Foundational Strands
- **Reading Skills**: reading words that have common diphthongs, reading poetry with increased accuracy, expression, and an appropriate speed in successive readings.
- **Reading Literature**: identifying the theme of poems

Diagnostic Test
- In this chapter, administer **Grade 5 Diagnostic Test** to assess students' current skills. The same assessment was given at the beginning of the year and will be given again at the end of the year to assess students' progress throughout the year.

Preparation
- For Lesson 1, select **DM 8.2A Poetry Forms** for display.
- For Lesson 2, select a digital spinner for display or print BLM 15.2A Five-Section Spinner on CARD STOCK, laminate the page, and assemble the spinner. Write the following settings on the spinner sections: *a junkyard, a candy shop, the earth's core, a five-star restaurant, and a school-cafeteria trash can*. Select **DM 8.2A Poetry Forms** for display. Print BLM 15.2B Reading Fluency Poem for each student.
- For Lesson 3, select **DM 15.3A Reaching for the Stars**, **DM 15.3B Symbols**, and **DM 8.2A Poetry Forms** for display.
- For Lesson 4, select **DM 8.2A Poetry Forms** for display.
- For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. For each student, print BLM 15.5A Listening Comprehension Assessment. Print **BLM 15.2B Reading Fluency Poem** for reference.

Reading Homework
- Have students read independently every evening to increase their reading rate throughout the year.

Lesson 1

Phonics Refresher
- Read the following short passage and have students identify the repeated sound throughout the passage:

  Brown cows grazed about on a flowering mountain. From the south side of the peak, a low growl increased to a loud howl. The strangely curious cows wandered south around the mountain. Within the hour, they found the source of the sound: a wolf crouched and on the prowl. The caws roused with their hearts pounding and bounded back around to the safety of their side of the mountain. (/ou/)

- Write the following sentence on the board: *In the busy and crowded town of Southport, there was no time to lounge, but the inhabitants did not growl*. Read the sentence aloud, and have students snap their fingers each time they hear the /ou/ sound. Select volunteers to underline the letters in each word that make the /ou/ sound. (crowned, town, Southport, lounge, growl) Ask students what they notice about the letter combinations that make the /ou/ sound. (Possible answers: The sound can be made with different letter combinations, /ou/ is spelled ou and o.w.) Point out that some words also have a silent e at the end as lounge and growl do. Share that /ou/ is a diphthong, when two or more vowels glide together in one syllable, moving from one vowel sound to the next. Ask students what other diphthongs they have learned. (/oi/, /oo/, /oo/) Select volunteers to state additional ou diphthong words. Write students' words under the words in the sentence that have the same ou spelling. (Possible answers: ou: doubt, spouse, noun, bounce, out; o.w: drown, towel, power, crown, vowel) Reread the paragraph from the beginning of the lesson if students need more ideas for words. Have students whisper the ou words from the board with a partner. Keep the list of words displayed.
- Direct students to select one word from the list to use in their own sentences on whiteboards. Then, guide them to erase their ou words, replace them with synonyms or related words, and underline the new words. Have students exchange boards with their partners and direct partners to determine the original ou word that the underline word replaced. Have partners reread their sentences with the ou words.
- Direct students' attention to the first student page and have students complete it.

Word Meaning
- Write the following sentences, including the underlines, on the board:
  1. When the celebrity visited our town, everyone wanted his autograph and asked him questions about how he became famous.
  2. Genevieve said she did not deliberately trip the boy but that it happened by accident.
  3. The founder of the company explained how he came up with the idea of making shoes for dogs.
Read the sentences as a class. Arrange students into pairs and have them discuss how to use context clues to construct a possible meaning for each underlined word. Direct each pair to write their definitions on a whiteboard. Have volunteers explain to the class their process of determining the unknown words. Direct students’ attention to the second student page and have them complete the Word Meaning exercises.

**Listening Comprehension**

- Display DM 8.2A Poetry Forms and state that students will hear a rhyming poem. Point out the elements of rhyme and share that alliteration is the repetition of first or emphasized sounds. Read the following sentence: The bored boy baked a loaf of bread. Ask students what alliteration sound they hear. (/br/) Have them tell their partners a sentence containing alliteration and their own first names.
- Read the poem below aloud two times. Before the second reading, encourage students to take notes. Clarify that notes for poetry might consist mostly of key words or phrases. Then, read the statements one at a time. Direct students to mark true or false on the second student page in the Listening Comprehension section.

**The Zany Zoo**

- It’s a madhouse menagerie. Guests are afraid.
- No latches or locks? This zoo’s poorly made!
- Past snake-covered sidewalks a panther is prowling.
- The petrified people start hiding and howling.
- A kangaroo kidnaps a kid’s kettle corn.
- Everyone’s shouting and trying to warn

- Of the lion that’s lurking around the gift shop.
- They run to the exit and don’t pause and don’t stop.
- Goodbye, the gorilla waves to the crowd,
- Grateful they’re gone because humans are loud.

1. The zoo has strict rules about animals staying in their cages.
2. Guests are having a good time at the zoo.
3. Guests believe that the animals are out of control.
4. Animals believe that the guests are loud.

**Lesson 2**

**Reading Comprehension**

- Arrange students into small groups. Display the prepared digital spinner or the spinner from BLM 15.2A Five-Section Spinner. Have a student from each group spin the spinner to determine and record a setting. State that sensory details are words that help the reader hear, see, smell, taste, or feel what is happening in a text. Direct groups to write a description of the setting using sensory details. Then, have groups assign a theme to their setting. Select a volunteer from each group to share the group’s setting, description, and theme. Teach that sensory details and theme are common elements in poetry. To determine theme in a poem or story, readers can ask what the main character learns or what the author wants the reader to learn. The author may communicate the message through repeated or key words, dialogue, and main events, including the climax.
- Direct students’ attention to the first student page. Have boys and girls alternate reading stanzas of the poem chorally. Guide them to read fluently with a consistent rhythm. Display DM 8.2A Poetry Forms and have students discuss with partners which form the poem is and why. (Answers will vary.) State that the poem is narrative because it tells a story and is written in metered verses. Ask students which lines of the poem rhyme. (2 and 4) To identify rhyme scheme, guide students to use a new letter for each different ending sound but the same letter for rhymes. Therefore, A would represent line 1, B for line 2, C for line 3, and B again for line 4 because it rhymes with line 2. Then, have students complete the exercises independently or in pairs.
- Distribute BLM 15.2B Reading Fluency Poem to each student. State that this poem is lyrical. Remind students that a lyrical poem is songlike in rhythm, expresses strong emotions, and sometimes rhymes. Direct students to practice reading the poem each day in Lessons 2–4 to practice fluency. Have them quietly read the poem aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color each day to underline words that cause them to stumble and to write each day’s date in the same color. Have students retain their reading fluency poems for reuse in later lessons.

**Lesson 3**

**Word Meaning**

- Display DM 15.3A Reaching for the Stars and read the poem chorally. Select volunteers to underline words they do not know. Finally, discuss key vocabulary. Circle the word meticulous in the passage and state that this is one key vocabulary word. Ask students what they think meticulous means from context clues in the poem. (Possible answers: carefully observing, having attention to detail) Direct students to look up the definition for the word in the dictionary and to check it against their created definition. As a class, revise the definition for accuracy as needed but keep it in students’ words.
• Display DM 15.3B Symbols and have students name the meanings of the symbols. (Possible answers: peace, love, Jesus, hope, love, faith) State that a symbol is an object that has special meaning and can be expressed in abstract language such as hope, beauty, or love. Guide students to draw a symbol to represent the word meticulous. (Possible answers: a pair of glasses, a hand lens, a checklist) Select volunteers to share their symbols with the class and why they chose them. Ask students how knowing the word meticulous helps them better understand the poem. (Possible answers: by understanding the narrator better, by seeing how the skill of being meticulous could help the narrator become an astronaut) Have students work in pairs to create a summary of the poem. Encourage them to include who, what, where, when, and why if those key details are stated or implied in the passage. (Possible answer: A child who has autism is noticing details in a classroom and is reminded that he wants to use his God-given talents to become an astronaut one day.)

• Have students turn to the poem on the student page. Share that the poem refers to Sojourner Truth, who was a former American slave and abolitionist who gave a famous speech entitled “Ain’t I a Woman?” For each stanza, have the girls read the first two lines and boys read the second two. Display DM 8.2A Poetry Forms and have students discuss with a partner which form the poem is and why. (Answers will vary.) State that it is free verse because it has no set number of lines and the line length varies, and it has no fixed rhyme schemes or regular meter. Share that the poem “Reaching for the Stars” is also free verse. Have students complete the exercises independently.

• Direct students to retrieve their reading fluency poems from Lesson 15.2. Have them quietly read the poems aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color to underline words that cause them to stumble and to write today’s date in the same color. Have students retain their reading fluency poems for reuse in later lessons.

Lesson 4

Reading Comprehension

• Have students turn to 2 Samuel 22 in their Bibles and observe the song that David sang to God. Chorally read 2 Samuel 22:3. Ask what word David first uses to describe the Lord. (rock) Is David saying that the Lord is a physical rock? (No.) Review the meaning of symbol. Convey that symbolism is the use of an object, person, or something in nature to represent a larger idea. Poems and songs use symbolism to help readers visualize the text and to create a deeper meaning. Convey that rock is often used as a symbol to describe God in the Bible. Ask students what this symbolism reveals about God’s character. (Possible answers: He is strong; He can withstand any enemies; He is permanent.)

• Arrange students into small groups and assign each group a theme, such as courage, cooperation, kindness, friendship, or family. Direct each group to draw 3–5 symbols that represent their theme. Have them display their symbols for the class and direct the class to guess the group’s theme. Review that to determine theme in a poem or story, readers can ask what the main character learns or what the author wants the reader to learn.

• Direct students’ attention to the poem on the first two student pages. Convey that this is an epic poem. Teach that an epic is a poem or tale about a journey in which the hero performs great deeds. Display DM 8.2A Poetry Forms and chorally read the elements of epic. State that a quest is a journey undertaken by a hero to fulfill a mission. Explain that the quest occurs because there is a problem and the main character is trying to find a solution. Usually during a quest, a character undergoes challenges and must overcome obstacles. Working through these challenges often leads to character growth. The character may become wiser, braver, or more humble. Ask students for an example of a quest. (Possible answer: a knight slaying a dragon to rescue a princess) What type of change could the main character experience because of this type of quest? (Possible answer: He could change from being afraid to being brave.) What theme could that epic have? (Possible answers: courage, strength, bravery) Arrange students into pairs. Have them read the poem to their partners, taking turns every two lines. Then, direct students to complete Exercises 1–25 independently and Exercise 26 with their partners.

• Direct students to retrieve their reading fluency poems. Have students quietly read the poem aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color to underline words that cause them to stumble and to write today’s date in the same color. Then, direct students to tally the number of words over which they stumbled on each date and to determine whether they read more accurately each day.

Lesson 5

Reading Fluency

• For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.

Assessment

• Distribute BLM 15.5A Listening Comprehension Assessment and have students preview the exercises. Read the poem from BLM 15.2B Reading Fluency Poem to students twice. For all listening comprehension assessments in Reading Skills, encourage students to take notes during the second reading. Then, have them complete the exercises.
Chapter 15 Answer Key

Name

Phonic Review
Read the words. Fill in the circle for the word that has the same sound as in cow.
1. a saw 2. a go 3. a cow 4. a row
5. a cow

6. a row
7. a go
8. a saw

For each definition, write the word on the line. Use two of the word parts to make each word. Not all the word parts will be used.
9. a word a bow
10. p and comp a bow

Circle fast or opinion for each sentence.
11. Most flowers need soil, sunlight, air, and water to sprout.
12. Each child should get a weekly allowance.
13. A run in a person, place, thing, or idea.
14. Spending time outdoors is better than time indoors.

Underline the word that has a similar meaning to the word in bold.
15. When I think of my leg, my mom kept her compass, which helped me stay calm. 
16. Going to the movies is contingent on whether he gets his assignment finished first.
17. Our two groups fused into one large team to complete the task more quickly.
18. The dress code for the dance was formal, as I wore pants and a shirt.

Circle the underlined word that best fits in each sentence.
19. The princess admired the exquisitely carved throne that contained marble floors and golden chandeliers.
20. Our two groups fused into one large team to complete the task more quickly.

Listening Comprehension
Listen to your teacher read the passage and statements. Make a check mark beside true or false for each statement.
21. True
22. False
23. True
24. True
25. False

Complete the exercises. Answers will vary.
1. Highlight a sensory detail in sentences 2.
2. Highlight a sensory detail in sentences 3.
3. Cross out the words that do not apply to the passage.
Chapter 15 Answer Key

Name ____________________________

Fill in the circle next to the answer that best completes the sentence.

4. The narrator of the poem is
   ○ N'Goli's father
   ○ N'Goli's mother

5. The mood that the setting of the poem is most likely
   ○ in a kitchen
   ○ in a dining room
   ○ all of the above

6. The rhyme pattern of this poem is
   ○ AABB
   ○ ABAB
   ○ ABCD

7. A topic of the poem could be
   ○ family
   ○ tradition
   ○ all of the above

8. The key to the meaning
   ○ tomato
   ○ gratitude
   ○ freedom

9. The poem's theme is best communicated in
   ○ stanza 1-3
   ○ stanza 4-6

10. The beat theme of the poem is because it is what the main character learns about
    ○ freedom
    ○ gratitude
    ○ cooking safety

11. Explain your answer for Exercise 10 using text evidence from the poem.

   3. N'Goli's father teaches N'Goli the value of freedom. He teaches her about life as a woman and the importance of standing up for oneself. N'Goli learns from her father's wisdom and becomes a strong woman in her own right.

12. T. The dish N'Goli's father is making has been in the family for years.

13. F. The recipe is a traditional African dish.

14. T. Tomatoes gone flying because N'Goli's father tipped over a rag.

15. F. Ingredients in the dish include spices, mushrooms, and tomatoes.

16. Make a short oral presentation on the causes of the American Civil War:
    ○ N'Goli wanted peace for the nation.
    ○ Freedom for all races.

17. The letter of the word means its meaning.

18. The people learn and grow during this time.

19. To give over to someone else

20. In a hospital and doctor's name

21. Heavenly and beloved land

22. Speed and quickness

23. An adjective

24. A noun

25. What is a traditional food that is made in your family? Use three sensory details to describe the food.

   Answers will vary.

26. Use three vocabulary words from the Answer Bank that are the least familiar to you. Write the words on the line. Then, write what you think each word means using context clues from the poem. Answers will vary.

   Answers Bank:
   - delectable
   - elucidate
   - sly
   - quench
   - quirk

27. In a dictionary, look up the definition for your chosen key vocabulary. Find the definition that best matches the meaning of each word in the poem. Rewrite your definitions as needed but keep them in your own words.

28. Draw a symbol to help you remember the meaning of each chosen key vocabulary word. Label the symbol with the word. Drawings will vary.

29. Above each undefined word, write a word or phrase that is a synonym from the Answer Bank.

   Answers Bank:
   - sake
   - hope
   - rose
   - time
   - stand up

30. To achieve freedom, equality, or patience

31. A woman named the orphanage

32. Opening her arms to embrace

33. Learn, grow

34. Write a summary of the poem. Include who, what, when, where, and why.

   N'Goli finds freedom when she stands up for herself and her father. She learns to embrace her heritage and family traditions. N'Goli's journey is a symbol of hope and growth.
Chapter 15 Answer Key

1. Make a check mark by all the elements that apply to this poem.
   - a) long, narrative poem
   - b) lyric
   - c) number of lines per stanza
   - d) one hero on a quest
   - e) a story
   - f) scientific explanation
   - g) humorous

2. Number the events of Abar’s quest in order.
   1. Abar finds an upset young man.
   2. Abar and the young man find light to fire the town.
   3. Abar sets off through the forest searching for the light.
   4. Abar travels through the forest.
   5. Abar volunteers to go search for the missing light.
   6. Abar convinces the young man to show his light with others.

3. Draw a line from the word to its meaning.
   - a) 
     - 8. derive
     - 9. heed
     - 10. dispel
     - 11. possess
     - 12. tackle
   - b) 
     - 8. derive 
     - 9. heed
     - 10. dispel
     - 11. possess
     - 12. tackle

4. Which of the following is not an event in Abar’s quest?
   a) Abar finds an upset young man.
   b) Abar and the young man find light to fire the town.
   c) Abar sets off through the forest searching for the light.
   d) Abar travels through the forest.
   e) Abar volunteers to go search for the missing light.
   f) Abar convinces the young man to show his light with others.

5. Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words that make the sentence true.
   1. T. The sun demonstrates that he is wise when he tells Abar that the spark that everyone has is a gift from the One.
   2. F. The sun does not demonstrate that he is wise when he tells Abar that the spark that everyone has is a gift from the One.
   3. T. The sun demonstrates that he is wise when he tells Abar that the spark that everyone has is a gift from the One.

6. Answer the questions in complete sentences.
   a) In the poem, what does the light symbolize?
      The light symbolizes God’s love within people.
   b) How can you show your light with others?
      I can show my light by telling others about Jesus and by using the fruit of the Spirit to honor God and love people.

7. Discuss with a partner or a sibling a symbol that represents God as you.”