



**TULSA PUBLIC
SCHOOLS**

5th Grade

5th Grade

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities from *Elementary ELA At Home Resources* page each day.
- **Math:** Complete one of the recommended math activities each day.
- **Science:** Choose one activity from each of the science domains each week.
- **Social Studies:** Complete an activity from the social studies menu three times a week.

Multilingual Programs:

Spanish Program

- **Spanish Literacy:** Complete one or two Spanish language activities daily.

Complete other core activities listed above.

- English Language Development Activities

Optional Texts for Reading

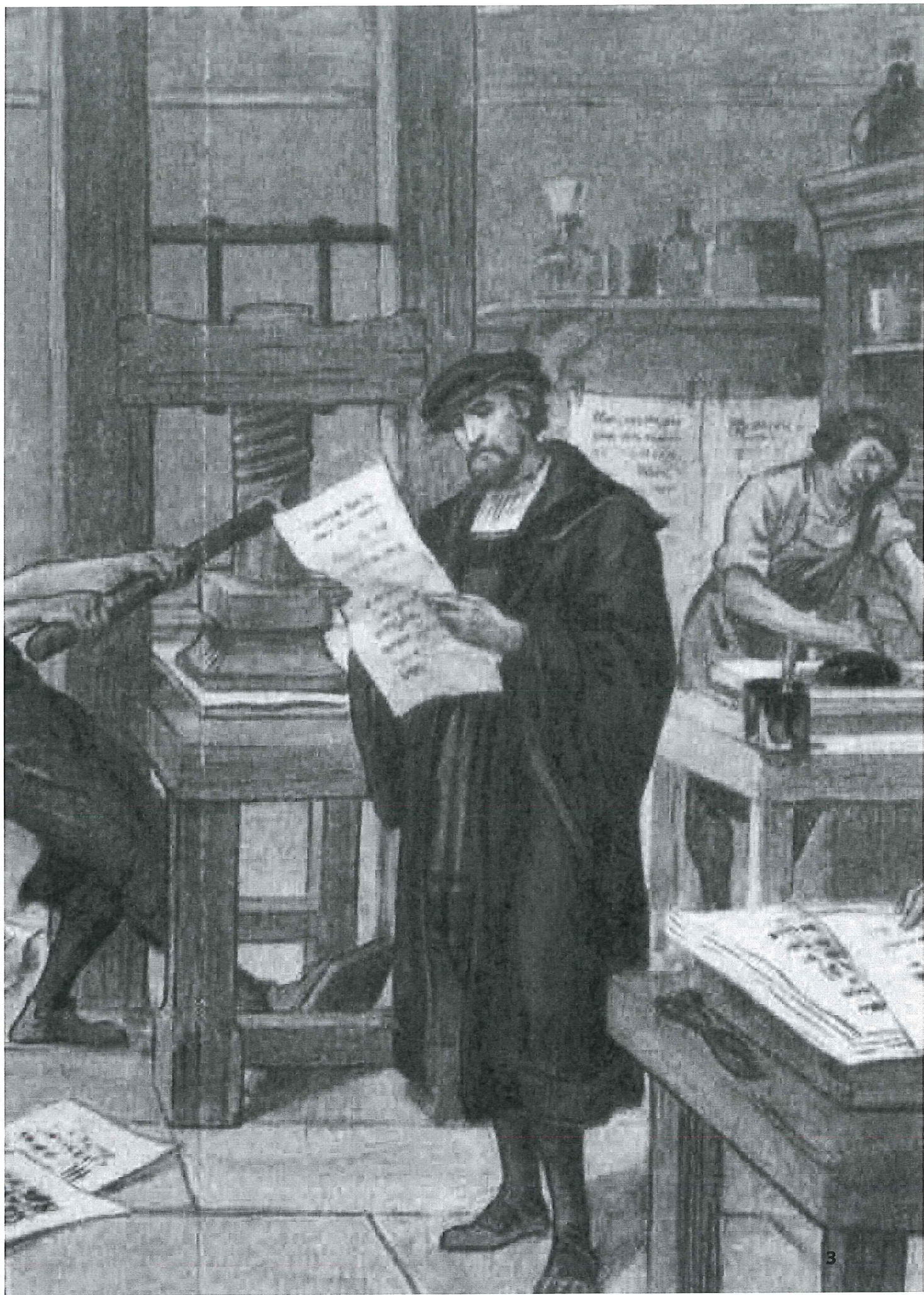
Chapter 1

The Power of the Printed Word

THE BIG QUESTION
Why was Gutenberg's invention of a printing press so important?

Did you know that a man named “John Gooseflesh” changed the world? Johann Gensfleisch, which in English is John Gooseflesh, was born in the city of Mainz, Germany, around 1397 CE. However, by the time Johann started school, he went by the name *Gutenberg* instead of *Gensfleisch* and that is the name we remember. Gutenberg was the name of the large manor house in which Johann grew up. He came from a very wealthy family.

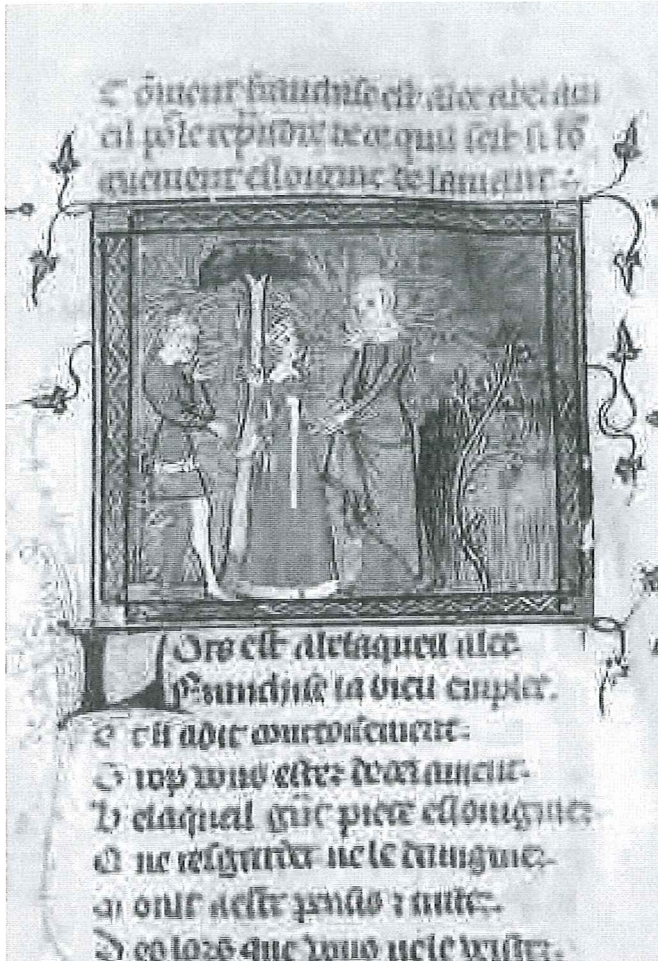
Johann was taught to read from an early age. Unlike the homes of less privileged children in the early 1400s, the Gutenberg house was full of books. That may not seem unusual, but it was. Books in the 1400s were very different from the books we have today. The book you are reading right now is a printed book. There are thousands of copies of this book, all exactly the same. They were printed by machines in a very short time. Not so with the books in Johann's day. Each book in the Gutenberg's home library was one of a kind, rare, and expensive.



Books in the Middle Ages

Throughout the Middle Ages, books were made by hand. Much of the writing was done by monks working in monasteries, although the craft of making books also took place in some universities and **secular** schools. Primarily existing books such as the Bible and great works authored by ancient Greek and Roman scholars were copied. The monks painstakingly

copied the text with pen and ink on thin sheets of **parchment**.



Flemish illuminated manuscript, 1365 CE

It typically took monks many weeks or months to complete the pages of an entire book. The highest quality books were illustrated. This task was accomplished by a skilled artist called an illuminator. An illuminator decorated the pages with colorful, ornate designs and small pictures. Bits of gold, pounded very thin, were applied to the pages of the most expensive books to make the text and illustrations shine.

When the manuscript was finished, the final step was to

bind the pages into a book. This was done by sewing them together along one side and then sandwiching them between wooden boards covered with cloth or leather.

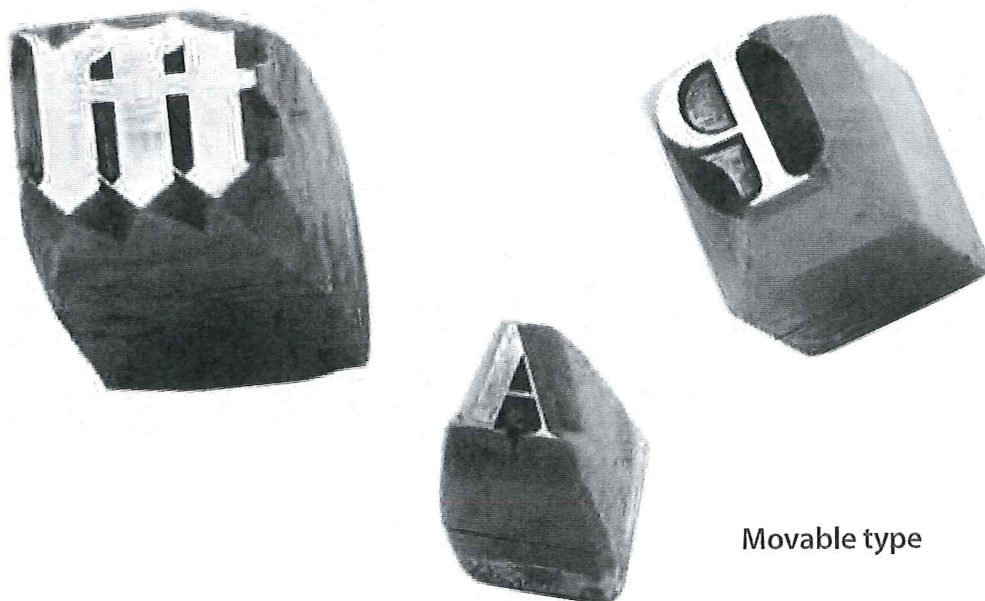
An enormous amount of time and effort went into creating each book. Only the wealthiest members of society, scholars, and Church **clergy** could afford to own such treasures. Throughout the Middle Ages, of course, these were typically the only people who were able to read.

Lead and Letters

When Johann Gutenberg finished school, he went to work at the mint in Mainz. His father was in charge of the mint, which coined money for the city. Johann learned how to melt and cast metal in molds to form precise shapes. He liked working with metal, and he was skilled at metal casting.

As Johann Gutenberg grew older and became a master metalsmith, he thought a lot about the growing demand for books. His experience working with metal gave him an idea: what if he cast letters out of a metal such as lead? He could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, he could print those pages.

Gutenberg set out to try. First, he developed a way to pour melted lead into molds in the shapes of the letters of the alphabet. Each letter (piece of type) was cast as a mirror image of how it would look when printed. For example, “R” was cast as “Я,” and “C” was cast as “Ɔ.” Gutenberg made many copies of each letter, both capital and lowercase, plus every punctuation mark. Because his collection of metal type was made up of individual pieces that could be moved around to form endless combinations of letters, it was called movable type.



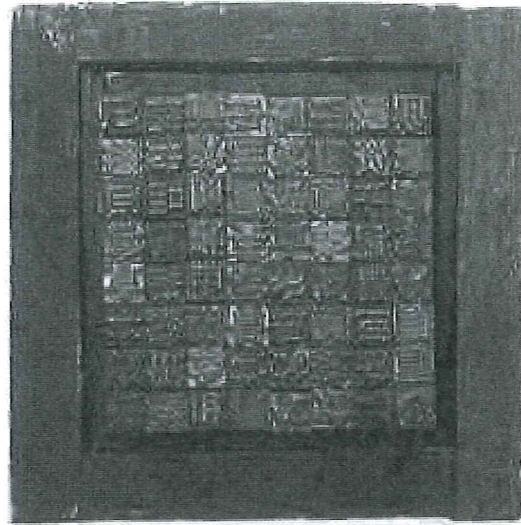
Movable type



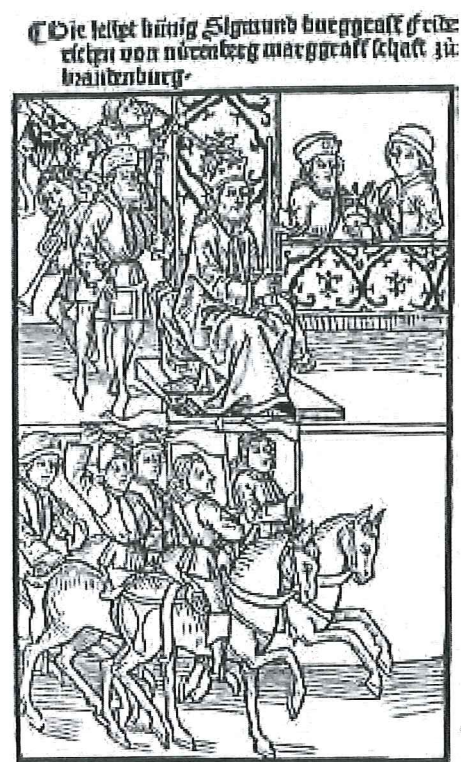
Gutenberg's printing press, 1430 CE

Gutenberg didn't truly invent movable type. The Chinese and Koreans had used a form of movable type hundreds of years earlier. He didn't invent printing, either. Different printing techniques had also existed for centuries. In Europe, people had begun printing with ink on paper using blocks of wood. This technique called woodblock or woodcut printing began around 1400 CE. The surface of a block of wood was carved to create raised letters and images. Ink was then applied to the carved surface. Finally, the block was pressed onto paper to make a print. If you've ever pressed your thumb onto an inkpad and then touched it to paper, you've created a "thumbprint" in much the same way. Woodblock printing was a complex and time-consuming process. It wasn't much faster than copying pages of text by hand!

What Johann Gutenberg did invent was a machine that greatly improved the process of printing with movable type. He may have gotten the idea for his press from a winepress, a machine used to press the juice out of grapes. Gutenberg's printing press worked in a similar way. Instead of squeezing grapes, though, his press squeezed paper against the inked surface of metal type to make a clear, dark imprint of words on paper. Once he had perfected both his metal type and his press, he was able to print—with help from a number of assistants—several hundred pages a day.



Movable type from China



A woodcut print, 1480 CE

Gutenberg's Bible

After experimenting with printing a few official documents and small, simple books of grammar, Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. He hoped to make a lot of money. Gutenberg started printing his Bible around 1450 CE. He may have cast more than 100,000 pieces of type for it. Several times during the process he ran out of money and had to borrow more. He completed the first edition of roughly 180 copies of the Bible (the exact number isn't really known) in 1454 or 1455 CE. Gutenberg's Bible was the first large book printed with movable metal type in Europe.

The Power of Communication

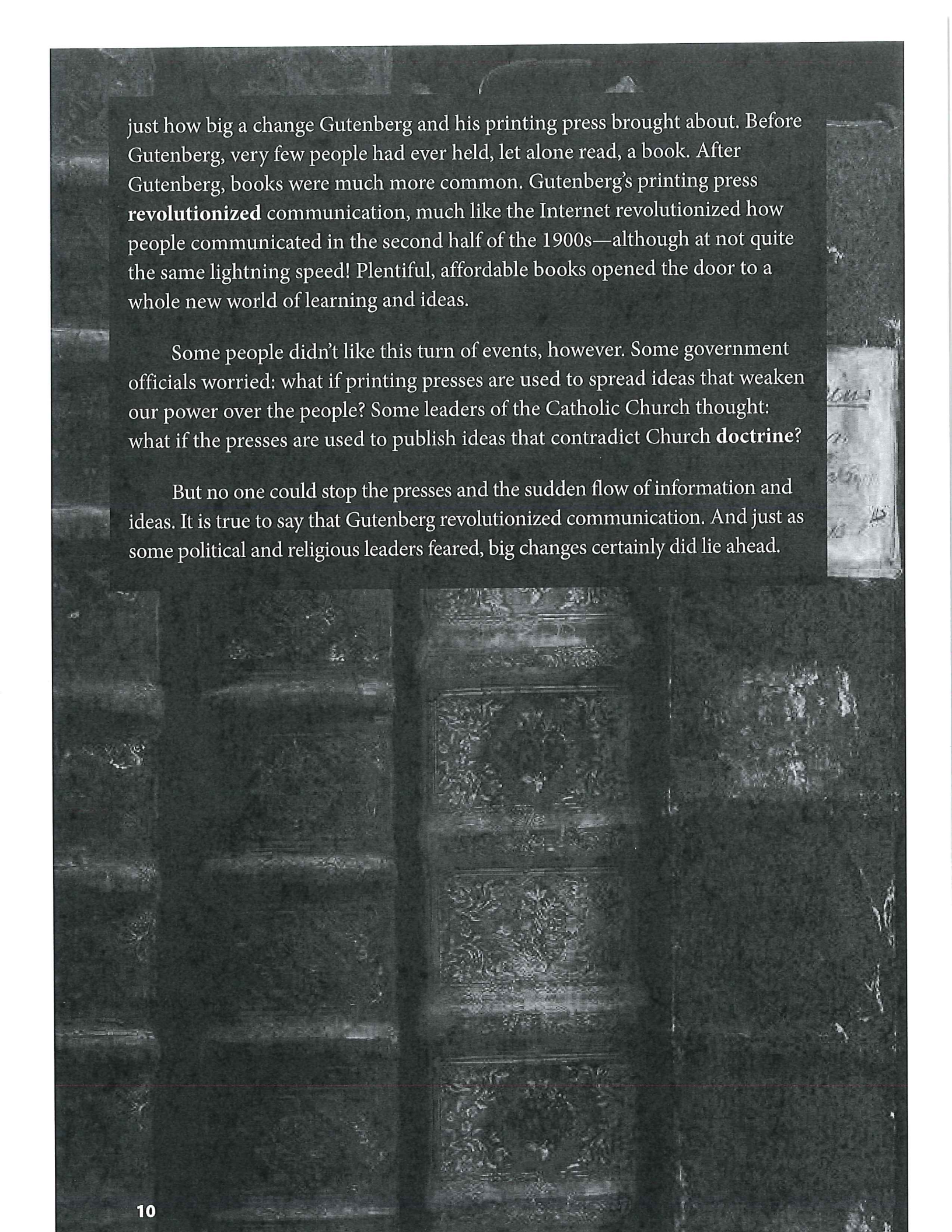
Gutenberg didn't make much money from his Bible or his new printing process. But as you read at the beginning of this chapter, he did change the world. Gutenberg's printing press and the availability of inexpensive paper made it possible to produce many copies of books and documents quickly. This dramatically lowered the price of books and other printed materials. Suddenly, people had a way to distribute ideas and information from person to person, and place to place, much faster than ever before.

Soon printing presses just like Gutenberg's were producing hundreds and then thousands of books in cities throughout Europe. At first, most books were printed in Latin. But it wasn't long before books were being printed in more familiar languages including French, English, Italian, Spanish, and German.

At this time too, literacy, or the ability to read and write, increased across Europe. A growing middle class of merchants and craftsmen gained both wealth and influence. Learning to read and write became something more and more people wanted, and needed, to do. As a result, the demand for books increased. Books and other printed materials were more readily available for those people who could read.

Today, you can walk into a library or bookstore and choose from thousands of books. You can download books from the Internet to laptops, tablets, and phones. So you have to use your imagination to really appreciate

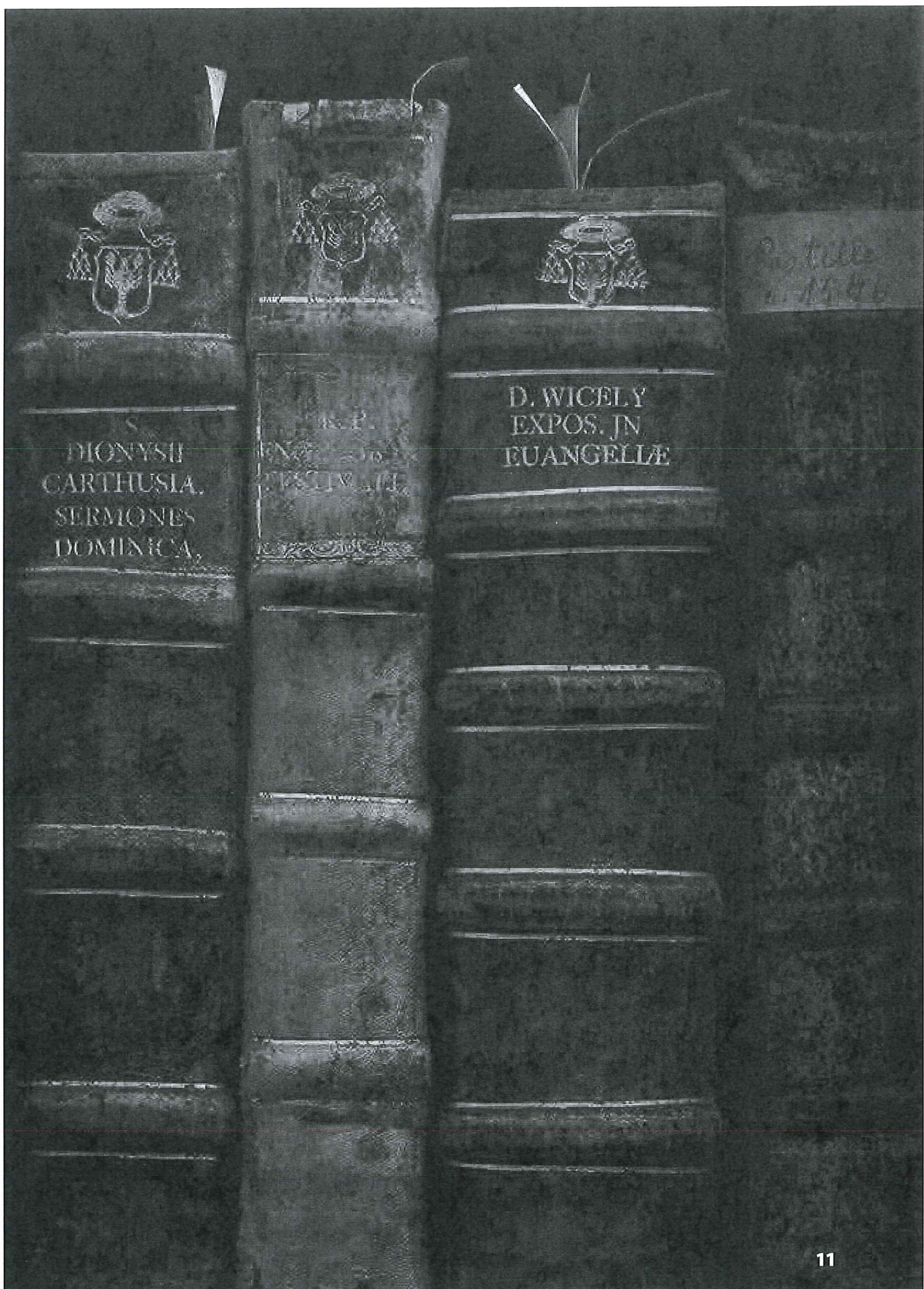
Incipit liber brevis que nos gense
In principio creavit deus celum
et terram. Terra autem erat inanis
vacua: et tenebre erant super faciem abyssi
et spiritus domini ferebatur super aquas. Dixit
deus. Fiat lux. Et facta est lux. Et vidit
deus lucem quod esset bona: et divisit lucem
a tenebris. appellavitque lucem diem:
tenebras noctem. Factumque est vespere
et mane dies unus. Dixitque deus. Fia
firmamentum in medio aquarum: et divi
dat aquas ab aquis. Et fecit deus firm
amentum: divisitque aquas que erant
sub firmamento ab hijs que erant super
firmamentum. et factum est ita. Vocavitque
deus firmamentum celum: et factum est vespere
et mane dies secundus. Dixit vero deus.
Congregentur aque que sub celo sunt in
locum unum et appareat arida. Et factum est



just how big a change Gutenberg and his printing press brought about. Before Gutenberg, very few people had ever held, let alone read, a book. After Gutenberg, books were much more common. Gutenberg's printing press **revolutionized** communication, much like the Internet revolutionized how people communicated in the second half of the 1900s—although at not quite the same lightning speed! Plentiful, affordable books opened the door to a whole new world of learning and ideas.

Some people didn't like this turn of events, however. Some government officials worried: what if printing presses are used to spread ideas that weaken our power over the people? Some leaders of the Catholic Church thought: what if the presses are used to publish ideas that contradict Church **doctrine**?

But no one could stop the presses and the sudden flow of information and ideas. It is true to say that Gutenberg revolutionized communication. And just as some political and religious leaders feared, big changes certainly did lie ahead.



S.
MONYSHI
CARTHUSIA.
SERMONES
DOMINICA.

D. WICELY
EXPOS. JN
EUANGELLE

Upper and Lowercase

Have you ever heard someone call capital letters “uppercase” letters or small letters “lowercase” letters? These terms got their start in early printing shops like Gutenberg’s. A person called a typesetter arranged the individual pieces of type into the whole block of type that would be printed to create a page of text. This person grabbed pieces of type from two boxes, or cases, usually stacked one on top of the other. The upper case held the capital letters, while the lower case held the small letters. The names *uppercase* and *lowercase* caught on, and have survived for more than 500 years!



Type stored in cases

Parchment vs. Paper

The ancient Egyptians produced paper from the stems of the papyrus plant. Much later, the Chinese developed another way of producing paper. The Chinese method involved placing plant fibers in water to produce a pulp that could be pressed and dried into thin sheets. The art of papermaking slowly made its way across Asia into Europe. By the 1200s, there were paper mills in Spain and Italy.

In medieval Europe, paper was made primarily from linen rags. The rags were repeatedly soaked in water and beaten to create a pulp of tiny linen fibers. Papermakers dipped frames made of wire mesh into the pulp to capture a thin layer of these fibers, forming a sheet of paper. The sheets were dried and pressed, and sometimes polished with a smooth stone to create a soft, shiny surface. Compared to parchment, paper was lightweight and relatively inexpensive. Paper was often used for making small volumes of sermons and low-cost textbooks, whereas high-quality books were almost always produced using parchment. However, after the invention of the printing press, paper largely replaced parchment.

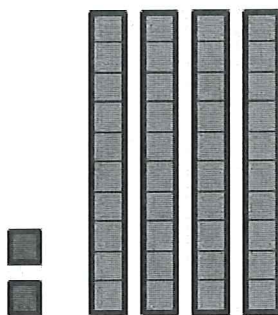


German papermakers in the 1600s

Tenths and Hundredths

Task

Jossie drew a picture to represent 0.24:



She said,

The little squares represent tenths and the rectangles represent hundredths, which makes sense because ten little squares makes one rectangle, and ten times ten is one hundred.

- Explain what is wrong with Jossie's reasoning.
- Name three numbers that Jossie's picture could represent. In each case, What does a little square represent? What does a rectangle represent?

IM Commentary

The purpose of this task is for students to explore the relationship between tenths and hundredths (as well as the relationship between tens and hundreds). They will grapple with the common misconception that because 10 tens equals 1 hundred, then 10 tenths must equal 1 hundredth. Pushing students to link visuals with their reasoning will help them self-correct. Moreover, the teacher can assist by asking students to think about what one whole would be and reminding them that 1 tenth must represent 1 tenth of the whole and 1 hundredth must represent 1 hundredth of the whole. As students come up with representations and justifications in both parts, ask them to explain how they know their ideas make sense for tenths and hundredths.

This task also leads to a generalization. While it may be tempting to include this place value organizer from the start of the task, it will be more powerful to let students discover the patterns of our base-ten system first. If it is provided from the start, students may simply fill in following the pattern without understanding. It would be most purposeful to tie together a discussion of different student solutions with this organizer at the end and then ask the students to create a generalization about all numbers that the model in this task might represent.

Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
4	2	0				
	4	2				
		4	*	2		
			*	4	2	
			*	0	4	2

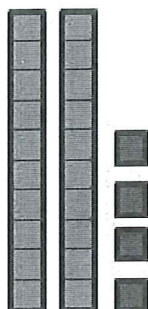
Edit this solution

Solution

a. Jossie is right that ten times ten is one hundred, but ten times *one tenth* is one:

$$10 \times 0.1 = 1$$

Since hundredths are smaller than tenths, her picture should reflect that. She could draw 2 rectangles and 4 little squares to represent 0.24.



a. If the little square represents 1, then the rectangle will represent 10 and the picture will represent 42.

If the little square represents 0.1, then the rectangle will represent 1 and the picture will represent 4.2.

If the little square represents 0.01, then the rectangle will represent 0.1 and the picture will represent 0.42.

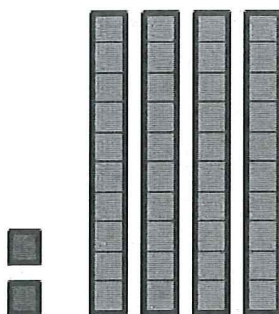


5.NBT Tenths and Hundredths
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Tenths and Hundredths

Task

Jossie drew a picture to represent 0.24:



She said,

The little squares represent tenths and the rectangles represent hundredths, which makes sense because ten little squares makes one rectangle, and ten times ten is one hundred.

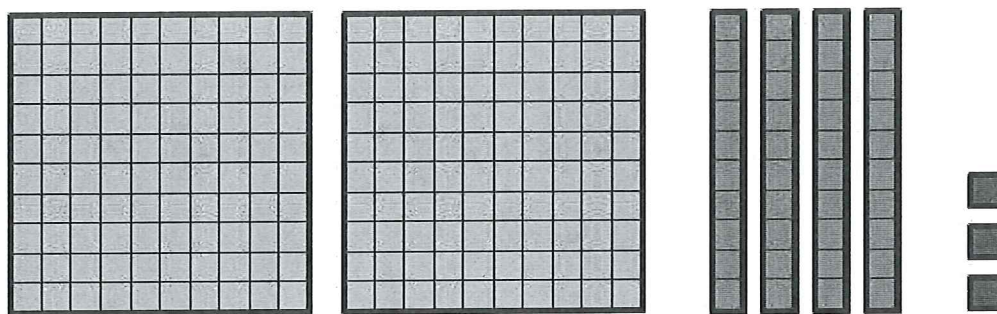
- Explain what is wrong with Jossie's reasoning.
- Name three numbers that Jossie's picture could represent. In each case, What does a little square represent? What does a rectangle represent?



Which number is it?

Task

Netta drew a picture on graph paper:



She said,

In my picture, a big square represents 1. Since ten rectangles make a big square, a rectangle represents 0.1. Since 100 little squares make a big square, a little square represents 0.01. So this picture represents 2.43.

a. Is Netta Correct?

Manny said,

I drew the same picture, but in my picture, a little square represents 1, so this picture represents 243.

b. Name some other numbers that this picture could represent. For each of these numbers, what does a little square represent? What does a rectangle represent? What

does a big square represent? Explain.

c. Draw a picture to represent 0.047.



5.NBT Which number is it?

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Comparing Decimals on the Number Line

Task

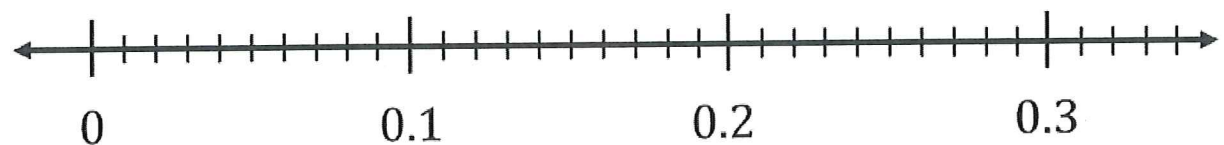
a. Which is greater, 0.1 or 0.01? Show the comparison on the number line.



b. Which is greater, 0.2 or 0.03? Show the comparison on the number line.



c. Which is greater, 0.12 or 0.21? Show the comparison on the number line.



d. Which is greater, 0.13 or 0.031? Show the comparison on the number line.



5.NBT Comparing Decimals on the Number Line
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5th grade

Choose one activity* each week from each of the different domains of science. Each of the activities listed has a connection to a science standard. Completing an activity does not equate to mastering of the standard.

PS=Physical Science

ESS=Earth and Space Science

LS=Life Science

Physical Science	Earth and Space Science	Life Science
With an adult, cook a meal and discuss how sometimes when you mix two substances together, something new forms. 5-PS1-4	Do some research. What constellations should be visible in our sky tonight? Draw pictures and label the key stars in the constellations. 5-ESS1-2	Draw a picture of an animal and the habitat in which it lives. Be sure to include all of the necessary parts to sustain life. 5-LS2-1
Add some sugar or salt to a glass of water and stir it up. Explain to an adult what evidence you have that the sugar/salt is still in the water, but just cannot be seen. Draw a model (picture) of what happens to the sugar/salt. 5-PS1-1	How is the hydrosphere interacting with Earth's other spheres? Draw a model to explain. 5-ESS2-1	
Weigh the items in a recipe before you cook them and again after the dish is cooked. What do you notice? 5-PS1-2	Check a website or observe the moon. What phase is it currently in? Draw a diagram that shows the moon's last phase and its next phase. 5-ESS1-2	Design an experiment to show that plants cannot grow without air and water, but can grow without soil. If you have the materials, try your experiment out. 5-LS1-1
Pick three objects from around your house. Describe each one using as many of the properties (color, hardness, shape, texture, etc) as you can. Compare the three items using your chosen properties. 5-PS1-3	Keep a 7-day journal. Each day/night draw what you observe in the sky from the same window, porch, yard or spot. Write a paragraph explaining how your drawing changes over the week? 5-ESS1-1. 5-ESS1-2	Use materials of your choice (crayons, pencils, paint, clay) to create a picture of the view from your window. What do you see? What is happening? How can you tell? What details can you include in your artwork to describe what you see? 5-LS2-1

Social Studies Activities

5th & 6th Grades, Social Studies, At Home Learning Activities and Resources

Directions: Students can spend time daily on Social Studies. Activities 1-3 are shorter activities, numbers 4-6 can be done over multiple days.

Pretend you are a colonist or soldier during the Revolutionary War and write a page-long diary entry about your life. Include what you might have experienced during that time.	Students can interview a family or community member to write, or draw, an oral history. Students should ask about a historical event (including questions such as who, what, when, where, why and how). The student can also ask how the historical event impacted the life of the person they are interviewing.	Write a letter to a government official- such as the mayor of Tulsa, the Oklahoma governor, or the President. Identify a major issue and what you would like the government leader to do to help. Include important facts that support your ideas.

English Language Development Activities

At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

My Diary from Here to There

NG Reach

Read a Story

Genre

A diary is a record of a person's thoughts, feelings, and experiences. This **story** is a fictional diary. It is a record of a *character's* thoughts, feelings, and experiences.

Narrator

In fiction, the narrator is the person who tells the story. The narrator can be a character in the story, or just a voice describing the events. In "My Diary from Here to There," the narrator is a character named Amada, who tells the story by writing in her diary.

Dear Diary,

I know I should be asleep already, but I just can't sleep. If I don't write this all down, I'll burst!

My Diary from Here to There

by Amada Irma Pérez
illustrated by Maya Christina Gonzalez

Comprehension Coach

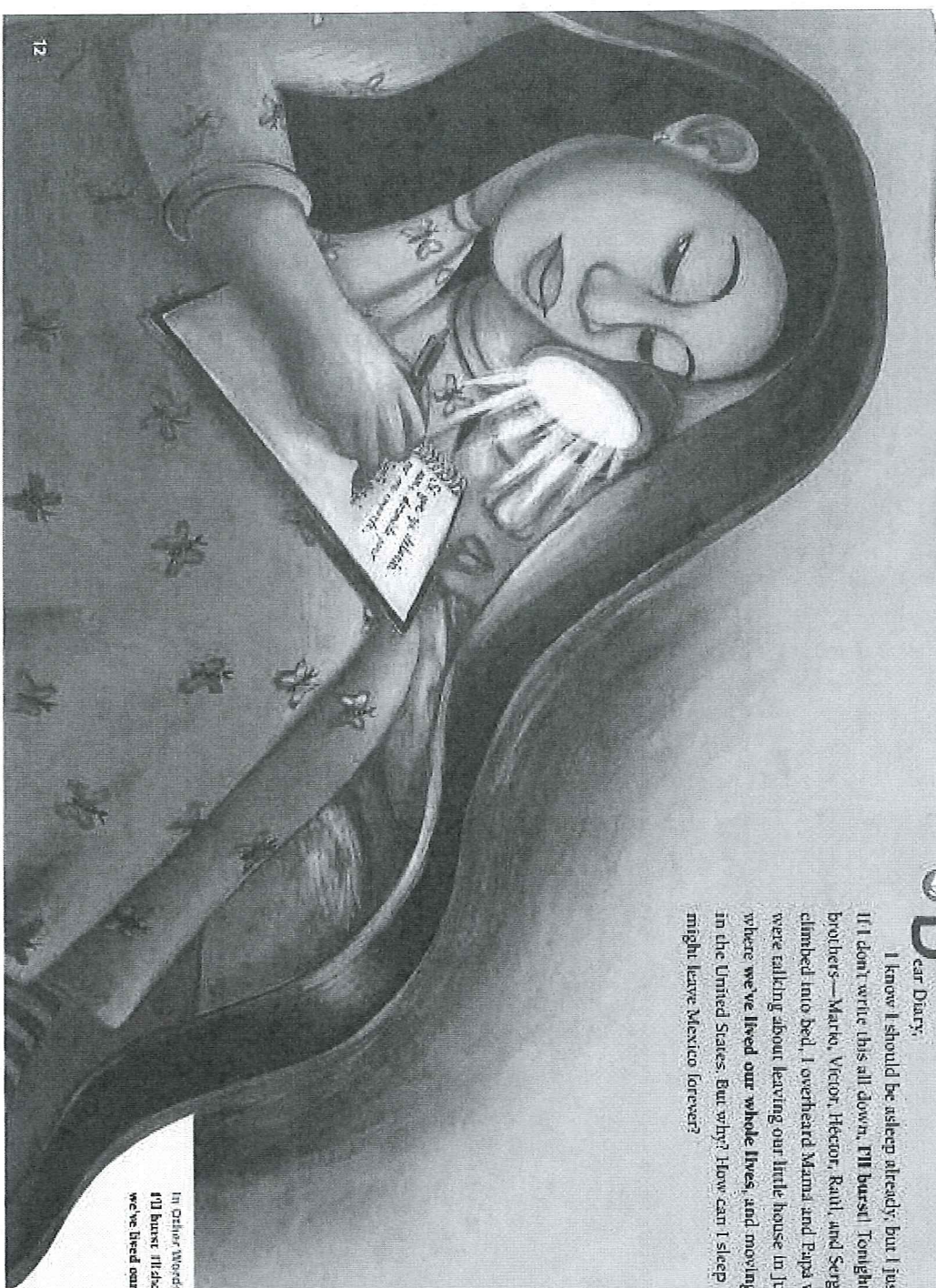
Set a Purpose
 Armada discovers that her family
 is moving. Find out why.

D

car Diary

I know I should be asleep already, but I just can't sleep. If I don't write this all down, I'll burst! Tonight after my brothers—Mario, Victor, Hector, Raul, and Sergio—and I all climbed into bed, I overheard Mama and Papa whispering. They were talking about leaving our little house in Juárez, Mexico, where we've lived our whole lives, and moving to Los Angeles in the United States. But why? How can I sleep knowing we might leave Mexico forever?

In Other Words
 I'll burst! I'll burst! our
 we've lived our whole lives we have always lived



Today at breakfast, Mami explained everything. She said, "Papa lost his job. There's no work here, no jobs at all. We know moving will be hard, but we want the best for all of you. Try to understand." I thought the boys would be upset, but instead they got really excited about moving to the States.

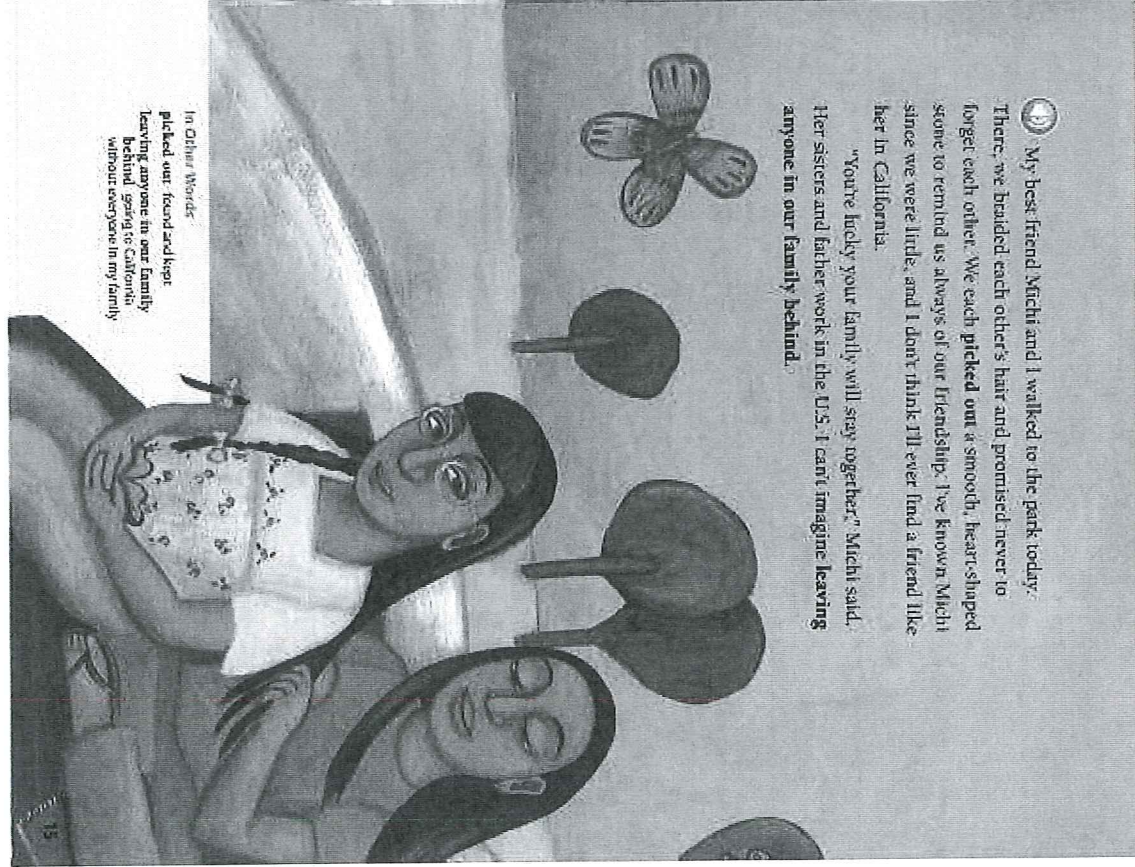
Am I the only one who is scared of leaving our home, our beautiful **Country**, and all the people we might never see again?



In Other Words
the best for all of you,
you can have a better life
States. United States

My best friend Michi and I walked to the park today. There, we braided each other's hair and promised never to forget each other. We each picked out a smooth, heart-shaped stone to remind us always of our friendship. I've known Michi since we were little, and I don't think I'll ever find a friend like her in California.

"You're lucky your family will stay together," Michi said. Her sisters and father work in the U.S. I can't imagine leaving anyone in our family behind.



In Other Words
picked our friend and never
leaving anyone in our family
behind, going to California
without everyone in my family

16

OK, Diary, here's the plan—in two weeks we leave for my grandparents' house in Mexicali, right across the border from California. We'll stay with them while Papa goes to Los Angeles to look for work.

The boys play and act like nothing bothers them. Mama and Papa keep talking about all the opportunities we'll have in California. But what if we're not allowed to speak Spanish? What if I can't learn English? Will I ever see Michi again? What if we never come back?

While we were packing, Papa pulled me aside. He said, "Amada, mi'ja, I can see how worried you've been. Don't be scared. Everything will be all right."

"But how do you know?" I said.

He smiled. "Mi'ja, I was born in Arizona, in the States. When I was six—a not-a big kid like you—my family moved back to Mexico. It was a big change, but we got through it. I know you will, too. You are stronger than you think." I hope he's right, because we leave tomorrow!

In Other Words:

the border from, from where Michi meets
pulled me aside, talked to me alone
mi'ja, my dear daughter (in Spanish)
got through it, adjusted

1. Before You Move On

1. Explain: Why is Amada moving to a new country?

2. Character: How does Amada feel about leaving her home? Find evidence in the text to support your answer.

17

bothers them. Mama and Papa keep talking about all the **opportunities** we'll have in California. But what if we're not allowed to speak Spanish? What if I can't learn English? Will I ever see Michi again? What if we never come back?

"But how do you know?" I said.

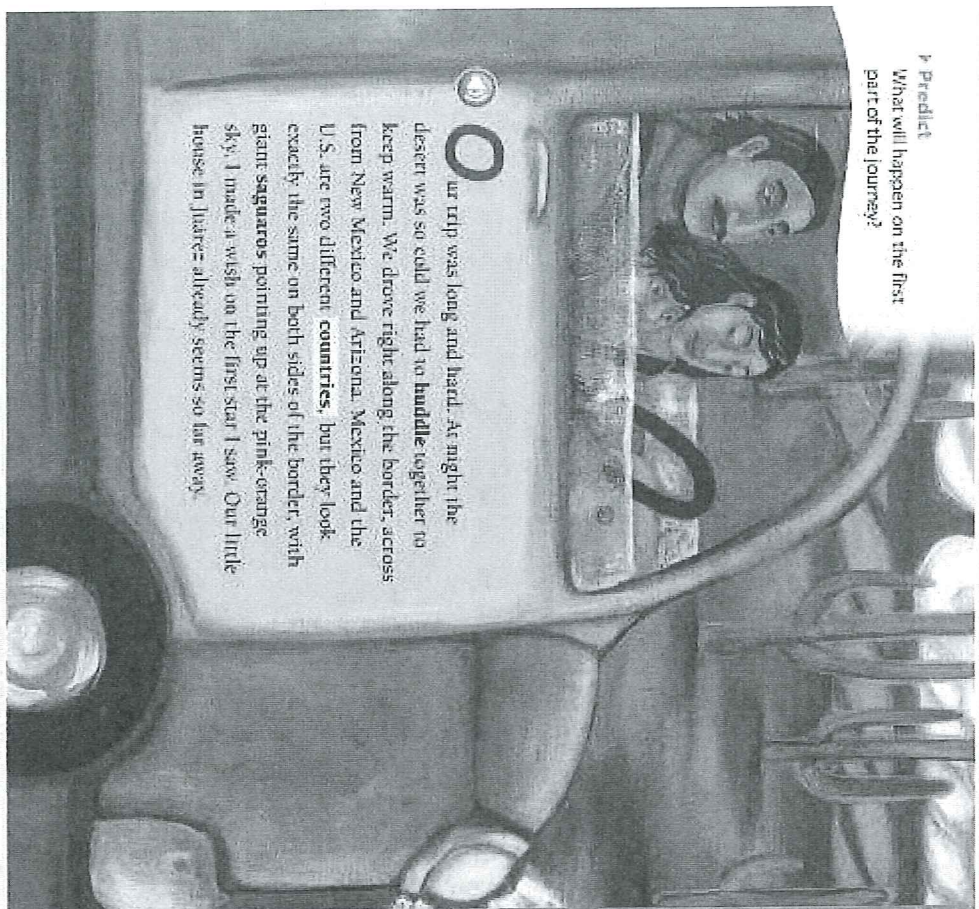
He smiled. "Right. I was born in Arizona, in the States. When I was six—a not-a-big-kid like you—my family moved back to Mexico. It was a big change, but we got through it. I know you will, too. You are stronger than you think." I hope he's right, because we leave tomorrow!

the border from where Mexico meets
pulled me aside talked to me stone
my dear daughter in Spanish
goes through it adjusted

Before You Move On

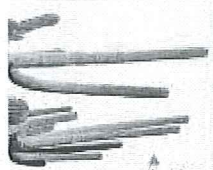
1. **Explain** Why is Aracida moving to a new country?
2. **Character** How does Aracida feel about leaving her home? Find evidence in the text to support your answer.

4 Predict
What will happen on the first
part of the journey?

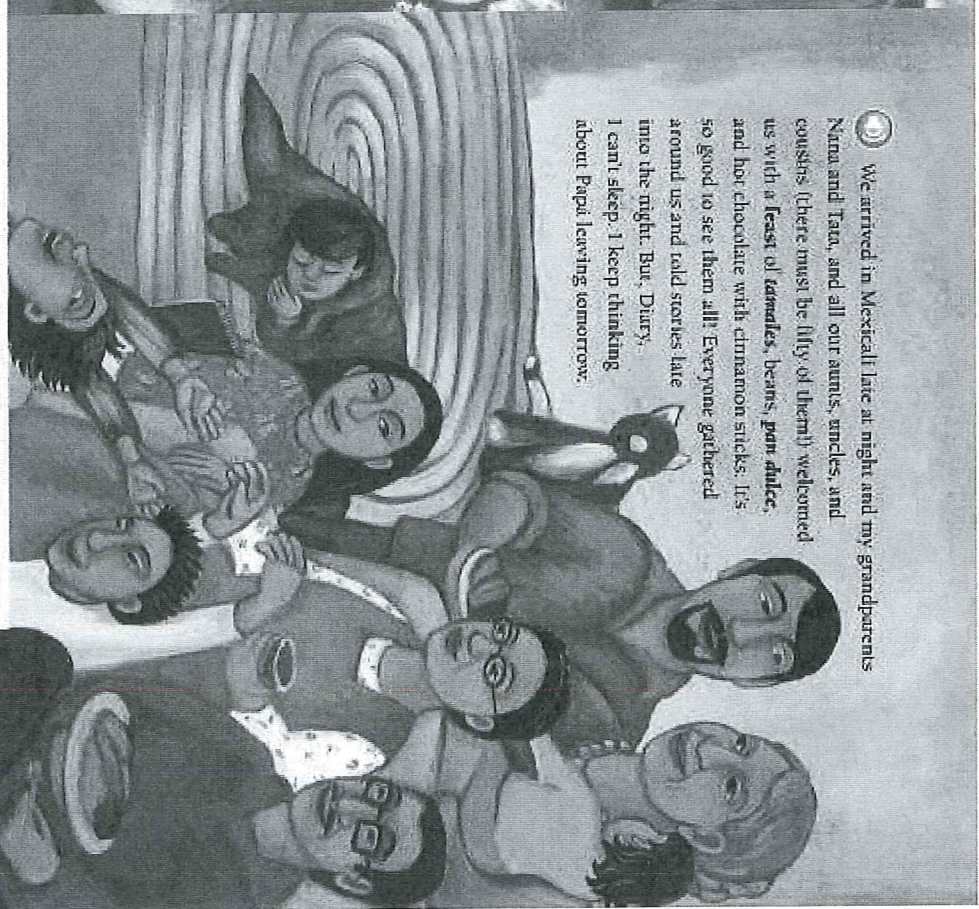


Our trip was long and hard. At night the desert was so cold we had to **huddle** together to keep warm. We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different **countries**, but they look exactly the same on both sides of the border, with giant **saguaro**s pointing up at the pink-orange sky. I made a wish on the first star I saw. Our little house in Juárez already seems so far away.

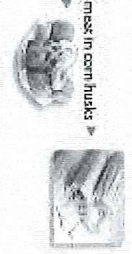
In Other Words:
huddle move closer
saguaro desert plants



① We arrived in Mexicali late at night and my grandparents Nana and Tata, and all our aunts, uncles, and cousins (there must be fifty of them!) welcomed us with a **feast** of **tamales**, beans, **pan dulce**, and hot chocolate with cinnamon sticks. It's so good to see them all! Everyone gathered around us and told stories late into the night. But, Diary, I can't sleep. I keep thinking about Papá leaving tomorrow.

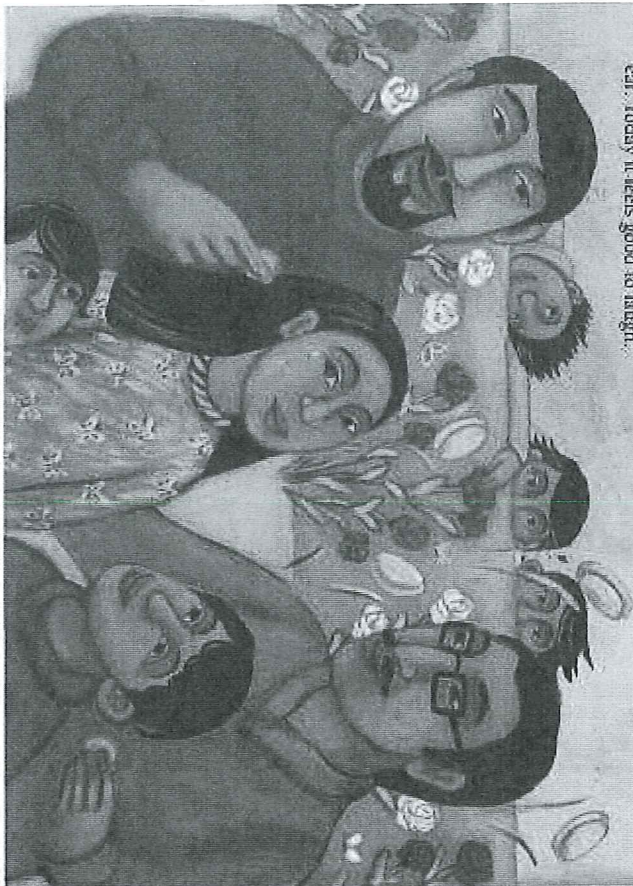


In Other Words:
feast huge meal
tamales cornmeal and meat in corn husks
pan dulce sweet rolls



10 Papa left for Los Angeles this morning. Nana comforted Mama, saying that Papa is a U.S. citizen, so he won't have a problem getting our "green cards" from the U.S. government. Papa told us that we each need a green card to live in the States, because we weren't born there.

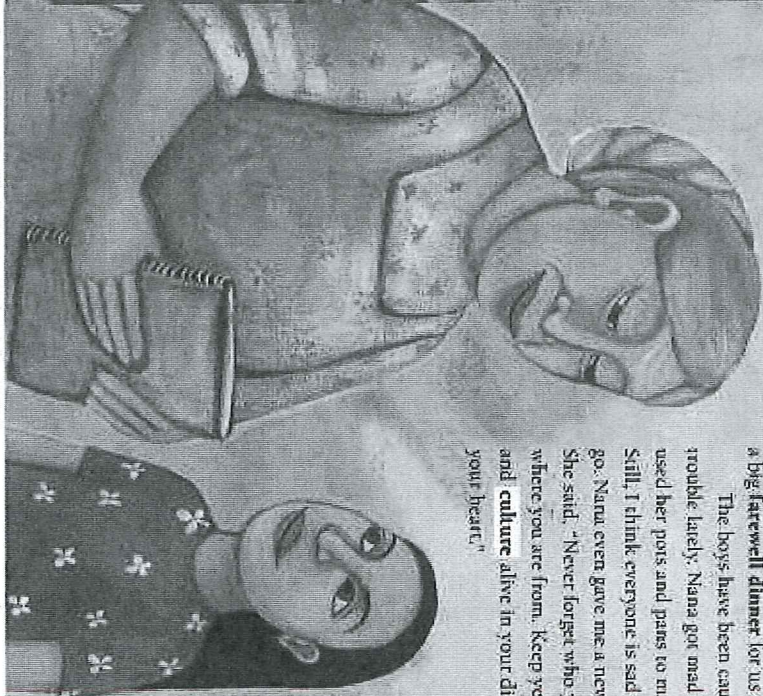
I can't believe Papa's gone. Tio Tio keeps trying to make us laugh instead of cry, and Tio Chato pulled a silver coin out of my ear. Today it feels good to laugh.



In Other Words:
Tio, Uncle (in Spanish)

11 FINALLY! Papa sent our green cards—we're going to cross the border this weekend! The whole family is making a big farewell dinner for us tonight.

The boys have been causing a lot of trouble lately. Nana got mad when they used her pots and pans to make "music." Still, I think everyone is sad to see us go. Nana even gave me a new journal. She said, "Never forget who you are and where you are from. Keep your language and culture alive in your diary and in your heart."



In Other Words:
cross the border go from Mexico to California
farewell dinner party

1 Before You Move On

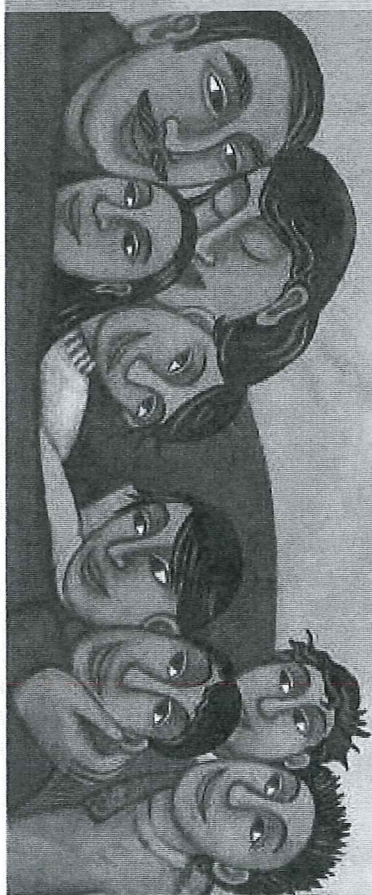
1. Character What happens on the first part of the journey? How does this make Amada feel?
2. Clarify Why does Amada's father leave before the rest of the family?

• Predict
How will Anada feel in the
transition to her new life?

It's my first time writing in the U.S.A! Crossing the border in Tijuana was crazy. Everyone was pushing and shoving, there were babies crying, and there were people fighting to be first in line. We held hands the whole way. When we finally got across, Mario had only one shoe on. I counted everyone and I still had five brothers. Where!

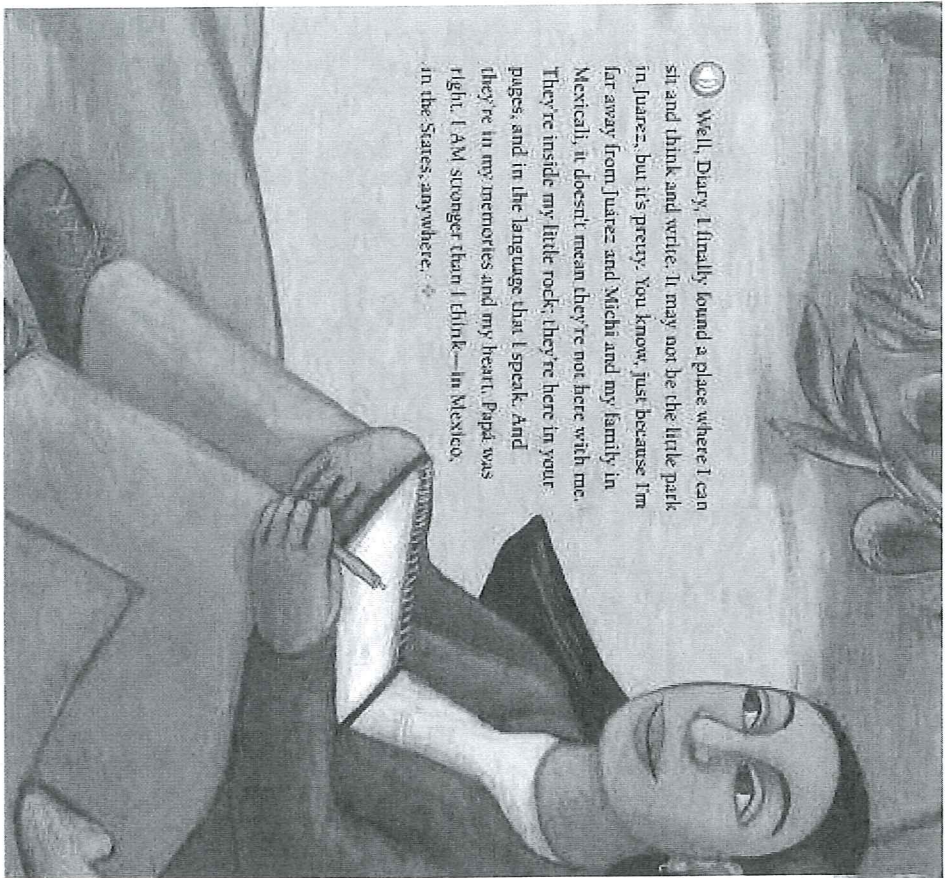


Papá was waiting for us at the bus station in Los Angeles, just like he promised. We all jumped into his arms and laughed, and Mamá even cried a little. Papá's hugs felt so much better than when he left us in Mexicali!



In Other Words:
Welcome! I felt relieved!

Well, Diary, I finally found a place where I can sit and think and write. It may not be the little park in Juarez, but it's pretty. You know, just because I'm far away from Juarez and Michi and my family in Mexico, it doesn't mean they're not here with me. They're inside my little rock; they're here in your pages, and in the language that I speak. And they're in my memories and my heart. Papa was right. I AM stronger than I think—in Mexico, in the States, anywhere.



Before You Move On

1. **Character** How does Amada feel about where she lives now?
2. **Draw Conclusions** Why are Amada's rock and diary important to her?

Meet the Author

Amada Irma Pérez

Do you ever feel that no one else understands your life? Amada Irma Pérez felt that way, and she didn't like it. So she decided to tell her story.

Amada moved to the United States from Mexico when she was a child. In school, she wondered why there were no books about children like her. Then, on her eleventh birthday, Amada's mother gave her a diary.

"Wow!" thought Amada. "A whole book for me to fill up!" Amada filled that diary, and many others like it, with her stories. When Amada grew up, some of those stories became books.



« Author Amada Irma Pérez, as a girl.

Writer's Craft

The author includes details about how things look and feel to Amada, including the color of the sky and the cold at night. Imagine that you are Amada. Write a new diary entry about your journey to the U.S. Include sensory details, such as how things look, smell, taste, sound, or feel.

Part 1
Think and Respond

Talk About It



1. What do diary entries tell you about the character who wrote them? Use examples from Amada's diary to explain your answer.

Diary entries tell you what the character _____.
Amada's diary entries tell readers what she ____.

2. What information might Amada give about herself to her new friends in the United States?
3. How can Amada keep her Mexican culture alive as she makes the transition to life in the United States?

Learn writing strategies.
Go to www.nwra.com

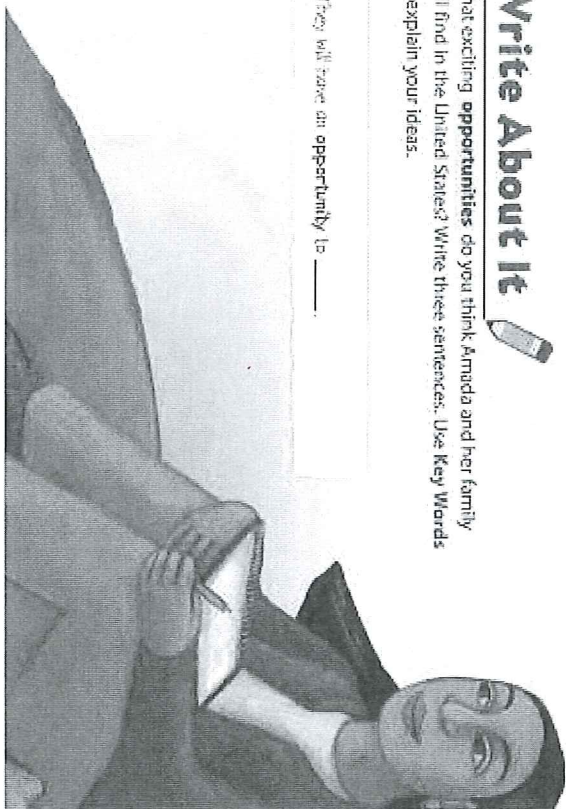
Key Words:	
country	opportunity
culture	refuge
education	symbol
employment	transition
immigration	translate

Write About It



What exciting **opportunities** do you think Amada and her family will find in the United States? Write three sentences. Use Key Words to explain your ideas.

They will have an opportunity to ____.

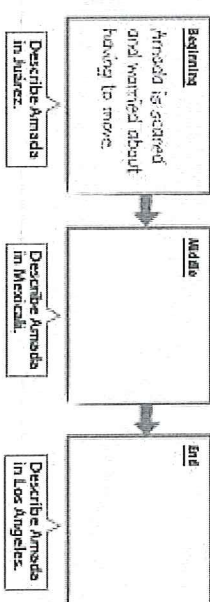


Reread and Retell

Character Development

Use a character development chart to show how Amada changed during "My Diary from Here to There." Think about how Amada feels as she makes the move to Los Angeles.

Character Development Chart



Now use your character development chart as you retell the story to a partner. Be sure to explain how Amada changes throughout the story. Use Key Words in your retelling.

In the beginning of the story, Amada ____
In the middle of the story, Amada ____
By the end of the story, Amada ____

Fluency



Use the Comprehension Coach to practice reading with expression. Rate your reading.

Talk Together

How does the move change Amada? Write a song or chant about Amada's move. Include Key Words. Share your song or chant with the class.



Nombre _____ Fecha _____

Instrucciones: Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

En el Icehotel

- 1 Grady creía que nada podría superar el vestíbulo del hotel, con su lámpara de hielo colgando del techo, hasta que vio su habitación. Huevos de dragón gigantes tallados en hielo rodeaban la cama, hecha también con un gran bloque de hielo. Se sentó en la cama y alisó el mullido cobertor de piel de reno.
- 2 —Esto es increíble —le dijo a sus padres. Como Grady y su familia vivían en el Sur de California, nunca había conocido un invierno de verdad. Y se había quejado tanto, que al final sus padres decidieron llevarlo al Icehotel, un hotel en la Laponia sueca más de cien millas por encima del círculo polar ártico. Cada año, el hotel de 65 habitaciones se reconstruye en dos meses. Abre en diciembre y desaparece en abril, cuando el hielo derretido vuelve a fluir por el río Torne.
- 3 —Sólo estamos a 23 grado aquí dentro. ¿No tendrás frío esta noche? —preguntó su mamá.
- 4 Grady negó con la cabeza. Llevaba un anorak, un suéter y, debajo, tres capas más.
- 5 —¿Entonces, qué te preocupa? —le preguntó su papá al ver su mirada inquieta.
- 6 —Este... No veo el baño —dijo Grady.
- 7 Sus padres le dijeron riendo que los baños estaban en el edificio con calefacción de al lado. Grady respiró aliviado. Le encantaba la idea de dormir en una cama de hielo cubierto con una manta peluda, pero usar un cuarto de baño hecho completamente de hielo... Pues bien, parecía que eso podría hacerlo sin hielo.



Preguntas de comprensión

1. ¿Por qué Grady y su familia van al Icehotel? Subraya dos oraciones que lo expliquen.
2. Escribe tres detalles que muestren el frío que hace en la habitación de Grady.
3. Subraya una oración que explique por qué el Icehotel se tiene que reconstruir cada año.

____/6

Nombre _____ Fecha _____

Instrucciones: Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

Elige tu veneno

- 1 El juego se llamaba "Lucha animal". Garrett estaba convencido de que ganaría.
- 2 El Sr. Charnov había organizado este concurso de ciencias en el cual cada estudiante tenía que proponer un animal con un sistema único de protegerse a sí mismo. Garrett estaba seguro de haber encontrado el animal con el mecanismo de defensa más extraño de todos.
- 3 Al ir a sentarse, Rachel lo miró con suficiencia y susurró: —A ver qué tienes—. Garret tuvo un momento de duda. Si alguien le podía ganar, esa era Rachel. Sin embargo, probablemente solo estaba tratando de ponerlo nervioso.
- 4 Sonó la campana y los estudiantes empezaron a entregar sus propuestas. Rachel había elegido el pepino de mar, que segrega un veneno pegajoso para protegerse de sus atacantes. También puede sacar fuera sus órganos internos para hacer creer a sus depredadores que ya está muerto.
- 5 A continuación, Garret habló del lagarto cornudo de Texas. Describió cómo este lagarto, cuando se siente amenazado, lanza un chorro de sangre por los globos oculares.
- 6 Cuando todos hubieron participado, el Sr. Charnov repartió las papeletas para el voto secreto y luego fue anotando el resultado en el pizarrón. Aunque desde luego Garrett se sintió decepcionado por no ganar, incluso él votó por el animal de Julio, el tritón ibérico. Esta criatura saca sus costillas a través de la piel e impregna sus extremos puntiagudos con una mucosidad venenosa.



Preguntas de comprensión

1. ¿Cuál era la actitud de Garret en la primera parte del relato?
Subraya dos oraciones que muestren cómo se siente.
2. ¿Cuál fue el animal de Rachel y cómo se defendía?
3. Encierra en un círculo una oración que muestre cómo se sentía Garret después de conocer el resultado del concurso.

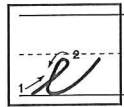
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Nombre: _____ Fecha _____

Instrucciones: Traza y escribe las letras. Luego escribe las oraciones.



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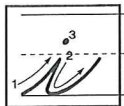
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watt waterpolo

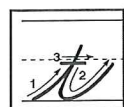
Tengo kiwis y sándwiches.

Nombre: _____ Fecha _____

Instrucciones: Traza y escribe las letras. Luego escribe las oraciones



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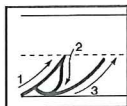
t t t t t t t t t

timbales tiene

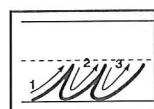
Me gusta ir a la tienda.

Nombre: _____ Fecha _____

Instrucciones: Trazas y escribe las letras. Luego escribe las oraciones.



s s s s s s s s s



u u u u u u u

usa su sumar

Yo uso sus juguetes.

Nombre _____ Fecha _____

Usar conjunciones, preposiciones e interjecciones

Instrucciones: Lee cada oración y encierra en un círculo la conjunción.

1. Aunque los humanos son rápidos, no son tan rápidos como un jaguar.
2. El avestruz y el elefante viven en África.

Instrucciones: Lee cada oración y encierra en un círculo la preposición.

4. Tienes que elegir entre ese libro y este.
5. Vamos hacia tu casa.

Instrucciones: Lee cada oración y encierra en un círculo la interjección.

6. ¡Bravo! La actuación fue magnífica.
7. ¡Ay! Me pillé el dedo en la puerta.

Nombre _____ Fecha _____

Usar tiempos verbales perfectos

A. Instrucciones: Completa la tabla.

Pretérito perfecto	Pluscuamperfecto	Futuro compuesto
ha asistido		
	había creado	
		habrá olvidado
ha localizado		
	había memorizado	
		habrá crecido

B. Instrucciones: Escoge un verbo de cada columna para usar en una oración. Encierra el verbo en un círculo.

1.
2.
3.

Nombre _____ Fecha _____

Sujeto, verbo gustar y complemento indirecto

Instrucciones: Completa las oraciones con el complemento correcto.

1. ¿A ti ___ gustaría ver esa película?
2. A ellos ___ encanta comer palomitas de maíz.
3. A ella no ___ gustan nada las bromas pesadas.

Instrucciones: Escribe una oración usando los verbos gustar, fascinar y encantar. Encierra el verbo en un círculo.

1. _____

2. _____

3. _____

Nombre _____ Fecha _____

Usar pronombres como sujeto

Instrucciones: Escribe cuál es el pronombre en función de sujeto de cada oración. Si puede haber más de una opción, escribe todas las opciones.

1. Te digo que no tengo ni idea de quién es. _____
2. No nos dijo quién era su madre. _____
3. ¿Cómo se llaman? _____
4. ¿Quieres venir al cine esta tarde? _____
5. Queremos una habitación con baño. _____
6. Tengo un dolor de cabeza terrible. _____
7. No quiso venir a la fiesta. _____
8. No quisiste venir a la fiesta. _____
8. No quisieron venir a la fiesta. _____

Nombre _____ Fecha _____

Usar verbos irregulares

Instrucciones: Lee la oración y pon el verbo resaltado en el tiempo, modo y persona correcto.

1. Hoy yo no me **sentir** bien. _____
2. Ayer Juan **venir** a almorzar muy tarde. _____
3. Antonio no ha **hacer** nada especial. _____
4. Cuando sea la hora de cenar, él ya **haber** terminado. _____
5. Anoche María no **dormir** bien. _____
6. ¡Si yo lo **haber** sabido, te habría ayudado! _____
7. En 1992, Pepa **andar** en bicicleta por Nueva York. _____
8. Yo **pensar** que no puede ser verdad. _____
9. Es probable que María hoy no se **sentir** bien. _____

Nombre _____ Fecha _____

Usar comas

Instrucciones: Lee cada oración. Luego escribe correctamente la oración en la línea de abajo, usando la coma en el lugar correcto.

1. Una vez lleguemos al museo nos dividiremos en grupos para la visita.

2. Los miembros del club de arte recibieron varios premios ¿verdad?

3. Ciencias estudios sociales y matemáticas son mis asignaturas favoritas.

4. ¿Sr. Álvarez podemos leer nuestros libros hasta que suene la campana?

5. Sí quiero hacer una prueba para la obra de teatro de la escuela.

Nombre _____ Fecha _____

Escribir títulos

Instrucciones: Encierra en un círculo el título en cada oración. Luego escribe la oración correctamente sobre la línea.

1. Una de mis películas favoritas es las crónicas de narnia: el león, la bruja y el armario.

2. La canción amor eterno se hizo famosa cantada por Diana Ross y Lionel Richie.

3. Hace mucho tiempo, el artista holandés Vincent van Gogh pintó el cuadro la noche estrellada, que aún hoy es muy famoso.

4. Le leí charlie y la fábrica de chocolate a mi hermano.

Nombre _____ Fecha _____

Usar materiales de referencia de ortografía

Instrucciones: Piensa en una palabra que vaya con cada definición y escríbela en la línea. Busca la palabra en un diccionario digital o impreso u otros materiales de referencia. Revisa la palabra para asegurarte que la escribiste correctamente. Si es necesario, corrígela.

1. Vehículo de dos ruedas cuyos pedales transmiten el movimiento a la rueda trasera por medio de dos piñones y una cadena. _____
2. Representación geográfica de la Tierra o parte de ella en una superficie plana. _____
3. Doctor que se ocupa de la salud y enfermedades de los niños.

4. Libro que una persona escribe sobre su propia vida. _____
5. Language figurativo que imita o recrea el sonido de la cosa o la acción nombrada. _____
6. Forma corta de una palabra, como **Dr.** para **Doctor** _____