

***Study guide for 5th grade (English):**

Summary of *Ivy's Journal* by Lisa Benjamin:

Ivy's Journal is about a young girl named Ivy who writes about her experiences in her journal. She faces challenges and learns important lessons as she grows. The story follows Ivy's thoughts, feelings, and adventures, showing how she deals with her friendships, family, and personal growth. Ivy learns to be brave, solve problems, and understand herself better through her journaling.

Characters in *Ivy's Journal*:

- **Ivy:** The main character, a thoughtful and curious girl who writes in her journal.
- **Ivy's Mom:** A caring and supportive figure in Ivy's life.
- **Ivy's Dad:** Another important figure in Ivy's life, who also helps her when she faces challenges.
- **Ivy's Friends:** They are important to Ivy's social life, and some of them help her learn lessons along the way.

Setting in *Ivy's Journal*:

The story takes place in Ivy's hometown, where she goes to school, spends time with her family, and has adventures. The setting includes Ivy's home, her school, and other places where she interacts with her friends and learns important life lessons.

Problem in *Ivy's Journal*:

Ivy faces different challenges, such as dealing with friendship issues, family problems, and learning to trust herself. One of the main problems in the story is Ivy feeling unsure about how to handle her emotions and her relationships with the people around her.

Solution in *Ivy's Journal*:

Ivy uses her journal as a tool to reflect on her experiences. By writing down her thoughts, she gains clarity and learns how to manage her emotions. She also talks to her family and friends, which helps her solve the problems she faces. Through these actions, Ivy grows more confident and finds solutions to her challenges.

*Greek Roots :

*Greek roots : sometimes from different languages and they help us find the meaning of words

Spell Words with Greek Roots

Many words in English come from Greek roots. Here are some common

Greek roots:

- The Greek root **graph** means “to write.”
- The Greek root **micro** means “small” or “minute.” •

The Greek root **tele** means “far” or “distant.” Prefixes are added to the beginning of a root or base word, and suffixes are

Q1 :Put the following words in the correct order :

Microeb

.....

Microawve

.....

Microcoms

.....

Micorbiologyg.....

.....

Q2: Match the Greek root to the correct word. Write the letter of the word next to the corresponding root :

1. **bio**

o A. telephone

- o B. photograph
- o C. biology

2. **graph**

- o A. microphone
- o B. biography
- o C. thermal

3. **tele**

- o A. telegraph
- o B. photosynthesis
- o C. biohazard

4. **phon**

- o A. thermostat
- o B. phonics
- o C. photograph

5. **photo**

- o A. biography
- o B. photoelectric

- o C. thermodynamics

6. **therm**

- o A. thermometer
- o B. biography
- o C. telecast

***Dependent and Independent clause :**

Dependent Clause : A group of words that contain a subject and a verb . Doesn't make sense on its own as a sentence .

A dependent clause is marked by a dependent marker word . For example : (after , although , as . If , because , before , even , until , while and whether).

For example :

1-Because she was hungry .

2- After he finished school .

Independent Clause : a group of words that contain a subject and a verb .

For example :

- 1) Jack ate pasta .
- 2) Sam went to the zoo
- 3) The secret of life is honesty .

Q1 :What Kind of Clause Is It? DIRECTIONS: Determine whether each set of words is an independent clause or a dependent clause. Write I or D on the line. Then add an independent or dependent clause to each set of words to complete or expand the sentence .

1) I like that car

.....

2) Until I met him

.....

3) Whenever I cough

.....

4) John wrote

.....

5) She is very

.....

.

6) Before I

called.....

.....

7) That's my beautiful desk .

.....

8) She is a lawyer

.....

9) Kim

remembered.....

.....

10) Sally is a

.....

.....

***Point of view : is the perspective from which an author presents the actions and characters in a story .**

- **First-person point of view uses the pronouns I , me , and mine .**
- **Third-person point of view uses the pronouns he ,she , her , him , his , and hers .**

Q1: Go to the Close Read notes in (Ivy's Journal)and underline the parts that help you identify who is telling the story .

- **I should stop writing and help with Thanksgiving dinner .**
- **I got soaking wet walking home from school today . I was with my best friend Eve when it started to rain .**

***Text Evidence : Use the parts you underlined to complete the questions .**

- **Who is telling the story ?...Ivy..... •**
How do you know ?.The story uses I, me, and .me and shares Ivy's thoughts and feelings.

.....

- From which point of view is the story told

.....first

person.....

***Read like a writer :**

Read the text from (Ivy's Journal).

I wonder what we will see when we arrive in California . We're from a tiny town in Mississippi , one with only a thousand people .But there are millions of people living in Los Angeles ! Will such a big city ever feel like home ?

1 Identify : Lisa Benjamin includes these details to describe what Ivy thinks and feels .

2 Question : What does this language tell me about Ivy's voice ?

3 Conclude : Ivy is excited about the move but is also concerned .

***Read the text : (Use voice to emphasize individual feelings and actions .)**

One great thing about my new school is that I have my own textbooks now , and I don't have to share with anyone . No more walking to and from school either . I take a bus now , and it's just a short ride .

Q1 : Lisa Benjamin uses the language

‘ I don’t have to share with anyone .’ to describe Ivy’s Journal excitement over having her own books . Q2:

Question : What does this language tell me about Ivy’s voice ?

Q3 : Conclude : Ivy feels that her education will be different now .

***Write for a reader :**

Think about how Lisa Benjamin’s use of voice in (Ivy’s Journal) affects your understanding of Ivy and the story . Now identify how you can use voice to affect readers .

Q1 : (I don’t know how my parents found a way to buy the journal , but I’m so grateful that they did).

Q2 : Mr. Greenfield makes me nervous . He frowns a lot and is disrespectful to us . He talks to Mama and Daddy like they are children .

***Draft with transitions :**

Writers use transitions to guide their readers through a text .

- These words and phrases make the events in a**

narrative clear and easy to follow .

- Use specific transitions , such as time-order transitions , to show a logical sequence of events

-Beginning : first , once , at first and before . - Middle : then , next , later , in the meantime , earlier , after , soon , second , third , and so on . - End : finally , at last , subsequently and in conclusion

***For example :**

- First, I woke up early in the morning and ate a healthy breakfast. Then, I packed my school bag with all my books and left for school. After that, we had math class, where I learned about multiplication. Next, we took a short break, and I played with my friends. Finally, at the end of the day, I came home and did my homework before relaxing

***Spell words with vowel Teams :**

***Vowel teams are two or three letters that together make one sound .**

- For example : the long **e** sound in **commit**tee**** and **zeal** .
- The **ow** sound in **hollow** and **brown** .

***Read the words . That contain vowels .**

- 1 - allowance flounder royalty**
- 2- approach gauntlet treachery 3-**
- bayonet leukemia treasury**
- 4- committee marshmallow typhoon**
- 5-concealment nautical zeal**
- 6-cowardice proclaim zealous**
- 7- embroider realm**

***Poetry Collection :**

***What is the purpose of writing poetry ?**

- To express ideas and feelings .**
 - 1- Rhythm : the beat of a poem's words and syllables .**
 - 2- Sound effect .**
 - 3- Rhyme : words that have the same end sound .**
For example : book , look , and took .
 - 4- Onomatopoeia : words that imitate sounds or a word that actually looks like the sound it makes , and we can almost hear it . For example : honk ,**

crash and whisper .

5- Text Structure .

- **Lines** : lines in a poem . For example :

1)I'm memorizing oceans ,
tracing rivers .

- **Stanzas** : groups of lines . For example :

1)I'm memorizing oceans ,
tracing rivers .
learning mountain ranges
I'm memorizing capitals ,
tracing countries
learning crops and industries .

- 1) Simile : compares unlike things using like or as .

For example : He was as quiet as a mouse . • 2)

Metaphor: compares unlike things .For example :

He was a quiet mouse .

*For example :

1-Simile : Bob is as brave as a lion

2-Metaphor example : Bob is a brave lion .

3-Simile example : Life is **like** a dream .

4-Metaphor example : Life is a dream .

*Simile: A simile is a figure of speech that compares two things using the words "like" or "as." It makes the comparison more clear and direct.

Example: *Her smile was as bright as the sun.* (This means her smile was very bright, comparing it to the

sun using "as."

Q1: Identify if the sentence is a metaphor or a simile:

a) The stars were diamonds in the sky. metaphor

b) His voice was as smooth as silk. Simile

c) The wind was a wild animal. Metaphor

d) She was as busy as a bee. Simile

e) The homework was a mountain to climb. Metaphor .

Q2 : Fill in the blank with a metaphor or simile:

a) The dog was as brave as ____ a king _____. b) The mountain was a giant _____ landform _____. c) Her hair was as curly as _____ fries _____.

Q3 : Complete the sentences with a word that rhymes with the word in parentheses :

1. The cat wore a _____ mat ____ (hat).

2. The dog ran to the _____ fog _____ (log).

3. I sat on the _____ cat ____ (mat).

4. The bat flew high in the _____ dun ____ (sun).

5.The tree grew next to the ____ball____ (wall).

**6.The ball bounced and rolled down the
____mill____ (hill).**

**7 The cow says ____boo____ (moo). 8 The
duck loves to swim in the ____fond____
(pond).**

9 The fish swam by the ____wish____ (dish).

**10 The ball bounced across the ____mall____
(hall).**

11 The tree grew tall and _____mall_____

(small). 12 The moon was bright in the

____high_____ (sky).

13 It started to _____vain_____ (rain) heavily.

***Onomatopoeia:** Onomatopoeia refers to words that imitate or resemble the sounds they describe. These words sound like the actual noise or action. For example, "buzz" (the sound a bee makes).

Q1 : Underline the onomatopoeia in each sentence :

1 The car's engine made a loud *vroom* as it sped down the road.

2 The *crash* of the glass startled everyone in the room.

3 The dog made a woof sound when it saw the mailman

Q2 : Fill in the blanks with the correct onomatopoeic word :

1. The door slammed with a loud _____*crash*_____.

2. I heard the _____*flash*_____ of the fireworks in the night sky.

3. The frog made a *_splash_* sound by the Pond .

4. The bees *___buzzed___* around the flowers .

****Rhymes are words that have the same or similar sounds, especially at the end of the word. Rhyming words help make poetry and songs sound musical and can make them easier to remember. Rhymes often occur in pairs or groups and follow specific patterns, such as in nursery rhymes .**

Q4 : Complete the Rhymes:

Fill in the blanks with words that rhyme.

1 The dog likes to hop andmop.....

2 The fish swims in themish..... 3
The dog likes to hop andmop.....

4 The fish swims in themish..... 5 The
bird flew high and made asigh.....

Q5 : Write a short poem with at least four rhyming words.

.....See the bug on the rug

..... I will give his legs a tug .

.....See him run , see him go .

***Vocabulary for (Poetry Collection):**

1)Peering : looking closely at something that is hard to see .

2)Via : by the way of ;by means of ; through . 3)

Traversed : traveled through; moved across . 4) girth : distance around something ; circumference .

5)Intersecting : crossing or overlapping .

***Put the following words in sentences :**

1 She lifted her head , peering into the darkness

. 2 The tree is about two meters in girth .

3 The climbers traversed the east side of the mountain .

4 The two roads intersect at the edge of town .

5 He did some research via computer .

***Learning the world by Kristine O’Connell George: page 130.**

1. Purpose of Commas and Periods in the Poem:

- **Commas** are used to separate ideas or parts of a sentence, making the poem easier to read and understand. They show where to pause.
- **Periods** are used at the end of sentences to show that a thought or idea is complete.

Example:

- In the line "I hear it. I see it," the **period** is used to end each thought.
- In the line "It is new, it is exciting," the **comma** separates the two ideas of "new" and "exciting."

2. Examples of Metaphor and Rhymes:

- **Metaphor:** A **metaphor** is when something is described as if it is something else, to create a deeper meaning. In the poem, when the poet says "the sky's blanket," she uses a metaphor, comparing the sky to a blanket to show how the sky feels comforting and covering.
- **Rhymes:** The poem has a simple rhyme scheme. An example of rhyming words:
 - o "world" and "curled"
 - o "new" and "you"
- **3. Short Summary of the Poem:** "Learning the World" is about the speaker's excitement and curiosity as they explore and learn about the world around them. They reflect on how everything, from nature to language, is new and fresh, and how they are

discovering things for the first time. The poem highlights the joy of learning and seeing the world with fresh eyes. The speaker is fascinated by the little details in life, like the way the world changes and what they hear and see.

*Latitude Longitude Dreams by Drew Lamm and James Hildreth

Page 132 : 1. Brief Summary of the Poem: "Latitude and Longitude Dreams" is a poem about a person dreaming of travel and adventure. The speaker imagines exploring the world using the lines of latitude and longitude, which are imaginary lines that help us locate places on a map or globe. The poem expresses the excitement and wonder of discovering new places and learning about different parts of the world. It captures the idea of exploring beyond one's immediate surroundings and embracing the journey of discovery, both near and far.

2. Example of Metaphors in the Poem:

- **Metaphor:** In the poem, the speaker might say something like "the map is a doorway," comparing the map (which shows locations) to a door that leads to new adventures. This is a metaphor because it suggests that the map is more than just a tool; it is a gateway to dreams and possibilities.

3. Rhymes in the Poem:

- The poem uses rhymes to create a sense of rhythm and flow. These rhymes can make the poem sound musical and fun.

Examples of rhyming words in the poem:

- "dreams" and "streams"
- "far" and "star"
- "way" and "day"

***Develop Vocabulary :**

Complete the sentences to identify the two ideas connected by each vocabulary word .

1.In(Learning the world) , peering connects

The speaker and the whole world .

2. In (Latitude Longitude Dreams), via connects .

The speaker and the stars .

3. In (Latitude Longitude Dreams),traversed connects

.

The sailors with their dreams .

4.In (A Map and a dream),intersecting connects .

The maps with lace designs .

***Check for Understanding :**

Q1: Identify characteristics of the texts that make them poems .

Imagery: The poem uses vivid language that appeals to the senses, creating clear pictures in the reader's mind. For example , the poet may describe the world or specific scenes in ways that gives strong images, helping the reader feel the experience.

Q2 : Compare how the speaker in the poems describe dreams in (latitude longitude dreams)and (A map and a dream).

- **Both poems see dreams as something that takes you on a journey. In "Latitude Longitude Dreams," the speaker imagines dreams like places on a map, while in "A Map and a Dream," dreams are seen as something that can guide you, like following a map to find your way.**
- **The big idea in both poems is that dreams help us explore and discover, either by going to new**

places or following a path.

Q3 : Based on the poem , what conclusion can you draw about how journeys affect people in similar ways ?

Both *Learning the World* by Kristine O'Connell and *A Map and a Dream* by Karen O'Donnell Taylor show that journeys, whether they are physical trips or learning experiences, help people grow and change. These journeys make people think about who they are, help them learn new things, and connect with the world around them. In both stories, the characters learn important lessons, discover more about themselves, and see the world in a new way. So, journeys can make people feel different, more aware, and more connected to others.

4- Which poem best describes what it is like to be an explorer ? Support your opinion with text evidence . In *Early Explorer* by Marilyn Singer, being an explorer means going on a journey to discover new places, learn new things, and sometimes face challenges. Explorers are curious people who want to know what is beyond what they already know. "I follow the stars," showing that explorers depend on the stars to lead them in unknown lands. This helps us understand that being an explorer is about

Suffixes

A suffix is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”

For example :

1)-able able to, having the quality of comfortable, port

2)-ible forming an adjective reversible, terribl

***Sentences :**

1)She is a beautiful girl .

2)This bed is comfortable .

3)Sarah is stronger than Iman .

4) Today , the weather was terrible .

*Adjectives :

1- Adjectives :are describing words .

- Watch the shining moon .

Shining is an adjective , because it describes the moon .

- I saw a shooting star .

Shooting is an adjective , because it describes the star .

*Comparative and superlative :

When we compare two things we add **er** to the adjective .

For example :

1 Sarah is **older** than Ahmad .

2 That suitcase is **smaller** than the other one .

*Some adjectives do not follow the rules :

Adjective	bad	Comparing two Comparing more than <u>two</u>
	Little	
	many	
good		

better best

worse worst

less least

more most

***When we compare more than two things , we add **est** to the adjective .**

For example :

1 This is the **smallest flower in the world**

. 2 She is the **best friend I've ever have .**

1Q: Write the correct form of the adjective 1) It was ajourney than the last one .

(good , better ,best)

2) That was the.....holiday I ever had .

(bad , worse , worst)

3) The weather was.....yesterday than today . (bad ,worse , worst)

***Simple sentence : A single independent clause .**

- 1- My school starts at 8:00 .**
- 2- We always eat dinner together .**
- 3- He doesn't like vegetables .**
- 4- I don't want anything to drink .**

***Compound sentence : two independent clauses joined by a conjunction such as and , but , or .**

- **1- Max ate an apple , and Jen ate a banana .**
- **2- Laila read a book , and Ali danced in the house**
- **3- Ahmad drank his milk , and Jack played ball**
.

***Complex sentence : an independent clause and a dependent clause .**

- **Because Max ate the last apple , Jen ate a pear .**

Q1 : Decide whether the following sentences are simple, compound, or complex sentence :

1. After we finished our homework, we played outside.....complex.....
- 2.I went to the park.....simple.....
- 3.I wanted to go swimming, but the pool was closed.....compound.....
- 4.Because it was raining, we stayed inside.....complex.....

5.Tom finished his homework, and he played video games.....compound....

6.Although it was late, she finished her book.....complex.....

7.The cat slept on the couch.....simple.....

8. We could not find the keys, so we had to call for help.....compound.....

9.I like to read books, and my sister enjoys drawing pictures.....compound