

Grade Five

Show Me What You Know

Directions: Read the *excerpt* from The Watsons Go to Birmingham below. Then answer the questions that follow. Draw a star next to your favorite moment in the text.

Dad said, "Oh Lord, not that sorry story. You've got to let me tell about what happened with him."

Momma said, "There's not a whole lot to tell, just a story about a young girl who made a bad choice. But if you do tell it, make sure you get all the facts right."

We all huddled as close as we could get because we knew Dad was going to try to make us forget about being cold by cutting up. Me and Joey started smiling right away, and Byron tried to look cool and bored.

"Kids," Dad said, "I almost wasn't your father. You guys came real close to having a clown for a daddy named Hambone Henderson. . . ."

"Daniel Watson, you stop right there. You're the one who started that 'Hambone' nonsense. Before you started that everyone called him his Christian name, Moses. And he was a respectable boy too, he wasn't a clown at all."

"But the name stuck didn't it? Hambone Henderson. Me and your granddaddy called him that because the boy had a head shaped like a hambone, had more knots and bumps on his head than a dinosaur. So as you guys sit here giving me these dirty looks because it's a little chilly outside ask yourselves if you'd rather be a little cold or go through life being known as the Hambonettes."

Me and Joey cracked up, Byron kind of chuckled and Momma put her hand over her mouth. She did this whenever she was going to give a smile because she had a great big gap between her front teeth. If Momma thought something was funny, first you'd see her trying to keep her lips together to hide the gap, then, if the smile got to be too strong, you'd see the gap for a hot second before Momma's hand would come up to cover it, then she'd crack up too.

Laughing only encouraged Dad to cut up more, so when he saw the whole family thinking he was funny he really started putting on a show.

He stood up in front of the TV. "Yup, Hambone Henderson proposed to your mother around the same time I did. Fought dirty too, told your momma a pack of lies about me and when she didn't believe them he told her a pack of lies about Flint."

Dad started talking Southern-style, imitating this Hambone guy. "Wilona, I heard tell about

the weather up that far north in Flint, Mitch-again, heard it's colder than inside an icebox. Seen a movie about it, think it was made in Flint. Movie called *Nanook of the North*. Yup, do believe for sure it was made in Flint. Uh-huh, Flint, Mitch-again."

1. Fill in the chart below to *identify a character's reaction* (Monday's lesson).

Character	Their Reaction	Why the Character Was Reacting

- Identified a character
- Identified a reaction *that was noticeable*
- Reaction was *directly quoted*
- Explained *why the character was reacting*
- No excuses grammar or spelling

/5

No Excuses grammar or spelling refers to something that I taught my students. We had a word wall of words they had to spell correctly like "because". No excuses grammar included capitalizing the beginning of the sentence. These were all lessons I taught explicitly. No excuses grammar or spelling DOES NOT refer to perfect grammar and spelling.

Okay Inference 😊:

I think that Kenny's father doesn't like Hambone Henderson.

Great Inference 😊

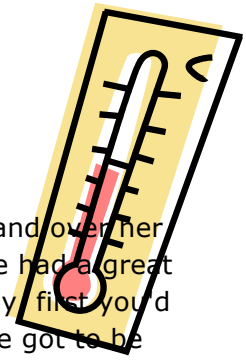
Kenny's father is not threatened by Hambone Henderson. I know this because he is laughing as he tells the story. When people laugh, they are usually not angry. This makes sense because Kenny's dad "won" Wilona.

2. Read the two sticky notes on the left. Why is the "Great Making More Inference" better than the "Okay Making More Inference" (Tuesday's lesson)~

- _____
- _____
- _____

- Three *different* things are listed
- Okay inference does not include three things listed
- No excuses grammar and spelling

/3



3. Re-read the passage below:

“Me and Joey cracked up, Byron kind of chuckled and Momma put her hand over her mouth. She did this whenever she was going to give a smile because she had a great big gap between her front teeth. If Momma thought something was funny, first you’d see her trying to keep her lips together to hide the gap, then, if the smile got to be too strong, you’d see the gap for a hot second before Momma’s hand would come up to cover it, then she’d crack up too.”

Using the criteria you listed in #2, create a *making more inference*.

○	

- Making more inference included all criteria student listed in #2
- Making more inference is about the small excerpt included above
- No excuses grammar or spelling

/3

4. Read the following excerpt from The Watsons Go to Birmingham. Then read the great connection (*Wednesday's lesson*).

“Momma said it wasn’t important, that I was a real handsome little boy, but ever since I’d been born one of my eyeballs had been kind of lazy. That means instead of looking where I tell it to look, it wanted to rest in the corner of my eye next to my nose. I’d done lots of things to make it better, but none of them worked. I’d done exercises where I had to look that way, then this way, this way, then that way, up and down, down and up, but when I went to look in the mirror the eye still went back to the corner. I’d worn a patch on my other eye to make the lazy one work but that didn’t do anything either. It was fun to play like I was a pirate for a while but that got boring.”

Great Connection:

Sometimes I feel embarrassed also. One time there was a boy in my theater class who made fun of my freckles. It made me feel awful!

What moment is the student *connecting to* when she read the passage?

/1

5. Generate a meaningful connection below by comparing a time when you felt embarrassed to the time Kenny felt embarrassed (*Thursday's Lesson*).

○	
○	

- Connected to an embarrassing moment
- Described your embarrassing moment
- Compared Kenny’s moment to your own moment
- No excuses grammar or spelling

/4

May I Have Some More Cake, Please?

Directions: Read the following *excerpt* from Shiloh by Phyllis Reynold Naylor. Shiloh, a small dog, has just arrived at the narrator's home.

The day Shiloh came, we're having us a big Sunday dinner. Dara Lynn's dipping bread in her glass of cold tea, the way she likes, and Becky pushes her beans up over the edge of her plate in her rush to get 'em down.

Ma gives us her scolding look. "Just once in my life," she says, "I'd like to see a bit of food go direct from the dish into somebody's mouth without a detour of any kind."

She's looking at me when she says it, though. It isn't that I don't like fried rabbit.

Like it fine. I just don't want to bite down on buckshot, is all, and I'm checking each piece.

"I looked that rabbit over good, Marty, and you won't find any buckshot in that thing," Dad says, buttering his bread. "I shot him in the neck."

Somehow I wish he hadn't said that, I push the meat from one side of my plate to the other, through the sweet potatoes and back again.

"Did it die right off?" I ask, knowing I can't eat at all unless it had.

"Soon enough."



6. Fill in the chart below to *identify a character's reaction* (Monday's lesson).

Character	Their Reaction	Why the Character Was Reacting

- Identified a character
- Identified a reaction *that was noticeable*
- Reaction was *directly quoted*
- Explained *why the character was reacting*
- No excuses grammar or spelling

/5

7. Make a *making more inference* (Tuesday's lesson) based on the following *guiding question*:

Why won't the narrator eat until he finds out that the rabbit died instantly?

○	

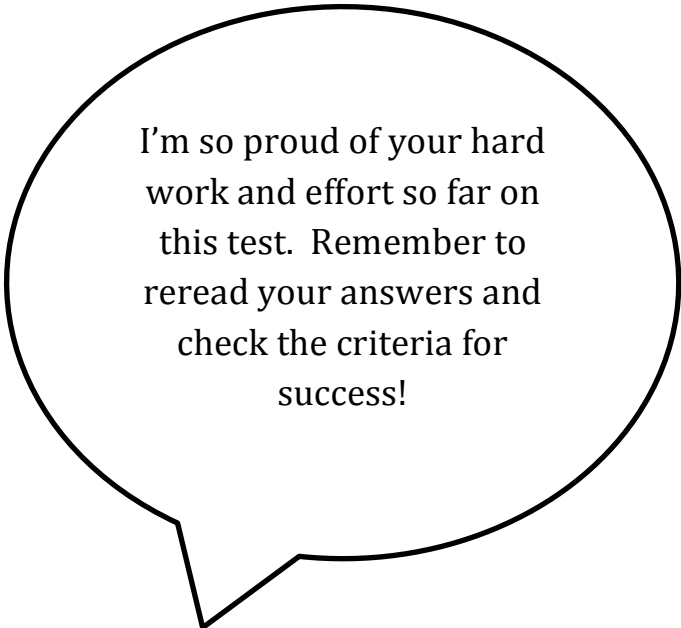
- Making more inference included all criteria student listed in #2
- Making more inference is about the small excerpt included above
- No excuses grammar or spelling

/3

8. Create T-S connection in the *margin* of the *Shiloh excerpt*.

- Text to self connection shows connects to a character's emotion
- Includes description of your event and emotion
- No excuses grammar or spelling

/3



I'm so proud of your hard work and effort so far on this test. Remember to reread your answers and check the criteria for success!

9. Stretch out your T-S connection from question 8 to compare your emotions to the character's emotions (*Thursday's Lesson*).

○	
○	

- Connected to an embarrassing moment
 - Described your embarrassing moment
 - Compared Kenny's moment to your own moment
 - No excuses grammar or spelling
-

/6



Review a Few

10. Create a simile comparing the principal and one of the following below (from the last unit):

A mountain

A river

A staircase

- Used simile comparison language
- Simile clearly shows what Mr. Negrón and the thing share in common

/2

11. Generate an open-ended question that you have about The Watsons Go to Birmingham (from last week) :

- Written in question format
- Question could have multiple answers
- No excuses grammar and spelling

/3

Take That and Rewind it Back

Read the following passage and answer the questions (*from July*) that follow:

When my brother Fudge was five, he discovered money in a big way. "Hey, Pete," he said one night as I was getting out of the shower. "How much would it cost to buy New York?"

"The city or the state?" I asked, as if it were a serious question.

"The state, but all the good stuff is in the city. People who don't live in the city might disagree, but I'm a city kind of guy."

"We live in the city, right?" Fudge said. He was sitting on the open toilet seat in his pajamas.

"You're not doing anything, are you?" I asked as I toweled myself dry.

"What do you mean, Pete?"

"I mean you're sitting on the toilet, and you haven't pulled down your pj's."

He swung his feet and started laughing. "Don't worry, Pete. Only Tootsie still poops in her pants." Tootsie is our little sister. She'll be two in February.

Fudge watched as I combed my wet hair. "Are you going someplace?" he asked.

"Yeah, to bed." I got into clean boxers and pulled a T-shirt over my head.

12. What is the purpose of the previous passage?

- a. To inform readers about New York
- b. To entertain readers about a story with two brothers
- c. To persuade readers to read a story

13. Where does this story take place?

- a. New York City
- b. In a bank
- c. In a bathroom

/2

14. List two elements of fiction:

a. _____

b. _____

/2

Soar to a Four

Pencil Points

In 1564, an awful storm in a town in England knocked a huge oak tree down. That was the start of the pencil!

Farmers found a large amount of black stuff that had been hidden under the tree. They thought it was lead. When someone realized that this black stuff was good for writing, the farmers eagerly dug it up. It was easier to use than quill pens and ink. Those were messy and hard to use outside away from a desk. The lead stuff made nice dry, dark lines, and it was handy to carry around. The only problems were that it crumbled easily and it made people's fingers dirty when they used chunks and splinters of the material.

People searched for ways to solve those problems. First, they wrapped sticks of the lead in string. The string could be unwound as the lead wore down with writing. Next, people pushed the lead into tubes of leather or wood. Later, there were metal holders with grips at the ends to keep the lead in place. In 1683, J. Pettus split open a strip of cedar. He then hollowed out the center, put a piece of lead in the groove, and glued it all together. That was the first wooden pencil...and it was square!

1. Ballast means-

- a. a ship's anchor
- b. a ship's compass
- c. scales for cargo
- d. weight added to a ship to keep it stable

2. People liked using graphite because-

- a. it crumbled easily
- b. it was easy to carry and it made dry lines
- c. it gave off a nice scent when they wrote it
- d. it made them think of diamonds

3. The reason graphite was discovered in England was because-

- a. a storm knocked a tree down there, which uncovered a graphite deposit
- b. it could be ground up and mixed with clay to make pencils
- c. it made a good weight for empty ships
- d. there were more farmers digging in fields in England than in other countries

All proof is underlined and labeled

Survey Says

1. What was your favorite moment this week in reading class?

<input type="radio"/>	

2. Do you get enough time to independently read?

<input type="radio"/>	

3. On a scale of 1-5, how did you feel about this week's aims? _____

<input type="radio"/>	

4. What book are you dying to read next?
