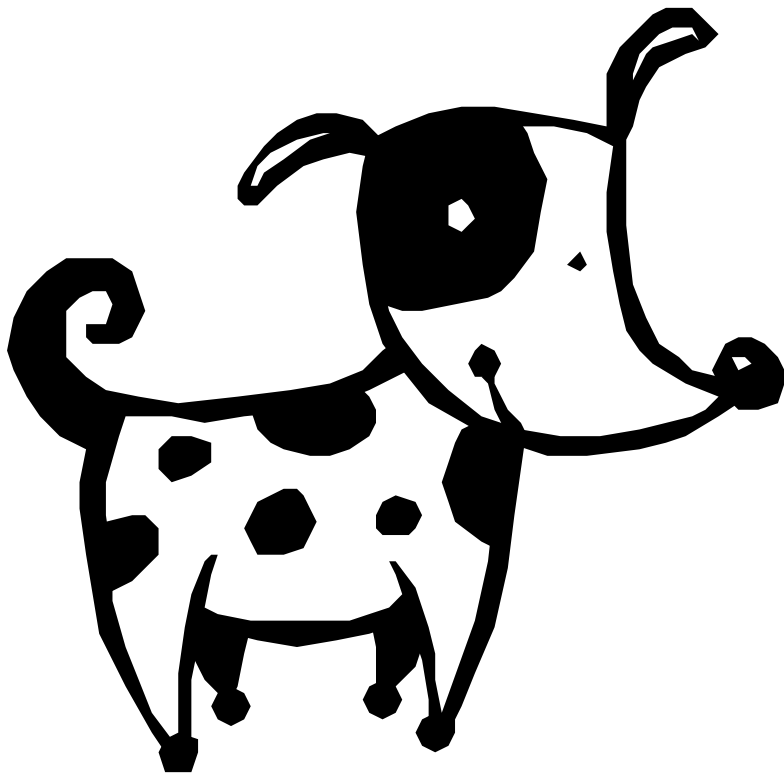


Fifth Grade  
Student Bk Sampler

"Digging Into Paragraphs"



Winter Promise 



Yip - Yip!

I'm Scout!

If we've never met before, it'll help you to know that I'm pretty good with words. We're going to work together this year to track down good grammar and search out super spelling skills.

But maybe we spent a year together in LA 3! In that case, I'm so glad to see you, I'd like to lick your face! With your experience and my charm, we're going to have a great year digging into paragraphs!

When you see this symbol --  -- a parent needs to work through the information with you.

Are you ready?

Let's get started!





# Grammar Exercise

## Scout's Life

### Digging Up the Facts!

**As Mrs. Finkleheimer told us, each sentence has a subject and a predicate. Now it is your turn! Draw a line between the subject and predicate and label them.**

1. Scout lives in a nice house with his family.
2. Ten-year-old Tommie loves Scout's antics.
3. Mrs. Finkleheimer worries about her rose bushes.
4. Sometimes Scout tries to dig around in her bushes.
5. Mr. and Mrs. Hawkins are happy with Scout.
6. Tommie keeps Scout out of trouble.
7. Scout chases squirrels in his backyard.
8. Scout walks with Tommie to school.
9. Tommie and his friends wave goodbye to Scout.
10. Each day, Scout waits for Tommie to come home from school.
11. Fun-loving Scout likes summer best of all.
12. On warm days, Tommie and he spend all day together.
13. At night, Scout lies on Tommie's bed in peace.



# Cursive Handwriting Introduction



## Digging Up the Facts!

Do you ever wonder why you are learning cursive handwriting? Though my paws can't hold a pencil, I've heard that cursive writing is a faster way of writing, which will help you when you are taking notes in high school and college. Plus, cursive writing is an easier way to write, once you learn how, and can be very beautiful. Then, too, you need to know how to read the cursive writing of others.

You've probably already begun cursive instruction, so the focus for you this year is to improve your writing speed and form. An important part of writing in cursive is to use the same slant with all your letters. That is something you should try to improve.

Let's begin with the "ICE SKATER" letters. These cursive letters retrace themselves, just like an ice skater who retraces a figure eight or other figures.

The "Lowercase Ice Skater" letters are: *a, c, d, g, o* and *q*.  
Let's practice the letters *a, c* and *d* today.

*a a a a a*

*c c c c c*

*d d d d d*

*a a a a a*

*c c c c c*

*d d d d d*

*dad dad*



# Paragraph Writing Skills

## Find the Topic Sentences

### Digging Up the Facts!

Paragraphs are constructed as a group of sentences that has one central idea or topic. One of the sentences in the paragraph presents the topic that is being discussed. This sentence is called the **TOPIC SENTENCE**. This sentence is the focus of the paragraph and all of the other sentences in the paragraph support or explain the topic sentence's idea. These other sentences are called supporting sentences.

Read the paragraphs below. Underline the topic sentence in each paragraph, then write down what you think the main idea of the paragraph is.



Consider for a moment the making of bronze or iron. Iron is formed by the "cooking" of iron ore deposits with limestone and "coke." (Not the popular soft drink of course). The coke material comes from the heating of coal without air. All in all, ironmaking is a very complicated and dangerous process. Yet the Bible tells us that Tubal-Cain not only knew the craft of bronze- and ironmaking, but that he also taught the skill to others.

(from "Mystery of History I," Lesson 3, by Linda Hobar)



With a little imagination and tape and glue, you can turn all sorts of ordinary boxes into display cases and storage bins [for nature specimens]. Look around for containers that can be sectioned off to hold small items (such as rocks and insects); larger boxes can serve as filing cabinets or even temporary cages for small animals. Use interlocking strips of cardboard to divide the boxes into specimen sections, or just mark the boxes with ruled lines if your collections will be glued in place. Save yogurt or sour cream containers for protecting individual specimens, and for planting seedlings and windowsill gardens. (from "The Kids' Nature Book," by Susan Milord)



At the edge of the pool stood the muskrats' house. It was taller than Laura, and far larger than her arms could reach around. Its rounded sides and top were rough, hard gray. The muskrats had gnawed dry grass to bits and mixed the bits well with mud to make a good plaster for their house, and they had built it up solidly and smoothly and rounded the top carefully to shed rain.

(from "The Long Winter," by Laura Ingalls Wilder)



### **Creative Writing Assignment: Write 3 Topic Sentences**

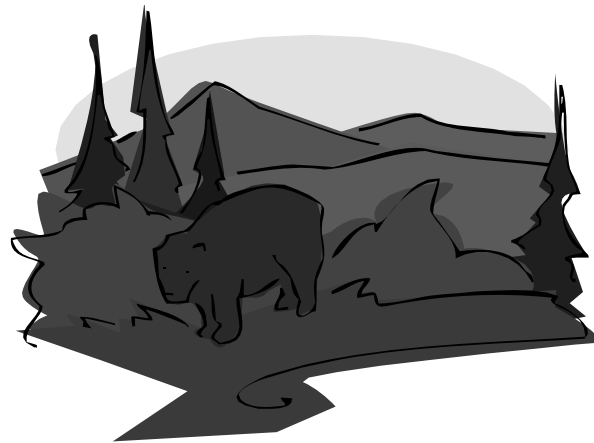
Student should write 3 sentences that they feel they could write a paragraph about. They will not be writing a paragraph, but these topic sentences should suggest well what the paragraph will be about.

# Grammar Exercise

## An Exciting Trail Walk

### Digging Up the Facts!

To read Tommie's journal, you'll need to know everything you can about indefinite pronouns. An indefinite pronoun points out a person, place or thing, but not a particular one. The indefinite pronouns are listed below.



INDEFINITE PRONOUNS							
Singular				Plural		Singular or Plural	
another	anybody	much	one	both		all	none
anyone	anything	neither	one another	few		any	some
each other	each	nobody	somebody	many		more	
everybody	either	no one	someone	several		most	
everything	everyone	nothing	something	others			



**In Tommie's journal, you'll need to find 24 indefinite pronouns. Underline them.**

Dad took Scout and me on a trail walk today. All of us were excited to go. We packed several bottles of water, and a few of our favorite snacks and hit the trail. As we walked, we shouted quite a bit to one another. Everyone was in a good mood, and we thought we might see some of the animals we knew out on the trail. Someone spotted an eagle, then all of us saw it fly into the air.

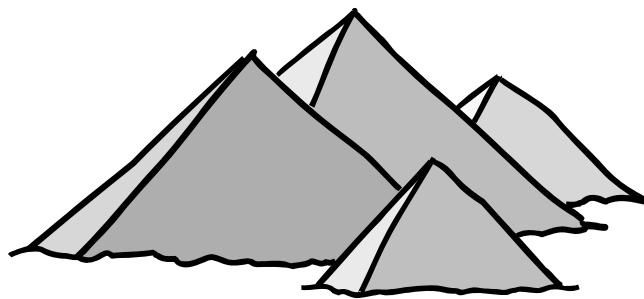
No one wanted to stop walking, but Dad thought it was best to eat something and rest. We set down most of our gear, and each drank a bottle of water. Scout scampered off into the brush to explore, but he didn't go too far away from everybody.

Just then, Dad heard something in the woods. I didn't hear anything, but Scout must have heard a noise most of us could not hear. He studied the woods, and started barking at someone or something in the woods. Dad said, "Let's get out of here!" No one argued. We picked up everything we had, but we were too late! It was a bear! A huge, grizzly bear! He was coming right toward us!

Scout didn't wait even a second before he headed toward all the legs of the beast! He yipped and yelped and must have bothered that bear. Before either of us could react, Scout had chased him off. The bear must have been looking for berries and didn't want to trouble himself with a little dog. Scout, though, thought the bear was scared of him, and he was so proud! Both of us were, too! All of us decided we'd had enough of the trail, and everyone hiked home. We were glad to make it safely back home!

# Paragraph Writing Skills

## Outline a Paragraph



 Digging Up the Facts!

### Outline a Paragraph

Outline a paragraph you would be interested in writing on the topics listed below for your main study. Next week you will actually write this paragraph based on the outline you produce this week. Make sure you have enough material for a 7-10 sentence paragraph.

**AMER 1:** Outline a paragraph on colonial American homes.

**AMER 2:** Outline a paragraph on life in a western fort.

**ANCIENT:** Pyramids of Egypt. Your paragraph could be on any topic related to the pyramids -- construction techniques, Egyptian beliefs, or their purpose.

**SEA & SKY:** Write on the Trade Winds, Columbus' Voyage, or Spanish Conquest in the New World. Write a paragraph on your choice of these topics as if you are writing a short newspaper article, complete with illustrations. You need to outline this week, and start writing next week.

**MIDDLE AGES:** The Sui or Tang Dynasty of China. Your paragraph could be on any topic related to these dynasties -- their rulers, their achievements or their strengths and weaknesses.

**CHILDREN ATW:** Write on the Berlin Wall in Germany.



### To Complete This Paragraph Next Week

Next week you will actually write this paragraph based on the outline you produced using the ideas above. You will need to write a 7-10 sentence paragraph. Remember to make your topic sentence interesting! You can ask a parent to help you with "catchy" ideas for a topic sentence.



# Word Sense Practice Capitalization



## Digging Up the Facts!

You remember that we use capital letters for the capitalization of certain words -- those that name specific people, places and things. We also capitalize the first letter in the names of days, months and holidays; streets, cities, continents, states and countries; landmarks and monuments as well as natural formations; bodies of water; names of written works or art works; brand names; titles of people or names of God or gods.

You can complete the word search below. We have provided a word list of words to search for, but you are only to find the words that must be capitalized. Ignore the words that do not need to be capitalized. Find the words in the puzzle, then circle all the letters that are not used. Leaving out all the "x's" or "z's," you will find what Scout likes best about Alaska so far. Put the letters on the line below to spell it out.

R	E	P	P	U	S	T	S	A	L	E	H	T
E	A	L	E	X	A	N	D	E	R	N	S	X
B	S	U	P	G	N	E	I	M	M	O	T	S
M	E	N	A	L	A	I	C	I	R	T	A	P
E	A	T	N	H	I	R	R	N	E	S	Z	A
C	T	S	T	T	U	D	O	R	R	O	A	D
E	T	E	H	T	M	M	M	H	I	B	D	N
D	L	R	E	T	S	A	E	S	C	O	U	T
I	E	C	O	G	H	Y	R	A	U	N	A	J
Y	A	W	N	U	S	A	K	S	A	L	A	T

january  
the last supper  
address  
anchorage  
moose  
alaska sun way  
may

street  
tommie  
artwork  
winter  
alexander  
seattle  
village

patricia lane  
month  
pantheon  
scout  
december  
crest (toothpaste)  
memorial

highway  
rome  
tudor road  
holiday  
boston  
easter  
landmark

What Scout Likes Best:

\_\_\_\_\_

# Grammar Exercise

## Alaska Mud Flats



### Digging Up the Facts!

Do you remember what we learned earlier about subjects and predicates? One of the necessary parts of a sentence is a subject; the complete subject portion of the sentence is usually what or whom the sentence is about, along with any words that modify it. The second part of a sentence is its predicate; the predicate is the part of the sentence that contains a verb or a verb phrase made up of a verb and its helping words and modifiers. It is the "doing" or "action" or "describing" part of the sentence.

The verb itself can be an action word (an **action** verb), or a verb that shows existence (a **being** verb), or a verb that links the subject to another word in the sentence (a **linking** verb). Here are some examples:

Scout digs in Mrs. Finkleheimer's garden.	- <b>digs</b> is the verb that shows action	ACTION VERB
Mrs. Finkleheimer shouts at Scout.	- <b>shouts</b> is the verb that shows action	ACTION VERB
Mrs. Finkleheimer is in her garden a lot.	- <b>is</b> is the verb that shows existence	BEING VERB
Scout was a naughty dog.	- <b>was</b> is the verb that links Scout to the word that renames him -- dog	LINKING VERB

**Here are a list of verbs that show existence. We call these "being verbs."**

am    be    being    was    are    been    is    were



**Today, Tommie's dad is taking us to see the mud flats along Anchorage's coast. In each sentence, decide whether the word that is underlined is a noun or a verb. Circle your answer. Verbs show action or existence in this exercise.**

- |   |      |      |
|---|------|------|
| 1. The mud flats near Anchorage <u>are</u> along the shore.                               | NOUN | VERB |
| 2. Water <u>soaks</u> the mud, keeping it wet most of the time.                           | NOUN | VERB |
| 3. The mud <u>flats</u> look fine to walk on, but they are very dangerous.                | NOUN | VERB |
| 4. At first, a people <u>walk</u> through the mud just fine.                              | NOUN | VERB |
| 5. They can see <u>wildlife</u> out on the mud flats that is different from the shore.    | NOUN | VERB |
| 6. The ocean <u>is</u> beyond the mud flats, and is very beautiful.                       | NOUN | VERB |
| 7. But if they stop walking, the mud <u>traps</u> their shoes and they can't move!        | NOUN | VERB |
| 8. The mud is like <u>cement</u> around their shoes or boots.                             | NOUN | VERB |
| 9. Then, when the tide comes in, the water quickly <u>rises</u> before they can get help! | NOUN | VERB |
| 10. Many <u>tourists</u> don't know the danger, and get trapped and drown.                | NOUN | VERB |
| 11. If a person has a <u>partner</u> , sometimes they can reach help.                     | NOUN | VERB |
| 12. Sometimes help <u>is</u> too late in arriving.  | NOUN | VERB |
| 13. Many people have <u>lost</u> their lives on the mud flats.                            | NOUN | VERB |
| 14. Tommie's <u>dad</u> lets us see the mud flats, but not go out on them!                | NOUN | VERB |
| 15. He <u>warns</u> us never to try to walk out on the dangerous mud.                     | NOUN | VERB |

# Grammar Exercise

## Moose Attack!



### Digging Up the Facts!

Here's another type of verb -- the helping verb. Helping verbs are verbs that "help" the main verb to tell about an action. These helping verbs plus the main verb make up the verb phrase. They almost always come right before the main verb, unless they are part of a question. Look at the following verb phrases. The main verb is underlined.

will be <u>moving</u>	"will" and "be" are helping verbs that help the main verb, "moving"
may have <u>seen</u>	"may" and "have" help the main verb "seen"
must have <u>climbed</u>	"must" and "have" help the main verb "climbed"
should be <u>watching</u>	"should" and "be" help the main verb "watching"

Here is a chart that shows you most of the helping verbs.

HELPING VERBS							
Forms of be		Forms of do		Forms of have		Other helping verbs	
am	were	do	have	can	shall		
is	be	does	has	could	should		
are	being	did	had	may	will		
was	been			might	would		
				must			



Now it's your turn to practice. In the sentences below, the main verb appears in bold print. Underline the verbs that help it. Remember that sometimes more than one helping verb work together to "help" a main verb.

- Scout must have **forgotten** that moose are dangerous.
- Tommie's dad did **remind** him in the car.
- Scout was **looking** out the window one day.
- He had **spotted** a moose and wanted to follow it.
- He must have **sneaked** out the door.
- Scout should have **stayed** at home.
- He might have **thought** that the moose was small.
- He was **surprised** to see the moose was very big!
- The moose may have **smelled** Scout.
- The moose was **trotting** down the road.
- He had **reached** the end of the road.
- The moose had been **preparing** to leave.
- He had **seen** Scout.
- He was **angered** by Scout.
- Scout was **barking** at the moose!
- Scout was **growling** and crouching.
- The moose must have **run** at him.
- Scout had been **barking**.
- He was **yelping** as the moose charged.
- Scout did **escape** in one piece!