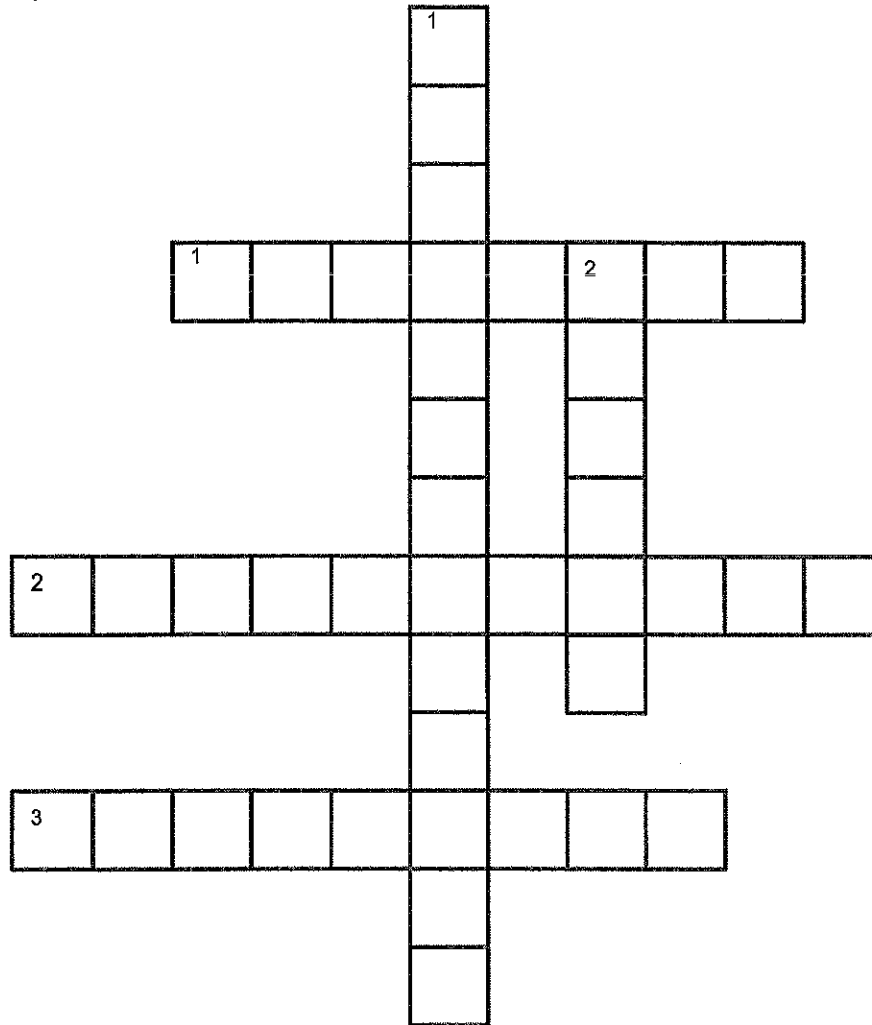
- radically - in an extreme way
- embodies = symbolizes or represents in a clear way
- indivisible - unable to split into pieces
- revolutionary - very different from something that came before
- ironic - contrary to expectations

Name: _____ Date: _____

My View Literacy Grade: 5

3.5 Life & Art

Directions- complete the crossword puzzle with the correct vocabulary word.



embodies	revolutionary	indivisible	ironic	radically
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Down-

- 1. very different from something that came before
- 2. contrary to expectations

Across-

- 1. symbolizes or represents in a clear way
- 2. unable to be split into pieces
- 3. in an extreme way

Name: _____ Date: _____

My View Literacy Grade: 5

3.5 Life & Art

Directions- Use your reading book to fill in the blank with the correct vocabulary word.

1. ... a house that _____ changed the domestic architecture of the United States. Pg. 163
2. Many believe that the house _____ his unique spirit and vision in a timeless form. Pg. 165
3. A house like that needs light and air, and is one _____ piece- pg. 166
4. Things that are normal to us now were _____ then, like rooms that flowed into each other; pg. 166
5. This is deeply _____, of course, since the house was built for children. Pg. 168

Directions- Unscramble the vocabulary words.

6. rdlaiacyal _____
7. idivnisblie _____
8. ebomieds _____
9. irelutonvaroy _____
10. cilorn _____

*Draw a picture to illustrate one of the vocabulary words on the back of this page.

Unit 3 Week 5 Vocabulary

Life & Art

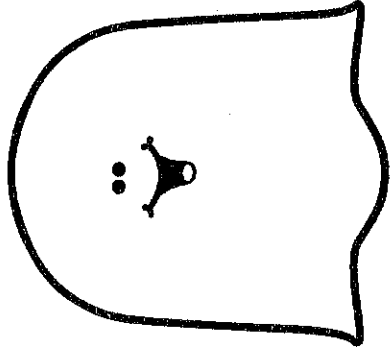
Match each definition to the correct vocabulary word

- | | |
|---------------------|---|
| ___1. radically | A. unable to be split |
| ___2. embodies | B. in an extreme way |
| ___3. indivisible | C. very different from something that came before |
| ___4. revolutionary | D. symbolizes or represents in a clear way |
| ___5. ironic | E. contrary to expectations |

Choose 2 words Write a sentence for each.

Name _____

GHOST SPELLING



Directions: Write your spelling words with a white crayon. Then rub a marker over the white crayon and watch the magic appear!

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

Adverbs

Adverbs tell more about verbs. They explain *how*, *when*, or *where* actions happen. Many adverbs that tell *how* end in *-ly*. Adverbs can appear before or after the verbs they describe.

How A tumbleweed rolled quickly down Main Street. A dog waited patiently.

When Travelers seldom stopped. Yesterday the stage stopped.

Where Settlers moved westward. They built a town here.

Some adverbs tell more about an adjective or another adverb:

Mining towns sprang up very quickly. They were terribly noisy.

Comparative adverbs compare two actions. Add *-er* to form a comparative adverb. **Superlative adverbs** compare three or more actions. Add *-est* to form a superlative adverb. If an adverb ends in *-ly*, use *more* or *most* instead of *-er* or *-est*.

Comparative Adverb The miners worked harder than the storekeepers.

Superlative Adverb The farmers worked hardest of all. They depended most completely on the land and weather.

- The adverbs *well* and *badly* use special forms to show comparison.

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst

Directions Underline the adverb or adverbs in each sentence. Circle the word or words that each adverb tells more about.

1. The broken windmill turned lazily in the wind. It was almost noon.
2. Our footsteps echoed eerily in the empty buildings. I was scared sometimes.
3. Today we are investigating a ghost town. We usually enjoy our visit.
4. It once boomed with voices and busy lives. Now the place is deserted.
5. Cowboys shouted loudly, and steers milled restlessly in pens.

Directions Underline the correct adverb in () to complete each sentence.

6. When gold was discovered, the stream of settlers flowed (more quickly, most quickly) than before.
7. The California Gold Rush of 1849 increased the population (greatly, more greatly).
8. Many thousands of “49ers” raced (eager, eagerly) to California.
9. A few miners became (incredible, incredibly) wealthy.
10. They performed (better, more better) than most gold seekers.

Conjunctions

A **conjunction** is a word such as *and*, *but*, or *or* that joins words, phrases, or sentences.

- Use *and* to join related ideas: Deer and elk are similar animals.
- Use *but* to join contrasting ideas: That deer looks small but healthy.
- Use *or* to suggest a choice: Do deer eat more grass or tree leaves?

You can use conjunctions to make compound subjects, compound predicates, and compound sentences. Place a comma before the conjunction in a compound sentence.

Compound Subject No wolves or bears lived on the island.

Compound Predicate The deer herd thrived and grew there.

Compound Sentence The deer grew fat, and their numbers grew quickly.

A subordinating conjunction joins a subordinate clause to a main clause or sentence. *While*, *because*, *although*, and *if* are some examples of subordinating conjunctions.

Main Clause **Subordinate Clause**
The deer ran away because they saw us coming.

Subordinate Clause **Main Clause**
If we see them again, I will take a picture.

Directions Underline the conjunction in each sentence.

1. Deer eat green plants, but these are not available in winter.
2. Deer may have to eat bark and twigs instead.
3. Too much snow or ice can keep them from grazing.

Directions Underline the conjunction in () that completes each sentence.

4. Did you welcome the deer, (and, or) did you shoo them away?
5. I want to photograph the deer, (and, but) I just want to watch the birds.
6. A strip mall went up nearby, (and, or) the deer lost their habitat.

Directions Use the conjunction *and*, *but*, or *or* to join each pair of sentences. Write the new sentences. Remember to add a comma.

7. Any population must have enough to eat. It must not have too many predators.

8. Having no predators may sound good for a population. It can cause overpopulation.

Determine the Theme

Write the theme that closely matches the character's actions in the text.

Theme Word Bank:

sacrifice teamwork greed friendship loyalty
loss/grief courage honesty never give up
don't judge a book by its cover it is better to give than to receive

My best friend was having a party Friday night, but I also had a baseball game. This was going to be a tough decision. If I do not go to the game, I will let my team down.

Theme:

How did you know?:

She sobbed for hours trying to think of a way out of having to tell her father she wrecked her new car. After stewing over it for quite some time, she called her father on his cell phone. "Thank you," he said

Theme:

How did you know?:

The phone rang. She dropped the phone and tears began to drop onto her cheek. Her lip quivered as she pictured the scene that was described to her. "No!" she wailed

Theme:

How did you know?:

NAME:

Ben knew his friend was about to receive a check for not being prepared for class. This would have been the third day in a row he would have to stand out. Ben gave the pencil to Tim. Later, Ben received a check and had to stand out.

Theme:

How did you know?:

Kim had gone through her closet with her mom over the weekend. She remembered a new girl at school who always seemed to wear the same pants over and over. Kim wondered what she could do with those clothes. She handed the new girl a bag as she passed her in the hallway.

Theme:

How did you know?:

There was a ragged old woman following behind me as I walked down each aisle. She had a strange look on her face, as her missing teeth distorted her smile. I rushed to try to avoid her, as I was a little nervous about what she might do. Come to find out, I dropped some money and she was trying to return it to me.

Theme:

How did you know?:

The three-year-old peered down from the diving board and looked back at his mother behind him. His knees began to buckle as he took another step forward. "Splash!"

Theme:

How did you know?:

NAME:

Name _____

Word Study

Syllable Patterns

A **syllable** is a word part that has one vowel sound.

Words that contain more than one syllable are called **multisyllabic**. These words have different **syllable patterns**, such as the following:

- closed syllables
- open syllables
- VCe syllables
- vowel teams
- *r*-controlled syllables
- final stable syllables

MyTURN For each multisyllabic word, choose the answer option that shows the correct syllable division. Then decode, or read, each word.

1. **defiance**

- (a) def/i/ance (b) de/fi/ance (c) de/fia/nce (d) def/iance

2. **immense**

- (a) im/mense (b) imm/ense (c) immen/se (d) im/men/se

3. **resemble**

- (a) res/e/mble (b) re/semble (c) res/em/ble (d) re/sem/ble

4. **beverage**

- (a) bev/er/age (b) be/ver/age (c) be/vera/ge (d) bever/age

5. **compensate**

- (a) co/mp/en/sate (b) com/pens/ate (c) comp/en/sate (d) com/pen/sate

MyTURN Rewrite the following multisyllabic words and add slashes between the syllables. Use a dictionary to confirm your answers.

1. excavate _____

3. tropical _____

2. negative _____

Syllable Pattern Quiz

Name: _____

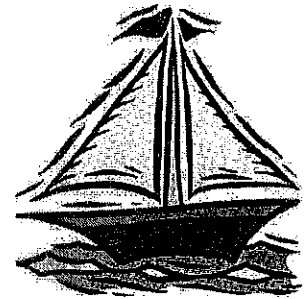
Choose the word that is correctly divided into syllables.

- Which word is correctly divided?
a. prot/est b. per/son/al c. gene/rous d. fam/ous
- Which word is correctly divided?
a. hap/py b. bord/er/ing c. in/si/ght/ul d. dep/end
- Which word is correctly divided?
a. perf/ect b. reb/ate c. up/date d. pen/ding
- Which word is correctly divided?
a. ba/ck/pack b. in/sid/er c. proc/eed d. temp/er/ment
- Which word is correctly divided?
a. sea/son/al b. bani/s/ter c. gene/rous d. fam/ous
- What is the correct way to divide the word beautiful into syllables?
a. beau/ti/ful b. be/au/ti/ful c. bea/ut/iful
d. be/aut/i/ful
- What is the correct way to divide the word underline into syllables?
a. und/er/line b. un/der/line c. un/derl/ine d. und/erl/ine
- What is the correct way to divide the word develop into syllables?
a. dev/el/op b. dev/elo/p c. de/velo/p d. de/vel/op
- What is the correct way to divide the word hungry into syllables?
a. hun/gry b. hung/ry c. hun/g/ry d. hu/ng/ry
- What is the correct way to divide the word starving into syllables?
a. star/ving b. starv/ing c. sta/rv/ing d. st/arv/ing

Name: _____

Syllables

A syllable is a word or part of a word with a vowel sound. The number of the vowel sounds heard in a word will determine the number of syllables the word will have.



Complete the chart below to find the number of syllables for each word.

		Vowels Seen	Vowels Heard	# of Syllables
1.	table	a, e	2	2
2.	sailboat	_____	_____	_____
3.	running	_____	_____	_____
4.	beginning	_____	_____	_____
5.	cow	_____	_____	_____
6.	elephant	_____	_____	_____
7.	sweater	_____	_____	_____
8.	animal	_____	_____	_____
9.	cupcake	_____	_____	_____
10.	buffalo	_____	_____	_____
11.	fruit	_____	_____	_____
12.	horn	_____	_____	_____
13.	lunch	_____	_____	_____
14.	orange	_____	_____	_____

Name _____

Spelling

Spell Words with Syllable Patterns

A **syllable** is a word part that has one vowel sound. If a word has more than one syllable, it is called **multisyllabic**.

Syllable patterns can divide a word in several ways:

- Between two vowels: di/al
- Between two consonants: im/pede
- Between a consonant and a vowel: lem/on

Knowing syllable patterns can help you spell words with multiple syllables.

SPELLING WORDS

dispel	indignant	humane	congruent
crusade	confiscate	protest	defiance
selfish	compensate	ignite	supreme
dismal	insistent	diabolic	profile
segment	syntax	museum	impede

My TURN Using the hint provided in parentheses, choose the correct word from the list below. Then divide the word using syllable patterns and slashes to check your spelling.

confiscate	museum	diabolic	selfish
1. (hint: evil)			_____
2. (hint: take something away)			_____
3. (hint: caring only about yourself)			_____
4. (hint: art is shown here)			_____

Name _____

Language and Conventions

Adverbs

An **adverb** tells where, when, or how an action happens.

A **conjunctive adverb** can introduce an independent clause. In such cases, it is set off by commas:

In 1979, however, the population of the city increased dramatically.

A conjunctive adverb can also connect two independent clauses. In such cases, it usually comes after a semicolon and is followed by a comma:

Marcos was disappointed to lose the chess tournament; nevertheless, he kept playing.

Common adverbs include the following: *additionally, anyway, finally, however, instead, likewise, meanwhile, nevertheless, next, otherwise, similarly, and therefore.*

MyTURN For the following sentences, circle the conjunctive adverbs. Then add the missing punctuation.

1. We need to hurry otherwise we will be late for school.
2. Kyla raised a good point however there are other points to consider.
3. Finally get all the ingredients out of the cabinet.
4. Go get your math book meanwhile we can finish your worksheet.

MyTURN Write one sentence in which you use a conjunctive adverb to introduce an independent clause. Then write another sentence in which you use a conjunctive adverb to connect two independent clauses.

Name: _____

Thinking About Adverbs

1. What is an adverb?

2. Read the sentence below.

Marla finally finished her homework.

What is the adverb in the sentence above? _____

What verb does this adverb modify? _____

The adverb describes _____ Marla finished her homework.
(Write the word *how*, *when* or *why* on the line.)

3. Write a sentence with an adverb that does *not* end with the letters *-ly*.
Underline the adverb.

4. Look at the underlined words in the sentence below. One of the underline words is an adverb. The other is an adjective.

Marla slowly walked across the long bridge.

In the sentence above, the word _____ is an adverb because

_____.

In the sentence above, the word _____ is an adjective because

_____.

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
<p><i>Monday</i></p> <p>From _____ to _____</p>			<p>Great Awful</p> <p>5 4 3 2 1</p>	
<p><i>Tuesday</i></p> <p>From _____ to _____</p>			<p>Great Awful</p> <p>5 4 3 2 1</p>	
<p><i>Wednesday</i></p> <p>From _____ to _____</p>			<p>Great Awful</p> <p>5 4 3 2 1</p>	
<p><i>Thursday</i></p> <p>From _____ to _____</p>			<p>Great Awful</p> <p>5 4 3 2 1</p>	
<p><i>Friday</i></p> <p>From _____ to _____</p>			<p>Great Awful</p> <p>5 4 3 2 1</p>	

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<p><i>Friday</i></p> <p>From _____ to _____</p>			<p>Great 5 4 3 2 1</p> <p>Awful</p>	