

Name: _____

WEEK AT A GLANCE, UNIT 1 WEEK 1

STORY: THE PATH TO PAPER SON, LOUIE SHARE KIM PAPER SON

ESSENTIAL QUESTION:

WHAT MOTIVATES PEOPLE TO LEAVE A PLACE THEY CALL HOME?

GENRE:

INFORMATIONAL TEXT

COMPREHENSION:

MAIN IDEA/SUMMARIZING

WRITING:

NARRATIVE WRITING

LANGUAGE:

SIMPLE SENTENCES
SUFFIXES: -IC, -ISM, -IVE

SPELLING WORDS:

1. hero	11. organism
2. heroism	12. capitalism
3. comic	13. federalism
4. atomic	14. secretive
5. kinetic	15. defensive
6. dramatic	16. defective
7. artistic	17. executive
8. historic	18. perspective
9. tourism	19. narrative
10. realism	20. representative

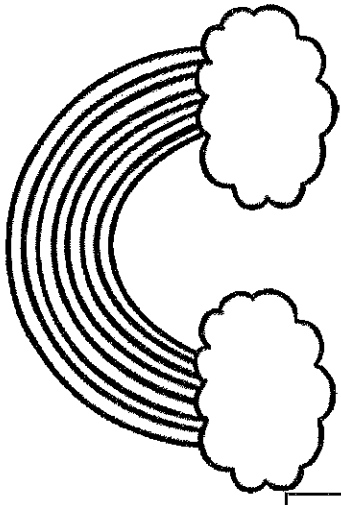
STORY VOCABULARY:

- CITIZENS (N) - PEOPLE WHO BELONG TO A PARTICULAR PLACE
- IMMIGRATION (N) - THE ACT OF MOVING TO A NEW COUNTRY TO LIVE THERE
- OPPORTUNITY (N) - AN AGREEABLE SITUATION OR CHANCE
- PROCESSING (N) - A SERIES OF STEPS IN A LEGAL ACTION
- ADMITTED (V) - GRANTED ACCESS TO A PLACE

Name _____

RAINBOW SPELLING

Directions: Write your spelling words with the layered rainbow colors below.



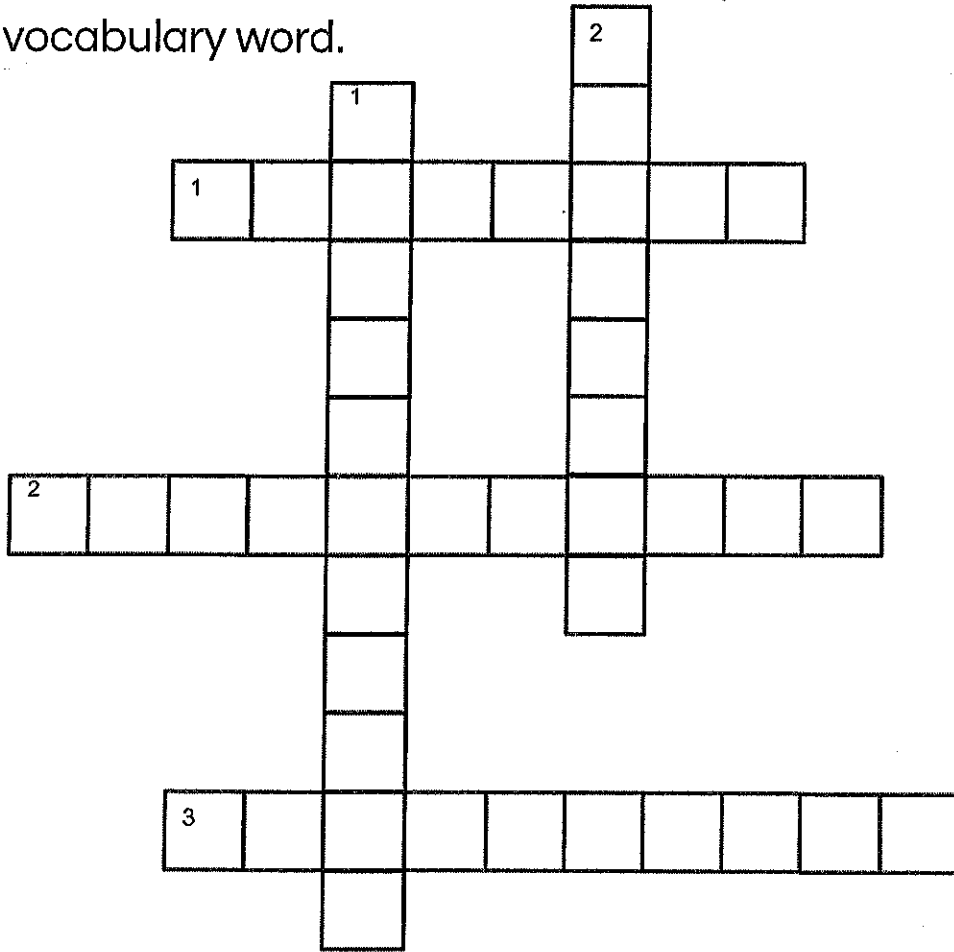
RED	ORANGE	YELLOW	GREEN	BLUE	PURPLE
-----	--------	--------	-------	------	--------

Name: _____ Date: _____

My View Literacy Grade: 5

1.1: The Path to Paper Son & Louie Share Kim, Paper Son

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



citizens immigration opportunity processing admitted

Down-

1. the act of moving to a new country to live there
2. people who belong to a particular place

Across-

1. granted access to a place
2. an agreeable situation or chance
3. a series of steps in a legal action

Name: _____ Date: _____

My View Literacy Grade: 5

1.1: The Path to Paper Son & Louie Share Kim, Paper Son

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

1. But merchants and U.S. _____ were allowed to do so. Pg. 20
2. The claim created _____ slots, which could be used to bring another Chinese to America. Pg. 20
3. With the city's birth records destroyed, some Chinese saw an _____ . Pg. 20
4. When a "paper son" bought an identity, he also purchased a coaching book or notes that provided both the questions and answers that might be asked during immigration _____. Pg. 21
5. He received his Certificate of Identity, which stated he was _____ as the "son of a native. pg. 23

Directions- Unscramble the vocabulary words.

6. tciiznes _____
7. migmiratino _____
8. topruntpiyo _____
9. rgpoecsins _____
10. mtdadeit _____

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

Four Kinds of Sentences and Interjections

Each kind of sentence begins with a capital letter and has a special end mark.

A **declarative sentence** makes a statement. It ends with a period.

A kayak is a small, enclosed boat for one or two people.

An **interrogative sentence** asks a question. It ends with a question mark.

Have you paddled a boat by yourself?

An **imperative sentence** gives a command or makes a request. It ends with a period. The subject (*you*) does not appear, but it is understood.

Put on this life jacket.

An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark.

We have to find them! They are in great danger!

An **interjection** is a word or a group of words that expresses strong feeling. It is not a complete sentence. An interjection is usually followed by an exclamation mark.

Oh no! Brrr! Wow! Hooray!

Directions Write *D* if the sentence is declarative. Write *IN* if the sentence is interrogative. Write *IM* if the sentence is imperative. Write *E* if the sentence is exclamatory.

1. Have the searchers found Mrs. DiAngelo? _____
2. It is far too cold for kayaking today. _____
3. Pinch the nose shut and breathe into the victim's mouth. _____
4. Brady could not feel Ben's pulse. _____
5. Keep it up, Brady! Don't stop! _____
6. Brady had most likely saved Ben's life. _____

Directions Add the correct end punctuation mark to each sentence. Then on the line write whether the sentence is *declarative*, *interrogative*, *imperative*, or *exclamatory*.

7. A person who gets too cold has what is known as hypothermia _____
8. Why did Tilly begin to bark _____
9. Take this rescue class to be prepared _____
10. Hooray! We've got a pulse _____

Simple and Complete Subjects and Predicates

Every sentence has a subject and a predicate. The words that tell whom or what the sentence is about are the **complete subject**. The most important word in the complete subject is the **simple subject**. It is usually a noun or a pronoun. Some simple subjects have more than one word, such as *United States*.

A gentle lullaby relaxes everyone. → The simple subject is *lullaby*.

The words that tell what the subject is or does are the **complete predicate**. The most important word in the complete predicate is the **simple predicate**, or the verb. Some simple predicates have more than one word, such as *is walking*.

My aunt plays lullabies on the piano. → The simple predicate is *plays*.

A **predicate nominative** is a pronoun or noun that follows a linking verb and describes the subject. Some linking verbs are *is*, *am*, *looks*, and *becomes*.

My uncle is a musician. → The predicate nominative is *musician*.

A **fragment** is a group of words that lacks either a subject or a predicate.

The power of music. → This fragment lacks a predicate.

A **run-on** is two or more complete sentences run together.

Our whole family loves music we attend many concerts.

Directions Draw a line between the complete subject and the complete predicate in each sentence. Underline the simple subject once. Underline the simple predicate twice. Circle the predicate nominative.

1. Many babies respond well to music.
2. Little babies can learn a lot.
3. I practice piano every afternoon.
4. My baby sister becomes very still.
5. She is a good listener.
6. All people can enjoy good music.
7. Beautiful music will calm angry feelings.

Directions Write *F* after fragments. Write *R* after run-ons. Write *S* after complete sentences.

8. Our dog can sing she howls along with the piano. _____
9. Animals must find our music odd. _____
10. Most of our many pets. _____
11. They like it they put up with it. _____
12. The whole family will attend a concert tonight. _____

**The Path to Paper Son, Louie Share Kim Paper Son
Comprehension Questions**

1. What advantage did the 1906 fire and earthquake in San Francisco provide?

2. Why does the text say Share Kim had 2 fathers?

3. What is the meaning of "interrogated" in paragraph 4?

4. What does the author mean by "coordinate their stories" as used in paragraph 7?

5. Why did the author include the image of Share Kim and his "twin" brother?

Name _____

Word Study

Suffixes *-ic*, *-ism*, *-ive*

A suffix is a word part added to the end of a word or word part. Suffixes change the meaning or part of speech of a word.

Suffix	Meaning
<i>-ic</i>	associated with
<i>-ism</i>	act or process
<i>-ive</i>	doing something

MY TURN Read the definition of the base word. Then read the word with the suffix, and write your own definition.

Base Word and Definition	Word with Suffix and Definition
<i>defense</i> way to resist attack	<i>defensive</i>
<i>hero</i> a brave person	<i>heroic</i>
<i>represent</i> to be appointed to act or speak for someone else	<i>representative</i>

MY TURN Write a sentence using the base word and the word with its suffix. Use a dictionary if necessary.

1. *defense*: Some plants have poisons as a defense against predators.

defensive: _____

2. *hero*: _____

heroic: _____

Name _____

Spelling

Spell Words with Suffixes *-ic, -ism, -ive*

A suffix is a group of letters added to the end of a word to change its meaning or part of speech. For example, adding *-ic* to the noun *atom* changes the noun form to the adjective form, *atomic*. Before adding *-ic* or *-ive* to a word that ends in *e*, drop the *e*. For example, *narrate* becomes *narrative*.

SPELLING WORDS

heroic	dramatic	organism	deflective
heroism	artistic	capitalism	executive
comic	historic	federalism	perspective
atomic	tourism	secretive	narrative
kinetic	realism	defensive	representative

My Turn Change the words by adding the suffix in parentheses. Use what you learned about suffixes to spell each word correctly.

1. hero (*-ism*) _____
2. secret (*-ive*) _____
3. history (*-ic*) _____
4. real (*-ism*) _____
5. artist (*-ic*) _____

My Turn Complete each sentence with the correct form of the word in parentheses. Spell correctly.

1. In science class, we used microscopes to view the (organ) _____.
2. Their leader sent a (represent) _____ from the (execute) _____ office to attend the ceremony.
3. This (narrate) _____ is about how the prince's (hero) _____ actions rescued the village from a (drama) _____ downfall.

Name _____

Language and Conventions

Simple Sentences

A **simple sentence** tells one complete idea. It is an independent clause, which means it has a complete subject and verb.

- Each simple sentence should also have **subject-verb agreement**.
- A simple sentence begins with a capital letter and ends with an end punctuation mark.
- There are four kinds of simple sentences: declarative (statement), interrogative (question), exclamatory (shows strong feeling), and imperative (command or request).

A statement without a subject or verb is a **fragment**. A sentence with two independent clauses connected by a comma is a **comma splice**. Correct fragments and comma splices.

MY TURN Identify whether the simple sentence is declarative, interrogative, exclamatory, or imperative.

1. Why do the leaves on the trees change color in fall? _____
2. Earth is home to thousands of tree species. _____
3. I simply adore the scent of cherry blossoms in springtime! _____
4. Evergreen trees keep their leaves throughout the year. _____
5. Don't climb too high up the tree. _____

MY TURN Rewrite the statements as complete simple sentences.

1. The oldest tree in town.

2. Jen identified the tree species, she took photos and notes.

Unit 1 Independent Reading Log

© Pearson Education, Inc., 5

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

Name _____

Unit 1 Independent Reading Log

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

© Pearson Education, Inc. 5