

Required Materials for English

2018-2019

Second Term

Grade 5

❖ Reading

"The Birch bark House", Lesson 22, p. 664-691

"The Lunch Money", Lesson 16, p. 478-505

Journeys Reading+ copybook

Focus skills: Theme/ Message/ Author's purpose
(Reading comprehension questions -unseen passage)

Vocabulary: Words from lesson 22, p. 664 -665 and words from
lesson 16 p. 478-479, Journeys

❖ Grammar:

1- The present Perfect Tense P. 319-320

2- Words with -ed or -ing Readers Notebook p. 220 -221

3- Definite and indefinite Articles p.225

4- Kinds of pronouns p.226

5- Changing final 'Y' into 'I', Reader's Notebook, p 244-246

❖ Writing:

A personal narrative or

A friendly letter

Section One: Read the passage then answer the following questions: (20 m)

The Ant and the Dove

One day an ant was out for a morning stroll in his neighborhood park. Feeling a little thirsty, he climbed up on the rim of a fountain and leaned toward the water to get a drink. PLOP! SPLASH! He tumbled into the water. Sadly, ants can't swim. He **struggled** in the water, afraid that he might drown. "Help!" he cried, as loudly as he could.

At that very minute, a dove was flying over the fountain and heard the ant's faint cry for help. She looked down to find the source of the sound. She saw the ant struggling in the water. She knew that ants can't swim

"How can I help him?" she asked herself. "I can't fly down and pick him up. I might crush him."

The dove thought hard for a minute. Then she flew over to a big oak tree and tore off a large leaf. Holding the leaf in her beak, she flew back to the fountain and dropped the leaf in the water, close to the ant.

The ant looked puzzled until he realized that help had arrived. He quickly climbed up on the leaf and sailed safely to the edge of the fountain. Waving his thanks to the dove, he climbed down to the ground.

The next morning the ant was back in the park. It was a lovely day for a walk. The ant was happily humming his favorite song. All of a sudden, the ant saw the dove. She was walking along a path, looking for food. The ant started to shout hello to his friend. Then he noticed a man sneaking up on the dove. The man had a net in his hand. The ant guessed that the man wanted to capture the dove in the net. "How can I help the dove?" the ant thought. "She saved me, and now it's my turn to save her. But how can one little ant stop a big man?"

The ant thought hard for a minute. Then he scurried over to the man's feet and climbed up the man's leg. When the ant got to bare skin, he bit the man

as hard as he could.

“Ouch!” yelled the man as he dropped the net. Alerted by the noise, the dove flew away. As she went, she waved her thanks to the ant.

Choose the correct answer from A, B or C:

1. What is the author’s purpose of the text? (2 m)

- A. To teach us a moral lesson
- B. To persuade us to catch doves
- C. To inform us about how ants live

2. The word (struggled) means (2 m)

- A. Took a swim in the pond.
- B. Tried to do something although it was hard;
- C. failed to do something

3. Why did the ant cry loudly? (2m)

- A. To see if someone could hear him.
- B. Because he felt lonely.
- C. Because he was afraid that he might drown.

4. Which of these best describes the ant? (2 m)

- A. big and strong
- B. Smart and caring
- C. Curious and puzzled

5. How did the dove help the ant? (4 m)

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6- Why did the ant bite the man? (4 m)

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7. What is the moral lesson we can learn from the story? (4 m)

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Rubric for open answers

	2	1	.5	0
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are sometimes correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justify	No evidence
	2	1	.5	0
Mechanics	There are no spelling or grammatical mistakes	There are 2 spelling or grammatical mistakes	There are 4 spelling or grammatical mistakes	No evidence

Section Two:

Read and choose the correct option that suits the underlined word:
What does the underlined words mean in the sentences below?

1- Technology has been developed over time.

- A- changed so as to be stronger or more useful
- C- did not change at all

- B- made small change
- D- stayed the same

2- Assuming this is true, what are you going to do? .

- A- Accepting that something is true; supposing
- C- making fun of

- B- suspecting
- D- trying

3- The shooting stars streaking across the night sky will astonish the visitors.

- A- Deceive
- B- Distress
- C- Enclose
- D- Surprise

4- Michel took notes in the margins of the story.

- A- Questions about the print
- C- Borders around a printed page
- B- Spaces between lines of print
- D- Blank pages before the print begins

Use the following target each vocabulary words in a meaningful sentences:

5- villains

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Section 3: Grammar (5 marks)

Choose the right option from a, b, c or d: (1) mark each.

1- This movie is..... so, I don't like to watch it again.

- A- Bored B- boring C- interested D- interesting

2- When..... saw my friend today. I gave..... a book.

- A- me / his B- I / him C- he / I D- I / my

3- Today, I had egg sandwich for breakfast.

- A- These B- a C- an D-.....

4- Today, I am so busy. I have a lot of

- A- duties B- dutys C- dutyes D- duty

5- She..... her friend since last year.

- A- Has visited B- hasn't visited C- have visited D- haven't visited

Section Two:

A -Write a **personal narrative** about **"a memorable time in the desert"**.

- Before you begin think about your story and what you want to include.
- Decide the tense (time) used in the story e.g...Past, present or future.
- Use dialogue to make your story "come to life".
- Be sure your story includes a beginning, middle and an end.
- Do not forget to include characters, the setting, problem and solution.
- Do not forget to use capitalization and punctuation rules.

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Personal Narrative Rubric

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Precise words communicate specific ideas or create images in the reader's mind.	Precise words throughout communicate specific ideas or create images in the reader's mind.	Precise words in most of the narrative communicate specific ideas or create images in the reader's mind, but some vague words are used.	Precise words are used only occasionally; vague words prevent the reader from picturing most events.	Vague words throughout the narrative make it difficult for the reader to picture any event.
Writer's thoughts and feelings are included.	Writer's thoughts and feelings are clearly included and related to the narrative.	Writer's thoughts and feelings are included but are not always clearly related to events.	Writer's thoughts and feelings are mentioned but not explained.	Writer's thoughts and feelings are not included in the narrative.
Conclusion states why the experience is meaningful.	Conclusion clearly states why the experience is meaningful, including how it changed the writer or what it taught the writer.	Conclusion states why the experience is meaningful, but the connection between the experience and the stated reason is somewhat general.	Conclusion mentions why the experience is meaningful, but the connection to the events is not clear to reader.	Conclusion does not mention why the experience is meaningful.

▶ Writing Conventions

Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level throughout the narrative.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade level jars the reader.	Use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade is minimal and confuses the reader.
Standard English grammar and sentence structure are used appropriately for this grade level.	Standard English grammar and sentence structure are used appropriately for this grade level and are consistent throughout the narrative.	Standard English grammar and sentence structure are used appropriately for this grade level, with few problems.	Inconsistent use of standard English grammar and sentence structure appropriate for this grade level jars the reader.	Minimal use of standard English grammar and sentence structure appropriate for this grade level confuses the reader.

Friendly letter Rubric

	4	3	2	1
Letter Parts	<ul style="list-style-type: none"> Has heading, date, greeting, body, closing, and signature. 	<ul style="list-style-type: none"> Has five of the six letter parts 	<ul style="list-style-type: none"> Has four of the six letter parts. 	<ul style="list-style-type: none"> Has three or fewer letter parts.
Conventions	<ul style="list-style-type: none"> <i>Excellent</i> punctuation, spelling, and grammar with fewer than three errors. 	<ul style="list-style-type: none"> Good punctuation, spelling, and grammar with only four or five mistakes. 	<ul style="list-style-type: none"> Punctuation, spelling, and grammar slightly distract the reader and interfere with meaning. There are six or seven errors. 	<ul style="list-style-type: none"> Punctuation, spelling, and grammar significantly distract the reader. There are more than eight errors.
Content	<ul style="list-style-type: none"> Message stated is clear, precise, and shows insight into task. Content is rich and the letter responds in a detailed way to the prompt. 	<ul style="list-style-type: none"> Message is clear and demonstrates understanding of task. Content responds to the prompt in a good way. 	<ul style="list-style-type: none"> Message is mostly clear. Content responds to most of the prompt. 	<ul style="list-style-type: none"> Message is unclear or disorganized but the text is an attempt to a thank you note.

Handwriting rubric.	4	3	2	1
Letter Formation Letter Slant Neatness Relationship to line	Excellent hand writing= good letter shape, uniform slant, uniform size spaces between words and great use of lines.	Good handwriting = only one or two mistakes from the criteria listed.	Ok handwriting= Most of the text can be read easily even if the hand writing is not perfect. The reader only struggles once or twice.	Parts of the letter is difficult to read. The reader struggles to interpret the meaning but some words are easily legible.