

# Blackline Masters for Grade 5



Activity Masters

Graphic Organizer Masters

Name \_\_\_\_\_

# 1. Major Earthquake Map

**Goal:** Create a world map showing the locations of major earthquakes and faults.

## Gather Your Data

Most earthquakes happen along faults. A *fault* is where plates of the earth's crust meet.

Copy or print out a world outline map. Use an almanac, encyclopedia, or the Internet to find the locations and dates of at least 20 major earthquakes that have happened in the last 100 years. Make notes about the locations and other information you would like to include on your map.

In an encyclopedia or on the Internet find information about the plates in the earth's crust. Draw the plates on the world outline map.

## Make Your Map

Think about how you want to design your map. Make a map key to show any symbols. Color in the oceans and land. Add the earthquake locations to your map.

## Share Your Map

Use one of the following ideas to share your work with the class.

- Exchange information about earthquake locations with classmates. Update your own map.
- Discuss your findings—are the earthquake locations related to the locations of the faults? Did any earthquakes happen away from places where the plates meet?

### TIPS

- On your map, indicate in a special color or in some other way where the plates meet.
- Include a map key to explain any symbols or colors you use on your map.

Name \_\_\_\_\_

## 2. Put the Story Together

**Goal:** Summarize *Earthquake Terror* using a sequence of eight events.

- On a piece of heavy paper, draw a scene from the story.
- On the back of the scene, draw a grid of eight boxes. In each box, describe a scene from the story in one sentence. Describe the scenes in sequence.
- Cut the picture into eight pieces using the lines of the grid as guides.
- Challenge a classmate to summarize the story by arranging the events in sequence. The scene on the front will be complete if the events are arranged correctly.

### TIPS

- In your sentences, use words that signal sequence, such as *before* and *then*.
- Choose important events that summarize the story.

## 3. Word Play

**Goal:** Recognize compound words that share the same word parts.

Create a word game that uses compound words from *Earthquake Terror* and other selections. Find several groups of compound words that share a word. Write each group in a pattern:

red \_\_\_\_\_  
 \_\_\_\_\_ lands  
 dead \_\_\_\_\_

Challenge a classmate to complete the compound words by deciding what word they share.

### TIPS

- Be sure that your words are compound words.
- Complete the puzzle yourself first as a test.

Name \_\_\_\_\_

# 1. Emergency!

**Goal:** Investigate how the government and other organizations help in an emergency and present your findings to the class.

## Choose a Focus

In a small group, think about the kinds of emergencies that can occur, such as *a flood, an earthquake, or a tornado*. Together, choose one to be the basis of this activity. Then research the groups and agencies that would respond to that emergency. Organize your groups under four categories: *Community Level, State Level, Federal Level, and Other*.

## Learn About the Organization

Depending on how many students are in your group, divide the organizations or categories among the group members. Brainstorm with your group a list of things you would like to know about each of these organizations. Then, individually, research the specific work, responsibilities and duties of your organization, and how the organization would respond to your emergency. You can find listings for these organizations on the Internet and in the telephone book.

## Share What You Know

When your research is complete, share your information with your group. Discuss areas where agencies must work together, when each one is needed, and how each helps. Present your information as a panel to the class, with each group member representing his or her organization. Answer classmates' questions about your organization.

### TIPS

- Write the most important information about your organization on numbered index cards to help in your presentation.
- Create posters and other visual aids to help explain your information.

Name \_\_\_\_\_

## 2. A Day in Your Life

**Goal:** Write a story of a real or imagined day in your life based on the text organization of *Eye of the Storm*.

Segment 2, pages 69–75, of *Eye of the Storm* is organized in a special way. It tells of the events during a single day in sequence, under headings that signal time. Use the same type of text organization to write a story of a real or imagined day in your life.

- List the events in your story in sequence.
- Create headings that signal time.
- Describe what happened under each heading.

### TIPS

- Make sure that your story events are organized in sequence.
- The writing under each heading should tell about the events that happened at that time.

Theme  
Paperback

## 3. Hurricanes: Earth's Mightiest Storms

**Goal:** Compare and contrast the equipment used to track and photograph tornadoes and hurricanes.

Which is more impressive—Shadow Chaser in *Eye of the Storm* or the hurricane-hunting planes described in *Hurricanes: Earth's Mightiest Storms*?

Find the pages in each story that describe the tracking equipment. Use a Venn diagram to compare and contrast the two pieces of equipment. Would you prefer to chase tornadoes or hunt hurricanes? Briefly explain your choice at the bottom of the diagram.

### TIPS

- Focus on *comparing* and *contrasting*.
- Think about the reasons for your preference.

Name \_\_\_\_\_

# 1. Volcano Terror

**Goal:** Create a storyboard for a movie about a volcanic eruption.

## Developing a Movie Concept

Imagine a movie about Jonathan and Abby, from *Earthquake Terror*, vacationing where a volcano erupts.

- Choose a volcanic area mentioned in *Volcanoes*. Use an encyclopedia to find out about things like climate, vegetation, and animals.
- Outline a story around the characters' experience with an erupting volcano.

### TIPS

- Sequence your events on a separate sheet of paper before you draw your pictures on your storyboard.
- Include strong images that help tell the story.

## Make a Storyboard

A storyboard is a plan of the story's plot, in sequence.

- List at least twelve major scenes. Use facts from *Volcanoes* to help you. Think back to *Earthquake Terror*.
- Divide a poster board into twelve boxes. In each box, draw a picture of a scene. Below it, write a caption about what is happening.

## Share What You Know

Decide how to "pitch" your movie. You might:

- Display your storyboard in the classroom. Use oversized quotations from imaginary movie reviews, like "*Amazing!*" says *the Tribune*. Post the strips around the storyboard.
- Explain each of your storyboard scenes to the class, and play a tape of sound effects to go with the action.

Name \_\_\_\_\_

## 2. At the Video Store

**Goal:** Classify stories based on the categories found in video stores.

- On a sheet of paper, write video categories used in a video store, such as *drama*, *horror*, *romance*, *comedy*, and *documentary*, in a column.
- Next to each category draw a row of several rectangles that look like video boxes.
- On a separate sheet of paper, list as many stories as you can think of.
- Classify each story and write its title on a video box in the correct category.
- Compare your classifications with a classmate's.

### TIPS

- Check the meaning of a category in a dictionary.
- Base your choices on features of the stories.

## 3. Word Stumper

**Goal:** Create a vocabulary quiz.

Review the vocabulary words listed on page 46 of the Practice Book.

- Write each vocabulary word at the top of an index card.
- Below each word write one correct definition and two wrong definitions.
- Number the definitions 1 to 3. Vary the number of the correct definitions.
- Quiz a classmate.

### TIPS

- Be sure that your incorrect definitions are completely wrong.
- Double check your correct definitions.

Name \_\_\_\_\_

# 1. Sports Cards

**Goal:** Create a card game and learn facts about sports.

## Make the Cards

Brainstorm with a partner to create a list of sports that interest you. Narrow the list to figure skating and three other sports to research. Answer these questions:

- Where did the sport originate?
- When was the sport first played?
- What is one rule of the sport?
- What piece of equipment is needed to play the sport?
- Who are four athletes in each sport?

### TIPS

- State the facts on your cards briefly but clearly.
- Write the rules of the game in brief, separate steps.

Add a question about another category of information. Make a playing card for each athlete that includes a picture of the athlete, the name of the athlete, his or her sport, one fact from your research, and one other piece of interesting information about that person.

## Make the Rules

Write the rules for one or two games you can play with your cards. Play the game to see if you need to adjust it.

## Share What You Know

Decide how to teach your games to the rest of the class.

- Display a poster with the rules and illustrations.
- Make copies of a rule sheet to distribute among your classmates.

Play the games with your classmates.

Name \_\_\_\_\_

## 2. An Informative Breakfast

**Goal:** Design a cereal box featuring facts and opinions about Michelle Kwan.

Make a list of facts and opinions you want to use on your box. Base several facts and opinions on Michelle Kwan's fact file and her references to other skaters. Also include facts and opinions about the cereal. Be sure and give your cereal a name. Draw or make copies of pictures of Michelle Kwan. Design your box so that it is eye-catching and makes connections with Michelle Kwan.

Once you have designed your box, show it to a classmate. Ask him or her to identify which statements are facts and which are opinions.

### TIPS

- Use a fact and opinion chart to help you plan out your statements.
- Use an actual cereal box as a base, covering it with paper and then pasting on your pictures and statements.

## 3. Daily Planner

**Goal:** Create a schedule for three days in the life of Michelle Kwan.

As you reread *Michelle Kwan: Heart of a Champion*, jot down the kinds of appointments that fill Michelle Kwan's days. Create a three-day schedule of tasks and appointments for Michelle. For each entry, note the task or purpose of the appointment, place, and beginning and ending time.

### TIPS

- Make a draft of your schedule in pencil, so you can make changes.
- Leave gaps in the schedule when Michelle might eat or just relax.

Name \_\_\_\_\_

# 1. Take Center Stage

**Goal:** Write a new story about the talent show in *La Bamba* with yourself as the main character.

## Structure the Story

Include yourself among the students at John Burroughs Elementary. Choose a talent you could perform in a talent show. Then tell a similar story about a problem you might have. Use story map like the one on page 116 of the Practice Book to organize your story.

## Write the Story

When writing your story, follow Gary Soto's example.

- Begin by describing the main character as if you were watching yourself.
- Have the main character explain how he or she feels.
- Include details to make all your characters seem like real people.
- Use dialogue and actions to show what your characters are like.

When you have finished, evaluate your story by using page 210 of the Practice Book. After evaluating, revise any parts that you feel still need work.

### TIPS

- Make sure your story has a clear beginning, middle, and end, well-developed characters, and an interesting plot.
- End your story with a believable ending that resolves the problem.

## Share Your Story

Put your story into book form.

- Draw three or four pictures to illustrate your story.
- Create a cover with a new title on the front and a picture of the author (you) on the back.

Name \_\_\_\_\_



## 2. *Island of the Blue Dolphins*

**Goal:** Summarize *Island of the Blue Dolphins* as if you were making it into a movie.

Write a summary that will persuade the studio head to make *Island of the Blue Dolphins: The Movie*.

- Tell who and what the story is about in the first sentence.
- Think about how the setting and conflicts with the environment could become the main action of the movie.
- Include only the most important and exciting events.
- Tell what special effects will make the movie more visually exciting.

### TIPS

- Use lots of descriptive words to give the reader visual images.
- Leave out small details so the focus is on the main plot.

## 3. Keeping Time with the Music

**Goal:** Make a time line of developments in a family of instruments.

Use an encyclopedia to research the history of the brass or the string instrument families. Then make a time line to show the development of the instrument family you chose. Use the example on pages 178–181 in your book as a model.

### TIPS

- Include a caption to explain the importance of each date on the time line.
- Add pictures of instruments that are no longer used.

Name \_\_\_\_\_

# 1. Outdoor Adventure

**Goal:** Write and present a fictional adventure story.

## Organize Your Story

Imagine that you experience an outdoor adventure similar to Doug’s passage through his “fear place.” Brainstorm the details of your adventure. Use cluster maps to help you organize your details. In the center circles, write what your fears are; where the adventure takes place; what happens during the adventure; and how you overcome your fears and achieve your goal.

Then note details in the surrounding circles to help you expand your story.

## Write Your Story

Write a rough draft of your story. Be sure to include all your details in a logical order. Reread your rough draft, looking for places to revise. Think about

- adding details
- clarifying events that seem unclear
- using exact verbs and descriptive adjectives

Be sure to check your spelling and grammar. Then write the final draft.

## Present Your Story

Decide how to present your story with the class. You might:

- Draw large illustrations of key scenes in your story. Then record your story on an audio cassette and play it for the class, while holding up the illustrations.
- Put your story in comic book form for the class to read.

### TIPS

- Think about how the setting of your story will affect the action.
- Be sure that your story follows a logical order with a clear beginning, middle, and end.

Name \_\_\_\_\_

## 2. Say What You Mean

**Goal:** Write a clarification composition.

Examine the following quotation by Eleanor Roosevelt in *You Learn By Living* (1960):

*You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, "I lived through this horror. I can take the next thing that comes along." . . . You must do the thing you think you cannot do.*

Write a clarification composition about the quotation. Use a chart like the one on page 143 of the Practice Book to organize your writing. Your compositions should

- restate the quotation and who said it in the first sentence
- include details and examples that support your opinion

### TIPS

- Rewrite the quotation in your own words to help you understand it.
- End with a concluding statement or summary.

## 3. Cat Family Album

**Goal:** Make a family album of wild cats around the world.

Research the cougar and two or three other wild cats around the world. For each, find out how it survives, where it lives, and whether it is endangered.

Make drawings or photocopies of the cats' pictures. Below each picture, write a caption and a paragraph that summarizes the information you found. Use construction paper for your cover and bind the book.

### TIPS

- Include the same categories of information about each cat.
- If it is helpful, draw rather than write some details.

Name \_\_\_\_\_

# 1. Flight Plan

**Goal:** Persuade NASA to make you an astronaut sent to study Earth.

## What to Research?

Reread the pages in *Mae Jemison: Space Scientist* that tell about the experiments she conducted on the *Endeavor*. Think of things about the Earth that you could study from space, such as topographical features, climate, polar caps and glaciers, and human-made features. Then make a list of questions that you would answer through your research of Earth from space. Be sure to think about

- the purpose of your research
- any materials you might need
- why studying this feature of the Earth from space is important

Consult the NASA website to give you ideas of the kinds of research you can do from space.

## Proposal to NASA

Write a letter that you might send to NASA telling them why you should be allowed to study Earth from space. Along with your letter, include a proposal that gives information about what you want to research and why, as well as information about your character that qualifies you for a shuttle mission.

## Share What You Know

Display your letter and proposal on a poster. Use it as a visual aid while giving the class the same persuasive talk you would give officials at NASA if they invited you to discuss your proposal.

### TIPS

- Present all the details of your research clearly and briefly.
- Use the arguments from your letter when speaking to the class.

Name \_\_\_\_\_

## 2. Space Station Schedule

**Goal:** Create a schedule for a typical day at a space station.

Research the International Space Station using resources at the NASA website. Take notes about some of the tasks of astronauts and events that occur on a space station. Using your notes, create a one-day schedule for an astronaut who might be working there.

Remember to include hours or dates and to list activities done regularly.

### TIPS

- Organize your notes into categories such as jobs and events.
- Put enough time in the schedule for the activities.

## 3. Space Mission

**Goal:** Write a science-fiction story about a trip to another planet.

Imagine that you have been chosen to lead a space mission to one of the other planets in our solar system.

Write a story about your mission.

- Choose the planet. Research that planet and take notes on information for your story.
- Reread the selection and other materials on astronauts and take notes on astronauts and space flight.
- Complete a story map that shows the characters, setting, and main plot of your story.
- Write about your adventure. Include information from your research in your story.

### TIPS

- Find facts about the planet's size, air, and atmosphere.
- Your story should be a combination of facts and fiction.

Name \_\_\_\_\_

# 1. Hot Off the Presses

**Goal:** Create colonial newspaper pages for the start of the Revolutionary War and letters expressing Patriot and Loyalist viewpoints.

## The Front Page

- Jot down ideas and information that you want to include in your story, focusing on answers to the questions *Who? What? When? Where?* and *How?*
- Then use your ideas to write the news story. Write the story as if it were going to be published on April 20, 1775—the day after Paul Revere’s midnight ride.
- Think of a catchy headline. Include a drawing. Write at least one other news item that might have appeared on that day.

### TIPS

- Study the format of a newspaper front page and letters to the editor before writing.
- Include opinions and supporting facts in your letters to the editor that clearly show the writers’ different viewpoints.

## Opinion Page

Write two letters to the editor—one from a Patriot and one from a Loyalist commenting on the recent events and the start of the war from his or her particular viewpoint.

Make a sketch to plan the layout of your pages. Then arrange the news stories in columns on the front page and the letters on the opinion page. Think of a name for your colonial newspaper.

## Share What You Know

In a small group share stories or letters. Use them to discuss what it must have been like to live in Boston in 1775.

Name \_\_\_\_\_

## 2. Revolutionary Times

**Goal:** Create a time line of the Revolutionary War.

Make a time line to help you understand and organize information about the Revolutionary War period in American history. Using Internet sites, your social studies textbook, or an encyclopedia, list the events between 1775 and 1781 that you think are the most important. Then choose a standard interval of years, such as five or ten, on which to base your time line. On a large sheet of paper, draw your time line, and add the intervals. Then add the important dates. Include a short title for each event.

### TIPS

- Include at least ten important events.
- Be sure your time line is organized around standard intervals.

## 3. A Real Character

**Goal:** Write a character sketch of a famous colonist.

Research the life of a well-known colonist of the period, such as Samuel Adams, John Hancock, or Abigail Adams. You can find information in an encyclopedia, on the Internet, and in biographies and published letters. Then, write a character sketch. Include character traits that you discovered in your research, and at least one quotation by the person. Determine which traits you think were the most significant. End by summarizing the traits to give a sense of what the person was like.

### TIPS

- Before writing the sketch, make a word web of details about the person's character.
- Be sure that the character traits you include support your summary.

Name \_\_\_\_\_

# 1. Family Treasures

**Goal:** Imagine and create items the Gray family might pack in the wedding trunk.

## Create the Treasures

- Using information from *Katie's Trunk*, an encyclopedia, or the Internet, make a list of items that were important to people like the Grays.
- Think about what each family member might take with them if they had to leave their home.
- With a partner, create a model of each item—one for each family member. For example, cut out the shape of a pocket watch from a piece of cardboard and paint in the details.

### TIPS

- Be sure that the items existed during the Revolutionary War period.
- Develop good reasons to explain why you included each item.

## Pack the Trunk

Decorate a shoebox or other small box to look like the wedding trunk in the story. Then place your family treasures in the box.

## Share What You Know

Share the contents of your “trunk” with a small group of classmates. Explain why you think each family member would have chosen each item you created.

Name \_\_\_\_\_



## 2. *Guns for General Washington*

**Goal:** Use a cause-effect chart to analyze events in *Guns for General Washington*.

Review carefully the story *Guns for General Washington* to identify at least five important causes and their effects. List them in a cause-effect chart. Then select the cause and effect that you think is the most important to the story. Write a persuasive essay explaining why the events you chose are the most important to the story and what would have been different if that cause and its effect had not occurred.

### TIPS

- List at least five causes and their effects.
- Support your choice with details from the story.



## 3. *Dear Lucy*

**Goal:** Write a friendly letter from Henry Knox to his wife Lucy.

Recall Henry Knox from *Guns for General Washington*. Write a letter that he might have written to his wife on the journey from Fort Ticonderoga. Refer to his mission only with code words in case the British seize the letter. Use information from the story to make your letter sound as if Knox had written it.

### TIPS

- Choose a point in the story when Henry might have written to his wife.
- Decide on code words that you think his wife will understand.
- Include details from the story and what you learned about Knox's character.

Name \_\_\_\_\_

# 1. It's All in the Game

**Goal:** Create a game about the thirteen American colonies.

## Develop the Ideas

- With a small group of classmates, brainstorm a list of games you like to play or that you learned about in *Expeditions*.
- Choose one game type as a basis for your created game.
- Think about how the game will be played and what information about the thirteen colonies and the Revolutionary War you want to include. Use an encyclopedia or the Internet for more ideas.
- Decide what your game will look like. What kind of board or playing pieces will you need? How many people will be able to play? How does the game begin and how does it end?

## TIPS

- Base your game on information about the thirteen colonies.
- Include clear, step-by-step directions.
- Play your game at least once to check that it works.

## Make the Game

- Make a list of tasks needed to make your game. Divide the tasks fairly among the group members.
- Write directions for your game, referring to Practice Book page 234 to help you plan the steps.
- As a group, review the finished work to check that all the parts are complete. All group members should follow the directions to be sure that the steps are all included.

## Share What You Know

Exchange your game with another group's and play the games. You can also demonstrate your game for the class by reading and acting out the directions.

Name \_\_\_\_\_

## 2. James Forten: The Movie

**Goal:** Write a positive review of a movie based on James Forten's life.

Imagine a movie based on *James Forten*. Think about what types of scenes would be in such a movie. Then write a review encouraging people to see the movie. Give reasons to see it and support your reasons with facts and examples from the story.

### TIPS

- Include the names of actors in the lead roles.
- Support your opinions with details, facts, and examples.
- Include persuasive language.



## 3. Henry Knox: The Book

**Goal:** Make a K-W-L chart to help you write a biography of Henry Knox.

*Guns for General Washington* describes only a short period in the life of Henry Knox. However, he devoted many years to the service of his country. Under *What I Know* on your chart, write facts about Henry Knox from *Guns for General Washington*. Under *What I Want to Know* write questions about facts you need to write a complete biography. Then research Henry Knox's life to find the answers. Write the answers under *What I Learned*. Use your chart to write a biography.

### TIPS

- Look for an anecdote or quotation to include in the biography.
- Find out the role Henry Knox played in the new American government.

Name \_\_\_\_\_

# 1. Fund-raiser

**Goal:** Write an announcement and a speech for a fund-raiser.

In *Mariah Keeps Cool*, the surprise party for Mariah's sister Lynn was also an opportunity to make donations for a homeless shelter. Think of an event at which people can have a good time and support a good cause.

## Write the Announcement

Decide on a cause that is important to you. Then think of an event that could raise money for a group that supports your cause. Write an announcement for the event.

- Explain who will receive the money.
- Describe what will go on at the fund-raiser.
- Include an exact date, time, place, and price.

### TIPS

- Use an eye-catching graphic in your announcement.
- Provide strong reasons for giving a donation.

## Plan Your Speech

Prepare a speech for the fund-raiser. Make sure to include a topic, introduction, and three reasons why people should give to your cause.

## Share What You Know

Give your speech to classmates and circulate your announcement.

Name \_\_\_\_\_

## 2. Secret Solution

**Goal:** Challenge a classmate to decode a problem and solution.

Reread *One Pair of Shoes and a Lot of Good Souls* to find a problem and a solution for it. Write the problem and the solution.

Make up your own code. Make a key for your code.

Write your problem and solution sentences in your code. Then trade coded sentences and keys with a classmate.

After you have decoded each other's sentences, see if you wrote the same problem and solution, and discuss any differences.

### TIPS

- State the problem and solution in your own words.
- Make sure your code has some system to it.

## 3. A Picture Narrative

**Goal:** Make a storyboard about a surprise that you gave or received.

Think of a surprise that you have given or received. By creating a storyboard, plan how a video could show the events.

- List events related to the surprise.
- Form 16 squares by folding a sheet of paper twice one way and twice the other way.
- In the squares, sketch pictures that represent the events, and write captions below the pictures.

### TIPS

- Leave out events that do not help the reader understand the story.
- Write clear captions that are fun to read.

Name \_\_\_\_\_

# 1. People and Animals

**Goal:** Make a picture book about relationships between people and animals.

## Outline and Research

Make an outline for your picture book.

- At the top, write a title for the book.
- Below the title, write the topics *Dogs*, *Cats*, and *Monkeys*.
- Add three to five more animals for the other main topics.
- Leave space for key details about each kind of animal's relationship with people.

Read encyclopedia articles and nonfiction books for facts about how people and animals help one another.

## Create a Book

Use two pages for each person-and-animal relationship.

- On the first page, show and tell how the animal helps people.
- On the second page, show and tell how people help the animal.

Use the details from your outline to write a paragraph for each page. Illustrate the page with a drawing of cut-out pictures of the animal and a person. Make a front and back cover for your book. Punch holes in the top corners of the covers and pages. Use pipe cleaners as rings to combine the pages and the covers.

## Share What You Know

Read your book to a group of younger students.

### TIPS

- Paraphrase, or use your own words.
- Make the pictures large and colorful.

Name \_\_\_\_\_

## 2. Multiple-Meaning Words

**Goal:** Challenge a classmate to find the meanings of a word using its context.

Play this game with a classmate. Find five words with multiple meanings. Write the words and two different meanings for each on a sheet of paper. On a separate sheet of paper, write five pairs of sentences. Each pair should use the two different meanings of the words. Underline the word in each sentence.

Exchange papers with a classmate. For each sentence, write the meaning of the word as it is used in that sentence. Then circle any words in the sentence that helped you figure out the meaning. When finished, exchange papers again. Use your meaning sheet to check your classmate's work.

### TIPS

- Be sure you use two *different* meanings of the word.
- Include words in your sentences that help give your classmate clues to the underlined word's meaning.

Theme  
Paperback

## 3. *Where the Flame Trees Grow*

**Goal:** Use a details chart to compare and contrast the stories.

Fold a sheet of paper to make four columns. In the first column, write *The Rag Dolls* on the upper half of the paper and *Mathematics* on the lower half. At the top of the last three columns, write *Details About Mina*, *Details About the Narrator*, and *Details About the Visitors*. Note details from the stories in each column. Then, write a compare-and-contrast essay about the two stories.

### TIPS

- Record details about the characters' feelings and actions.
- Look for similarities and differences.

Name \_\_\_\_\_

# 1. China Debate

**Goal:** Debate with a classmate about the influence of Western culture on China.

## Discover China Today

Look in recent geography textbooks and magazines for pictures and stories about life in China today. Find out about the foods people in China eat, the clothes they wear, and the kinds of entertainment they enjoy. Ask yourself if these things are traditionally Chinese or if they are similar to American ways. Make notes on index cards. Write the source of the information on each card. Cut out or make copies of pictures that illustrate the facts you write down.

## Defend a Point of View

One partner will argue that if Yinglan returned to China today, she would be disappointed. The other will argue that if she returned to China today, she would be delighted.

- Write your point of view on an index card. Choose the note cards from your research that support your point of view.
- Take notes from *Yang the Second and Her Secret Admirers* that support your point of view.
- Number your note cards in logical order, using your least convincing reasons first and your most convincing last.
- Paste the pictures that support your viewpoint on a poster.

### TIPS

- During the debate, point to pictures that illustrate your facts.
- End by repeating your point of view and summing up your reasons.

## Share What You Know

Debate with your partner in front of the class.

Name \_\_\_\_\_

## 2. Geography Fact Game

**Goal:** Research facts and use the facts to create a game.

Create a chart that has eight columns and five rows. At the top of each column write the heads: *Data*, *China*, *Japan*, *Cuba*, *Trinidad, Tobago*, *Jamaica*, and the *United States*. In the first column, write the categories: *area*, *population*, *percent urban*, and *percent literacy*.

Find facts for the categories in each column and write them under the correct headings. Then use your facts to make up questions. Write each question on an index card. Write the answer on the back of the question. With a classmate who has also done this activity, take turns challenging each other with questions.

### TIPS

- Evaluate the reliability of information.
- Allow the other player to refer to his or her chart before answering a question.

Theme  
Paperback

## 3. *Where the Flame Trees Grow*

**Goal:** Create a page about making rag dolls.

Write several paragraphs about making rag dolls based on "The Rag Dolls" in *Where the Flame Trees Grow*. Use "Hands & Hearts" as a model. Arrange your paragraphs in two columns on a sheet of paper. Create a title. Make copies of pictures from *Where the Flame Trees Grow* to use as illustrations. Put all these pieces together as a new page.

### TIPS

- Write about the kinds of information similar to what is in "Hands & Hearts."
- Remember to write a caption for the large picture.

Name \_\_\_\_\_

# 1. Travel Writing

**Goal:** Create a newsletter about travel writing.

## Research

Find good examples of travel books and writing to evaluate.

- As you read examples, analyze and evaluate each article.
- As a group, create a list of characteristics that you think make interesting travel writing.

## Create Your Newsletter

Using your list of characteristics, choose what you want to feature in your newsletter. Some ideas:

- biographies on travel writers
- reviews of travel books
- your own stories and drawings

Assign each feature to a member of the group and write them.

### TIPS

- When writing your own stories, use the characteristics from your list.
- Think about the types of words and details travel writers use to create visual images.

## Publish Your Newsletter

Publish your newsletter. Use one of the following ideas or one of your own:

- Type up each feature and cut and paste them on a one- to two-page newsletter.
- Use a computer program to lay out all the features in your newsletter and print it out.

Share your newsletter with the class.

Name \_\_\_\_\_



## 2. *Where the Flame Trees Grow*

**Goal:** Make inferences about people in *Where the Flame Trees Grow*.

Fold a sheet of paper twice to form four columns. For the last three columns, write the headings "Clues from the Story," "Own Experiences," and "Inferences." In the first column, list the main character in each of Alma Flor Ada's stories. Infer how the author feels about the character or how the character feels about the author. Write your inferences in the last column. Then write the clues from the story and your own experiences that helped you make each inference.

### TIPS

- Make your inference based on a character's actions and words.
- Think about how you felt when you did or said something similar.

## 3. Interview an Author

**Goal:** Record questions and answers in an interview with Beverly Cleary.

Reread "Meet the Author" on page 431. Find out more about Beverly Cleary in books or on the Internet. Use your information to write questions for an interview. Take turns with a classmate taking the part of Beverly Cleary. Ask each other your questions. If possible, record your conversations.

### TIPS

- As the interviewer, be familiar with the questions you want to ask.
- As the author, use facts from your research to answer the questions.

Name \_\_\_\_\_

# 1. Scenes from the Old West

**Goal:** Write and perform a play based on *A Boy Called Slow*.

Reread *A Boy Called Slow* and think about what the story would be like if it were performed on stage.

## Discussing Scenes

With a small group, talk about the parts of the story that could be turned into scenes of a play. Ask yourselves the following questions:

- Other than dialogue and action, what does a play need to interest the audience?
- How many scenes are needed to tell the story? How long can the scenes be?

## TIPS

- Make the dialogue and actions you add fit the characters.
- If possible, make costumes for the characters.
- Use cassette tapes or CDs to provide background music or sound effects.

## Writing and Rehearsing

Work together to write the scenes. Then list the characters and assign roles. Make copies of the play for each group member. Learn your lines and rehearse the play.

## Share What You Know

Ask a classmate to read the play and act as a prompter. (A prompter sits out of sight, ready to whisper a missed line.) Perform your play for the class.

Name \_\_\_\_\_

## 2. Written Portrait

**Goal:** Write a portrait, or profile, of Sitting Bull.

Research the life of Sitting Bull. Review facts from your research and from *A Boy Called Slow* and look for a way to describe Sitting Bull. For example, you can focus on his family and childhood, on his courage, or on his leadership. Write a one-page portrait.

### TIPS

- Use examples to support the theme or focus you've chosen.
- Choose one thing to focus on.



## 3. Different Times, Different Lives

**Goal:** Compare and contrast the lives of two American Indian boys.

Read *High Elk's Treasure*. In a short essay, compare and contrast Joe's way of life with Slow's way in *A Boy Called Slow*.

### TIPS

- List the similarities and differences before you write.
- Use transitional words and phrases to compare and contrast the two boys' lives.

Name \_\_\_\_\_

# 1. The Prairie in Pictures

**Goal:** Retell Grace's story in the form of a picture book.

Pictures can sometimes capture events and stories without using a single word.

## Choose the Events

Working in a small group, make a list of events from *Pioneer Girl*. Select the events that best tell the story. Discuss how each event could be shown in one picture. Then each member of your group can choose one or more events to illustrate.

### TIPS

- Choose events that are important to the story.
- Make a list of event details before you draw.

## Draw Your Pictures

Draw your pictures, keeping people, action, and setting in mind. Then, as a group, put the pictures in the correct sequence.

## Put Them Together

Draw a title page for your picture book. After all the pages and the title page are done, order the pages and staple the book together. Retell the story to an audience using the book.

Name \_\_\_\_\_

## 2. Prairie Flyer

**Goal:** Create a flyer that a landowner might use to sell homesteads on the prairie.

Create a flyer for selling homesteads on the prairie. Use two or three propaganda techniques. Include in your flyer

- the advantages of a prairie homestead
- testimonials from people who live on prairie homesteads
- a description of a happy life in a prairie community

### TIPS

- Use information from *Pioneer Girl: Growing Up on the Prairie*.
- Review the propaganda techniques on page 127 of the Practice Book to help you.



## 3. High Elk's Treasure

**Goal:** Write a report from Joe to his class about the parfleche and the pictograph on it.

Review *High Elk's Treasure*. Think about how Joe would tell about the treasure. Write a report he would give to his class at school. Use the following questions to help you:

- When and why did Joe find High Elk's treasure?
- Why didn't he and his family open it?
- What was it, and why was it important?

### TIPS

- Take notes from the story before drafting.
- Write Joe's report in a first-person narrative.

Name \_\_\_\_\_

# 1. Ranching on Exhibit

**Goal:** Plan and design exhibits for a ranching museum.

## Propose the Exhibits

Imagine a ranching museum that puts visitors in the Old West. Reread *Black Cowboy, Wild Horses*. Working with a small group of classmates, jot down ideas for exhibits that would be fun and also teach about ranching. For example, how might an exhibit show tracking a mustang herd?

As a group, talk about ways that exhibits could be interactive. Decide on exhibits your museum would include. Then research answers to these and other questions about ranching in the past:

- What gear did ranchers use?
- How did they dress and what did they eat?

## Sketch Your Ideas

Make detailed sketches of your exhibit ideas. Label all the parts. Meet as a group to talk about which of the sketches the group could make into a classroom exhibit. What materials can you gather? What task could each member do?

## Display Your Exhibit

Plan and create your exhibit. When finished, give a “guided tour” to the class.

### TIPS

- Remember that interactive exhibits usually involve more than one of your five senses.
- Divide the tasks fairly among your group.
- Allow each group member to “guide” their exhibit.

Name \_\_\_\_\_

## 2. I Was Wondering . . .

**Goal:** Prepare questions for the writer of "Home on the Range."

As you reread the article, note sentences or paragraphs that raise questions for you. Ask yourself:

- Does the information seem incomplete?
- Is it giving only one viewpoint?
- What do you think the writer wants you to feel about the topic?

Write a list of questions and use them in a letter to Johnny D. Boggs. Compare your letter with classmates'.

### TIPS

- Be sure your letter has a heading, greeting, body, closing, and signature.
- Use friendly language to convey your questions.

## 3. New Cowhand Manual

**Goal:** Write a manual on horses for new cowhands.

Refer to an encyclopedia or other book about horses. Think about

- how horses communicate with one another and humans
- what you should do when approaching a strange horse
- how you can get a horse to listen to commands

### TIPS

- Organize steps for each topic in the correct sequence.
- Be sure your directions are written clearly.

Then use the answers to make a manual for new cowhands. Cover all the topics, writing a how-to paragraph for each one. Draw pictures to illustrate the steps.

Name \_\_\_\_\_

# 1. Musical Narrative

**Goal:** Rewrite *Elena* from a new point of view with background music.

*Elena* is told from the point of view of Rosa. How might Esteban or Elena have told his or her story?

## Write the Narrative

With a partner, rewrite part of *Elena* from the point of view of either Esteban or Elena. Look for clues in the story that show how the character thought or felt. Include details from events in *Elena* and create as much dialogue as possible.

## Choose the Music

Music can help to tell a story. Listen to different kinds of instrumental music (music without words, like military marches or movie sound tracks). Choose music to introduce your story and then to show the mood for each event. Record your selections on an audiotape. Be sure that the music fits the events in your narrative and is in the right order.

## Share Your Narrative

With your partner, read your narrative to the class. Play the background music as you read. Switch roles with your partner. When one person is reading, the other cues the music and vice versa.

### TIPS

- Read aloud your rewrite to check its length and how well it tells the story.
- Use volume control to fade the music in and out.
- Leave some space between songs on your tape.

Name \_\_\_\_\_

## 2. Historical Fiction

**Goal:** Write a story based on the life of a leader during the Mexican Revolution.

Research one of the following leaders: Porfirio Díaz, Francisco Madero, Emiliano Zapata, or Pancho Villa. Find out

- the names of important friends and enemies
- when and how the person played a key role in the Revolution
- what problem the person faced and how the person solved it

Use a story map and fill in details from your research. Then write a story based on the person's role in the Revolution. Focus on one or two events and include dialogue.

### TIPS

- Limit your research and notes to the Revolution.
- Think about how the person's life could become a story.
- Remember story elements, such as setting, characters, and plot.

## 3. Temperature Line Graph

**Goal:** Make a line graph comparing temperatures.

Elena's family left San Francisco for Los Angeles because the weather was too cold. Draw a graph with temperatures from 40°F to 75°F on the left and the names of the months at the bottom. In an almanac, find the average monthly temperatures in San Francisco and Los Angeles. Put this information in a chart. Then use the chart to plot points on the graph. For each city, use a different color to connect the points.

### TIPS

- Plot and connect the points for one city before plotting the second city.
- Include a title and a color key.

Name \_\_\_\_\_

# 1. Wildlife Photography Exhibit

**Goal:** Research and display information on wildlife photography and photographers.

What makes wildlife photography unique among kinds of photography? Why do some photographers like to take pictures in the wilderness?

## Research the Topic

In a group, talk about ways in which you can find answers to the questions above. Your teacher or librarian can help you. Next, as a group, decide who will research what topics, such as photographers, what they need, what they've said about their experiences, and so on.

## Make the Exhibit

Meet to share your findings. Talk about different ways to display your information and images. Plan an exhibit and begin making it.

## Share What You Know

When your exhibit is finished, give the class or other viewers a "walk-through" tour. Tell what you know about wildlife photography. Answer their questions.

### TIPS

- When you do research, look for common topics among your sources.
- Look for photo credits to find names of photographers.
- Write captions for the photos in your display.

Name \_\_\_\_\_

## 2. Animal Studies

**Goal:** Make a book about animals that live in national parks.

With a small group, find out about animals that live in the wilderness areas of national parks. Choose six parks and six animals to focus on. For example, for the Everglades, you could find out about alligators. Take notes on

- the animal's daily life—what it eats, where it sleeps, and so on
- what the park is like—its land or water features

Decide as a group how you would like to put your findings together in a book. What images can you add? What title is best? Organize your materials, bind the book, and display it for classmates.

### TIPS

- Find out the features and wildlife that the parks are famous for.
- Make sure that the text is neat and easy to read.

## 3. Grizzly Bears

**Goal:** Write a fictional story based on photographs.

Study the photographs in *The Grizzly Bear Family Book*, and then think about how they might illustrate a story for young children about a bear and its family. Write your story and share it.

### TIPS

- Look carefully at the details in the picture.
- Use what you know about characters, plot, and story structure.

Name \_\_\_\_\_

# 1. Animal Rescue

**Goal:** With a partner, write a script and scout a location for a television adventure show about rain forest animals.

## Write the Script

Research endangered animals in the rain forests of Central and South America. Brainstorm a list of ideas for plots about rescuing animals. Once you choose an idea, make a story map listing characters, a setting, a problem, events, and a resolution. Then write the story's dialogue. In parentheses, describe camera shots—close-ups, medium shots, and long shots—as well as the actors' feelings and actions. Allow for two commercial breaks.

### TIPS

- Make sure the script includes a problem and its resolution.
- Be sure to include accurate information about an endangered rain forest species.

## Scout the Location

Where will you shoot the script? Decide on a location near a city. Then use a travel guide to find out what your actors and crew need to know to be comfortable there.

- What language is spoken?
- What kind of money is used?
- What is the climate like?

Write a memo to all actors and crew members giving them the answers to these questions.

## Share What You Know

Hold open casting. Invite members of the class to read the script for different roles.

Name \_\_\_\_\_

## 2. Tracking Information

**Goal:** Chart the topic, main ideas, and details in "Tuning in on Animals."

Draw a chart like the one on page 222 of the Practice Book. Fill in the chart with information from the article. On top of the chart, write a topic sentence for the article. In each box in the top row, write the page and paragraph number. Then write the main idea of the paragraph. In the box below each main idea, list the details that support it. You should have ten paragraphs total.

### TIPS

- Treat the second and third paragraph on page 645 as one paragraph.
- Use the subtitles in blue to help you state main ideas.

Theme  
Paperback

## 3. *To the Top of the World*

**Goal:** Make a wolf family book with descriptive captions.

On separate sheets of paper, draw pictures of each member of the pack in *To the Top of the World: Adventures with Arctic Wolves*. Below each picture, write a character sketch that begins with a sentence summing up the subject's major traits. Then include several details that support your summary. Make covers, add a title, and then bind your book by stapling or tying it together.

### TIPS

- Your drawings should reveal the animals' traits.
- Use descriptive words to tell about the pack members.

Name \_\_\_\_\_

# 1. Wild Animal Park

**Goal:** Plan an environment for wild animals in your community.

You might not live in the wild as Sam Gribley did, but you can design a park to bring the wild closer to you.

## Make a Chart

Make a chart using the headings: *Animal*, *Food*, and *Shelter*. Under *Animal*, list ten kinds of wild animals common to your area. In an encyclopedia, animal guide, or other book, find the plants and landforms that provide each animal with food and shelter. Write the information in the correct columns.

## TIPS

- Think of plants that provide shelter as well as food for animals.
- Include accurate information about the animals' habits.

## Draw a Picture Map

On a sheet of art paper, draw a grid of one-inch squares. Estimate the size of the park you want to design. Then determine the map's scale—the area of land that each inch on the map represents. Show the scale at the bottom of the grid. Draw landmarks, such as walls or trees, around the area's boundaries. Then match sections of the area with the needs of different animals. Label the plants in one color and write the names of the animals they attract in another color. Include at least five kinds of animals and plants. Make a key to the left showing an enlarged detail of each plant.

## Share What You Know

Display your drawing on a bulletin board.

Name \_\_\_\_\_

## 2. Forest Food Chain

**Goal:** Draw a diagram of a food chain in the forest.

Reread *My Side of the Mountain* and note what Sam and the forest animals eat. Research the forest animals' diets in an encyclopedia or other source. Then draw a pyramid-shaped diagram showing various forms of life on the different levels of the food chain, with Sam at the top and plants at the bottom.

### TIPS

- Write a title and labels on your diagram.
- Share the research so that your food chain is accurate.

## 3. Dr. Hughes's Clues

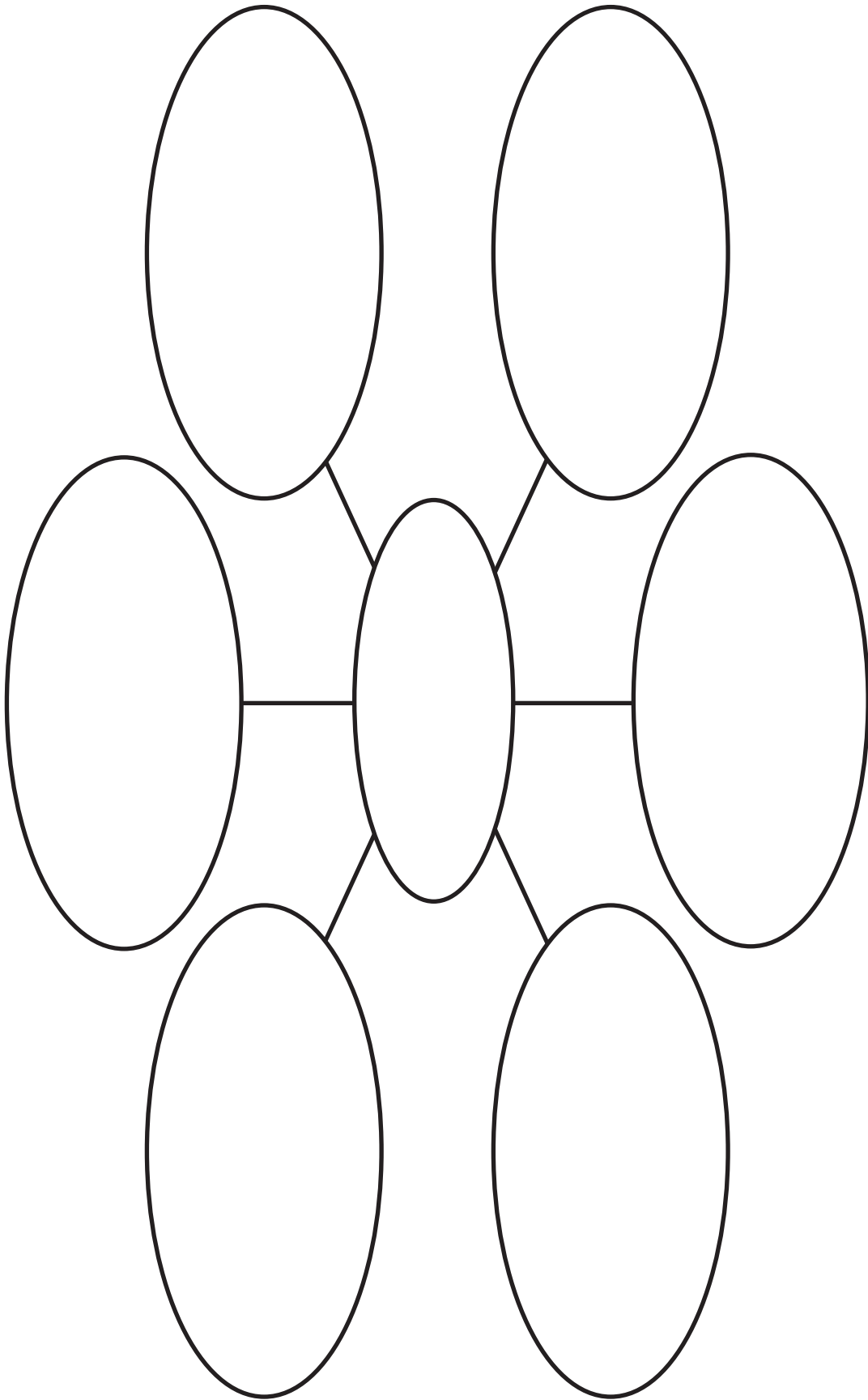
**Goal:** Make a conclusions chart showing the clues Robin Hughes used to draw conclusions.

Make a chart with five rows of three columns each. Label the first two columns *Clues*. Label the third column *Conclusions*. Scan *Dr. Robin Hughes: Wildlife Doctor* for four conclusions she reaches. Copy them into the *Conclusions* boxes. Then write two clues she used to reach each conclusion in the *Clues* boxes. In the fifth row, write a conclusion you have reached about Dr. Hughes and the clues that led you to that conclusion.

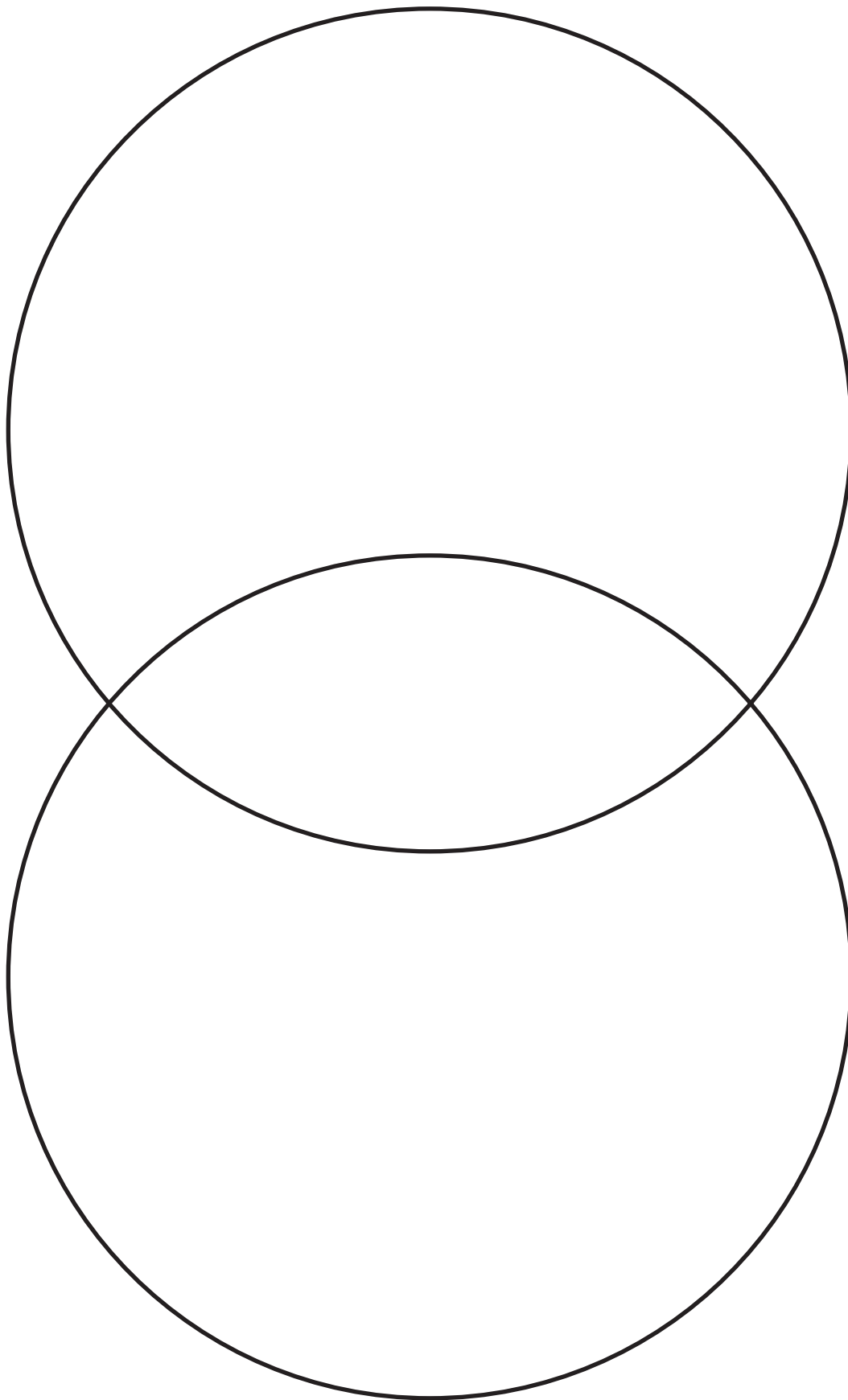
### TIPS

- Focus on conclusions that Dr. Hughes draws about animals.
- State the clues so that their connection to the conclusion is clear.

# Web



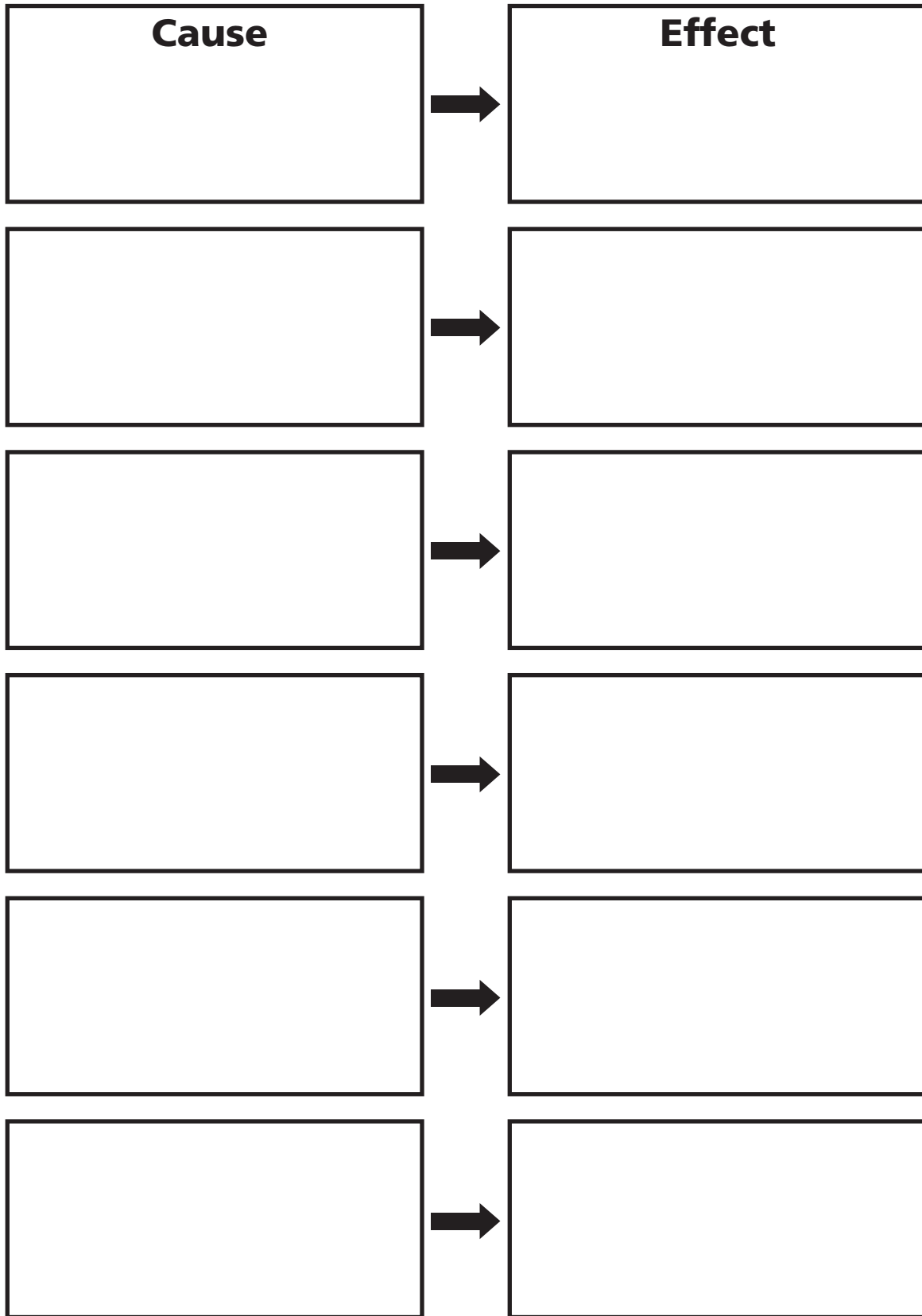
# Venn Diagram



# Story Map

<b>Title:</b> _____	
<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	
<b>Events</b>	
<b>Problem</b>	
<b>Solution</b>	

# Cause and Effect Chart



# K-W-L Chart

What I <i>K</i> now	What I <i>W</i> ant to Know	What I <i>L</i> earned