

Name: _____

WEEK AT A GLANCE, Unit 1, Week 4

Poetry Collection

ESSENTIAL QUESTION:

What inspires people to start a journey?

GENRE:

Poetry

COMPREHENSION:

Literary Language
Sound Devices and
Figurative Language

WRITING:

Narrative Writing

LANGUAGE:

Common, Proper, & Collective Nouns
Spell words with -able, -ible

SPELLING WORDS:

1. advisable	11. allowable
2. noticeable	12. perishable
3. workable	13. edible
4. credible	14. irritable
5. forcible	15. reducible
6. available	16. compatible
7. combustible	17. digestible
8. justifiable	18. admissible
9. accountable	19. tangible
10. considerable	20. producible

STORY VOCABULARY

- peering - looking closely or in a searching manner
- via - by way of; by means of; moved across
- transversed - traveled through; moved across
- girth - the distance around something; circumference
- intersecting - crossing

Name _____

Date _____

Figurative Language

DIRECTIONS:
Identify the figurative device that is being used in sentences provided.

Worksheet # 1

Simile 2 Metaphor 2 Hyperbole 1 Personification 2 Alliteration 1 Idiom 2
Allusion 2 ~~Oxymoron~~ 1 Onomatopoeia 2

1. "Whisper words of wisdom, let it be." What figurative device is being used in the line by The Beatles?
2. "I was excited because I found \$10 in the street, but later that day I got a parking ticket for \$20. Oh well, you win some, you lose some." What device is being used here?
3. "She entered with ungainly struggle like some huge awkward chicken, torn, squawking, out of its coop."
4. What figurative device is used in Michael Jackson's "Thriller" lyrics, "You try to scream but terror takes the sound before you make it"?
5. "Over the cobbles he clattered and clashed in the dark inn-yard..."
6. "The sun in the west was a drop of burning gold that slid near and nearer the sill of the world." What figurative device is being used in the novel, *Lord of the Flies*?
7. "The ride was so fast, it will make your head spin!" What device is being used here?
8. "Suddenly the room was filled with deafening silence."
9. "His hair soared in the wind like a captive egret, finally released into the wild."
10. In the novel, *Speak*, Laurie Halse Anderson writes, "My house is shrinking and I feel like Alice in Wonderland." What device is being used here?
11. "Sobbing, the rain cried into his sleeve."
12. "Well, you keep away from her, cause she's a rattrap if I ever seen one."
13. In Edgar Allan Poe's poem, "The Bells", he writes, "From the jingling and the tinkling of the bells." What device is being used here?
14. "I listened to his heart pounding through his t-shirt and knew everything was going to be okay now."
15. "If she found a blade of nut grass in her yard it was like the Second Battle of the Marne..."

Oxymoron

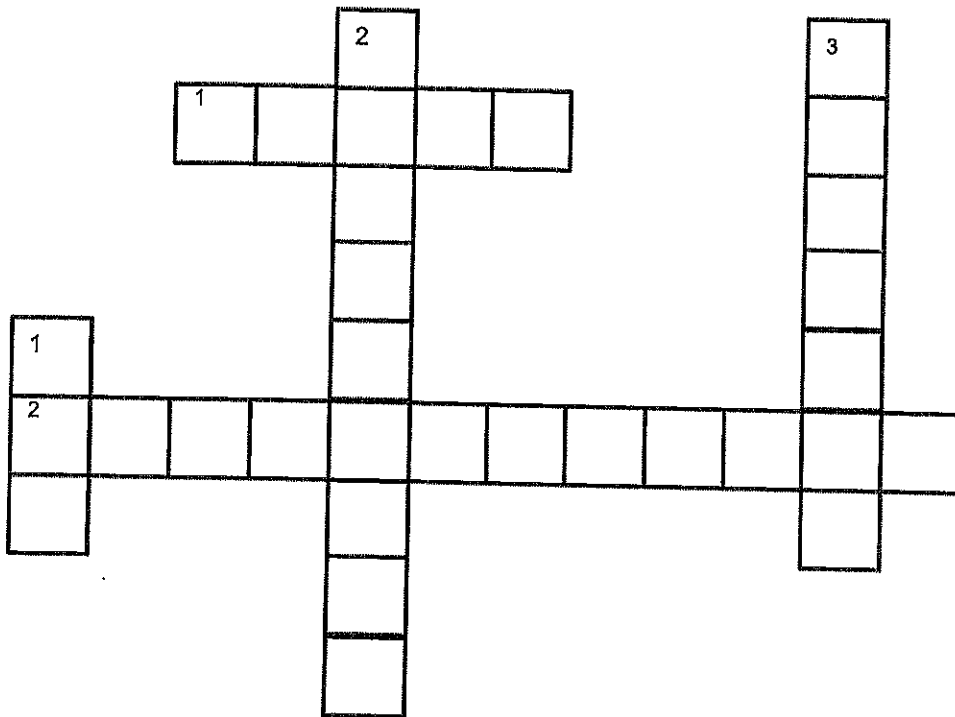
Allusion

Name: _____ Date: _____

My View Literacy Grade: 5

1.4 Poetry Collection

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



peering via traversed girth intersecting

Down-

- 1. by way of; by means of; through
- 2. traveled through; moved across
- 3. looking closely or in a searching manner

Across-

- 1. the distance around something, circumference
- 2. crossing

Name: _____ Date: _____

My View Literacy Grade: 5

1.4 Poetry Collection

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

1. I'm smoothing out this map, rolling it into a tube,
_____ through one end, pg. 130
2. Magellan moved _____ stars Steered his ship by celestial rays. Pg. 132
3. They _____ their dreams, set their course
Voyaging over oceans and seas. Pg. 132
4. These lines that slide from pole to pole Wrapping around the watery
_____ Pg. 132
5. Maps are more than tiny lines _____ lace
designs ... pg. 134

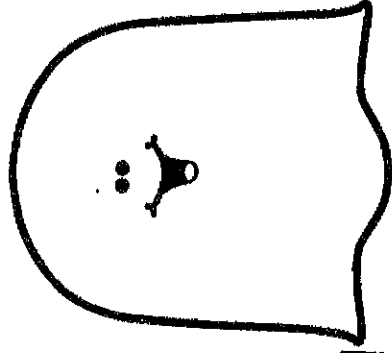
Directions- Unscramble the vocabulary words.

6. istecrnetign _____
7. iva _____
8. vtsaeredr _____
9. eprnieg _____
10. igrht _____

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

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.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

Common and Proper Nouns

The names of particular persons, places, and things are **proper nouns**. Capitalize the first word and each important word of a proper noun.

An appositive is a word or phrase put next to a noun to describe it. Appositives may contain proper nouns: Della, my German shepherd, is smart.

The Union Pacific Railroad Company was run by Dr. Thomas C. Durant.

All other nouns, including collective nouns such as *class* and *herd*, are **common nouns**. They are not capitalized.

The railroad companies of the 1800s used the labor crews of many men.

Capitalize the first word and all important words in a title.

The Transcontinental Railroad: Tracks Across America

Capitalize days of the week and months of the year.

The crews worked feverishly that Monday in April.

Capitalize the names of organizations.

The National Railroad Museum called my father.

Capitalize the first letter of an abbreviated proper noun. Abbreviations often occur in addresses, titles and initials in names, and names of days and months. Most abbreviations end with a period.

Lin wrote: "Send my Sept. wages to 203 Shore St., Los Angeles, CA 90048."

Directions If the group of words is correctly capitalized, write *Correct* on the line. If the group of words is not capitalized correctly, rewrite it using correct capitalization.

1. mississippi River _____
2. ten mile day _____
3. Monday, Oct. 2 _____
4. mr. charles crocker _____
5. 4291 lincoln St., St. louis, Mo. _____
6. president Lincoln _____
7. the foreman of the crew _____
8. Central Pacific railroad _____
9. san Francisco, california _____

Directions Decide whether each list of nouns is common or proper. Add another example to each list. Write *P* if the list shows proper nouns. Write *C* if the list shows common nouns.

10. Nebraska, Colorado, Utah, _____ → _____
11. spikes, wood ties, sledgehammers, _____ → _____
12. Dr. Elliot, Mrs. Daley, _____ → _____

Name: _____

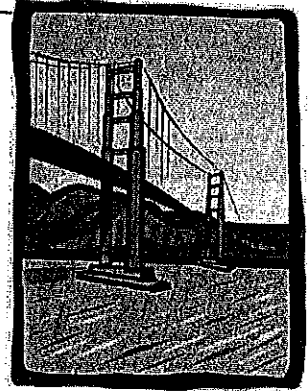
Common and Proper Nouns

A **common noun** names a general person, place or thing.

examples: I went to the city.
The man was kind.

A **proper noun** names a specific person, place, or thing. Always capitalize the first letter of a proper noun.

examples: I went to San Francisco.
Mr. Brown was kind.



**Part 1: Underline the common nouns with a blue crayon.
Underline the proper nouns with a red crayon.**

1. The house is on Main Street. (1 common, 1 proper)
2. Karen played with her sister. (1 common, 1 proper)
3. Fran went to Furry Friends Pet Shop. (2 proper)
4. The car stopped quickly. (1 common)
5. Morgan Boulevard is a busy street. (1 proper, 1 common)
6. Michael and his friend chased the kitten. (1 proper, 2 common)
7. Did you see Kevin at the party? (1 proper, 1 common)
8. Laura looked at the stars through her telescope. (1 proper, 2 common)
9. There were no yellow markers in the box. (2 common)
10. Have you ever eaten a cheeseburger at Burger Planet? (1 common, 1 proper)

Name: _____

Common and Proper Nouns

Part 2: Write the word *common* next to each common noun.
Re-write each proper noun correctly.

- 11. alice smith _____
- 12. carpenter _____
- 13. dog _____
- 14. max _____
- 15. book _____
- 16. mayberry library _____
- 17. jupiter _____
- 18. planet _____
- 19. restaurant _____
- 20. doug's diner _____

Part 3: Write the proper noun for each common noun.

examples: author - E. B. White
singer - Carrie Underwood

- 21. book _____
- 22. country _____
- 23. school _____
- 24. holiday _____
- 25. athlete _____

Name _____

Word Study

Suffixes *-able, -ible*

A suffix is added to the end of a base word. A suffix changes a word's part of speech. For example, the suffix *-able* changes a verb (*wash*) into an adjective (*washable*). The suffixes *-able* and *-ible* both mean "can be done."

MyTURN Read the base word and its definition. Then, read each word with the suffix. Finally, use what you learned about suffixes to determine each word's meaning.

Base Word and Meaning	Word with Suffix
<i>justify</i> (verb) to prove to be right	<i>justifiable</i> (adjective) can be proven to be right
<i>digest</i> (verb) to break down food into absorbable form	<i>digestible</i> (adjective) _____
<i>allow</i> (verb) to permit or make a possibility	<i>allowable</i> (adjective) _____
<i>reduce</i> (verb) to decrease in size	<i>reducible</i> (adjective) _____

High-Frequency Words

High-frequency words are words that you see often in texts.

TURN and TALK With a partner, read the high-frequency words aloud. Then take turns using each word in a sentence: *touch, practice, business, whose, yourself, woman.*

Suffixes able and ible Quiz

Name: _____

Choose the word in each group that is the base word for the given able or ible word

1. advisable
a. ad b. advise c. advise d. visable
2. achievable
a. achieve b. chieve c. achiev d. acg
3. agreeable
a. agre b. agree c. agr d. able

Define the underlined word in each sentence.

4. The lighthouse was visible from all angles of the water.
a. can be used b. can not be seen c. can be seen d. can be purchased
5. She was capable of doing so much better on the test than she did.
a. able to study b. able to see c. not able to do d. able to achieve
6. Adding the suffix ible changes the verb laugh into the -
a. noun - laughable b. verb - laughable c. adjective - laughable d. adverb - laughable
7. Adding the suffix able changes the verb depend into the -
a. verb - dependable b. adjective - dependable c. noun - dependable d. adverb - dependable
8. Which base word below can the suffix *ible* be added to?
a. approach b. laugh c. digest d. agree

Fill in the blank with the correct word.

9. It was _____ for us to stay any longer because of the earthquake.
a. impossible b. talkable c. edible d. irritable
10. The flowers on your lunch plate are _____ .
a. irritable b. edible c. talkable d. combustible

Name _____

Spelling

Spell Words with *-able*, *-ible*

When a word includes the word part *-able* or *-ible*, there are no sound cues to show you which way to spell the ending. Practice writing the words to remember which form to use. Adding *-able* or *-ible* as a suffix to a base word may require a spelling change.

Base Word	Changes	Word with Suffix
dispose	drops e	disposable
certify	drops y and adds i	certifiable

SPELLING WORDS

advisable
noticeable
admissible
reducible
available

compatible
workable
forcible
justifiable
digestible

accountable
producible
considerable
credible
tangible

allowable
irritable
combustible
perishable
edible

My TURN Alphabetize the words. Spell the words correctly.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

My TURN For each of the following words, write its base form: *noticeable*, *forcible*, *perishable*, *justifiable*.

Name _____

Language and Conventions

Common, Proper, and Collective Nouns

- A **noun** names a person, place, or thing. Nouns can be found in the subjects of sentences, in predicates, or in both the subject and the predicate.
- A **common noun** names a general person, place, thing, or idea. It is usually not capitalized.
- A **proper noun** names a specific person, place, or organization. It usually begins with a capital letter.
- A **collective noun** names a group of people, places, or things.

My TURN Read the sentence. Identify the types of nouns underlined in the sentence.

1. Forests are home to many different animal species.

2. The Rio Grande National Forest in Colorado is known for its valleys, river, and variety of plant life.

3. The plants are a food source for the herds of deer, elk, and antelope that roam the land.

My TURN For each item, replace the underlined noun with the noun type in parentheses. Choose from the following: *the continent*, *Dr. Wilson*, *Green Tree Forest*, *class*.

1. The biology teacher took her students (collective) _____
on a tour through the forest (proper) _____.

2. For twenty years, the biology teacher (proper) _____
traveled throughout North America (common) _____ studying
the causes of tree diseases in the United States and Canada.

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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