

Lesson 5 Skills at a Glance

Phonics

OBJECTIVE

Phonological Awareness & Phonics

- Review and Read Syllables in Words

Academic Vocabulary

OBJECTIVE

Vocabulary

- Acquire and Use Academic Vocabulary

Reading Strategy

OBJECTIVE

Reading Strategy

- Monitor and Clarify

Think and Respond

Reread and Compare

OBJECTIVES

Literary Analysis

- Analyze Genre: Autobiography

Learning Strategy

- Use Graphic Organizer: Comparison Chart

Writing

- Write Responses to an Autobiography

GO ON →

Lesson 5 Phonics

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Read each word. Circle the word that names the picture. Then draw a **slash** “/” between **syllables**.

Sample



kitten

kit

1



cake

pudding

2

40

four

forty

3



handle

hand

4



man

mango

5



left

letter

6



bat

basket

GO ON →

Lesson 5 Academic Vocabulary



Read Kemal's letter. Then use words from the **Word Bank** to complete the text.

Word Bank

benefit

duty

identify

impact

learn

March 14, 2020

Dear Opal,

This week I ① _____ something important. I learned that one individual can make a big difference. Let me tell you how.

It had been raining hard all week. Then last night, it became a flood. Mr. Ruiz ② _____ the problem right away. The flood wall in our neighborhood was about to burst! Everyone started to fill and stack sandbags. But the water was rising fast. More volunteers were needed, so I offered to help.

We stacked hundreds of sandbags. But the situation didn't improve. The water kept going higher and higher. Nobody gave up, though. We all did our ③ _____ and kept working hard.

Finally, the rain stopped. We all cheered. Our neighborhood was saved! Boy, was I tired, but I felt good, too. My help made an ④ _____, and we all understood the ⑤ _____ of working together.

Your friend,
Kemal

GO ON →

Lesson 5 Reading



Complete the **Comparison Chart** to show how Henry changed in *The World's Greatest Underachiever*.

Comparison Chart

Before	Now
He didn't like school.	He _____ to visit schools to talk to _____.
Henry had _____ _____.	He writes books.
His self-image was low.	His self-image has _____.
He was sent to the principal's office for making students _____.	His sense of humor is a benefit in his writing.

GO ON →

Lesson 5 Writing



Henry helps children. **Write a thank-you letter** to him and tell what you learned from his story. Use at least one word from the **Word Bank**.

Word Bank

improve	benefit
individual	duty
neighborhood	identify
offer	impact
volunteer	learn

Sample

March 15, 2020

Dear Mr. Winkler,

Thank you for telling us about your learning disability. I learned that I can have a positive impact on other people.

Your friend,
Zhang Ming

Your Turn

_____, 20____

Dear Mr. Winkler,

Thank you _____
I learned _____

Your friend,

Notes



Unit 1 Answers for Reference

Lesson 5

P24. ① pud/ding ② for/ty ③ han/dle ④ man/go ⑤ let/ter
⑥ bas/ket

P25. ① learned ② identified ③ duty ④ impact ⑤ benefit

P26. Comparison Chart

Before	Now
He didn't like school.	He <u>offers</u> to visit schools to talk to <u>students</u> .
Henry had <u>trouble</u> <u>spelling</u> .	He writes books.
His self-image was low.	His self-image has <u>improved</u> .
He was sent to the principal's office for making students <u>laugh</u> .	His sense of humor is a benefit in his writing.

GO ON →

Unit 1 Answers for Reference

P27. Possible Response:

May 15, 2020

Dear Mr. Winkler,

Thank you for sharing your personal experience to other people.

I learned that being a volunteer is one of the best ways to make a real impact on people around us.

Yours,
Zhang Xing

Tips

- Write about what you learned from Henry.
- Make sure you include what Henry did and what you learned from him.

Lesson 6

- P29. 1. **dor·mi·to·ry** /'dɔ:rmətɔ:ri/ *noun*
A building with many rooms for sleeping.
2. **por·tion** /'pɔ:ʃn/ *noun*
A part or share of something.
3. **cul·ture** /'kʌltʃər/ *noun*
The way a group of people live.

GO ON →