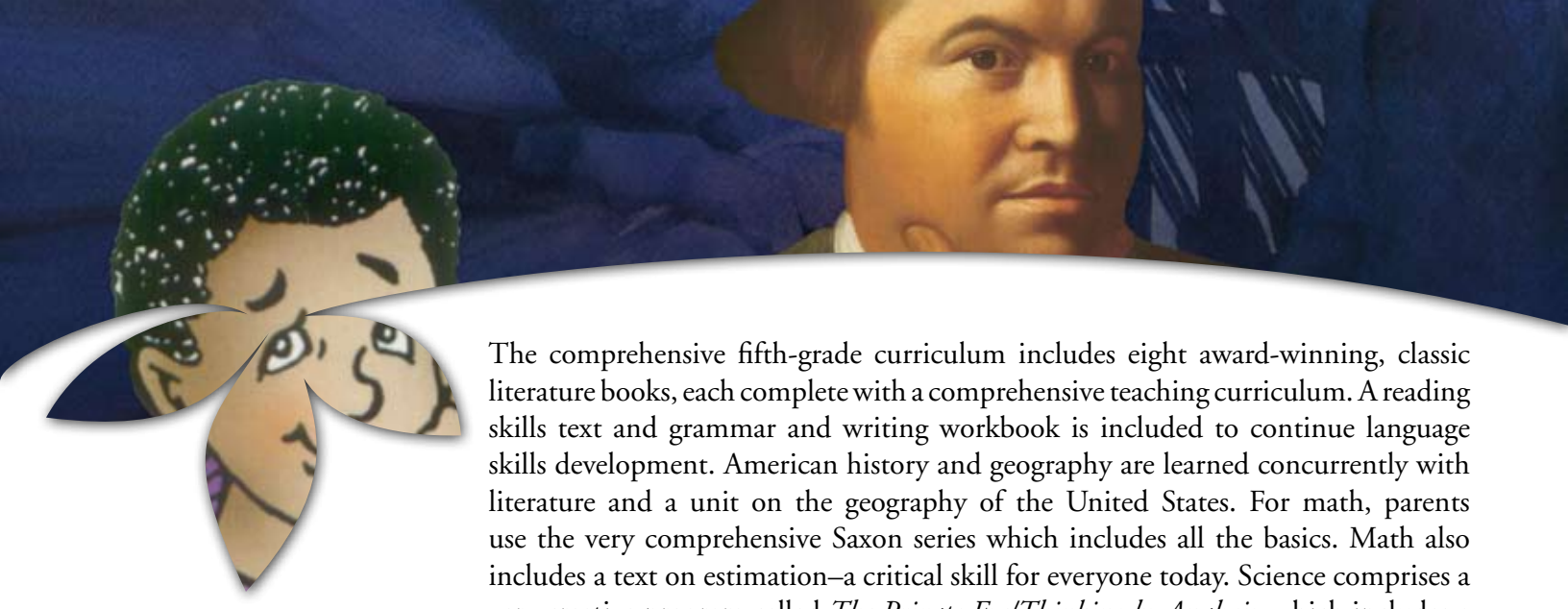


5th GRADE



The comprehensive fifth-grade curriculum includes eight award-winning, classic literature books, each complete with a comprehensive teaching curriculum. A reading skills text and grammar and writing workbook is included to continue language skills development. American history and geography are learned concurrently with literature and a unit on the geography of the United States. For math, parents use the very comprehensive Saxon series which includes all the basics. Math also includes a text on estimation—a critical skill for everyone today. Science comprises a very creative program called *The Private Eye/Thinking by Analysis*, which includes a jeweler's loupe with which to examine the world, and an introduction to astronomy that uses *The Magic School Bus Lost in the Solar System*.

LANGUAGE ARTS SKILLS BOOKS INCLUDE

Tom, both student and teacher editions
Grammar and Writing Skills

SOCIAL STUDIES TEXTS/WORKBOOKS

Discovering the World of Geography
Kids Discover (magazine style booklets):
America 1492; American Revolution
Colonial America
Sacawagea

LITERATURE & SOCIAL STUDIES

A Wrinkle in Time
Caddie Woodlawn
Dear Mr. Henshaw
The Lion, Witch and the Wardrobe
Shark Beneath the Reef
Sign of the Beaver
Souder
Thank You Jackie Robinson
The Literature Comprehension Answer Book

MATH & SCIENCE

Saxon Math 65
Estimation
Magic School Bus Lost in the Solar System
The Private Eye: Thinking by Analysis



Dear Mr. Henshaw

Dear Mr. Henshaw by Beverly Cleary is a book about friendship, loneliness, families and feelings. In the book Leigh Botts is a lonely boy trying to adjust to his parents, divorce and tells of how he comes to accept the changes that have taken place. Leigh learns to use his writing as a form of expression and for thinking through his problems.

LANGUAGE ART ACTIVITIES

BEFORE READING

Have your child look through *Dear Mr. Henshaw*. It is written differently from other books. Look through the book with your youngster and discover Beverly Cleary's format for writing this book. Explain to your child that it is organized in diary entries and letters instead of chapters. Discuss with your child why people keep diaries and why they might be good to keep.

WHILE READING

Encourage your child to summarize what has happened in the story after each chapter.

We suggest that you read this book out loud, taking turns as one voice tires. Be sure to give your student lots of opportunity to develop fluent oral reading skills, and encourage using different "voices" for dialog.

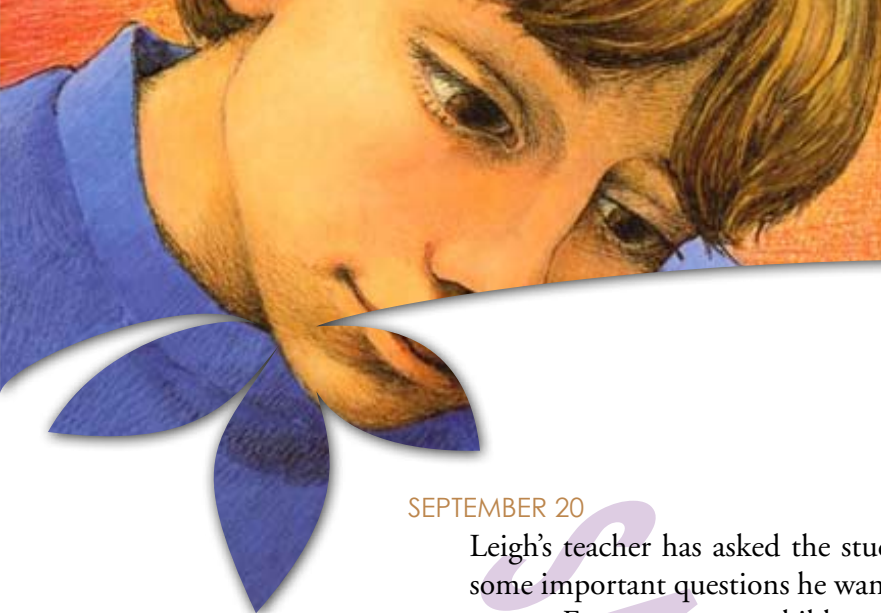
The following reading activities are for both you and your student. These activities are designed to enhance your child's comprehension, develop stronger critical thinking skills, and build greater understanding of the literature.

While reading this piece of literature, have your child keep his or her own diary. Have your child write for 10 to 20 minutes each day about feelings he or she is having, events that are happening in his or her life, reactions to movies or TV shows, relationships or problems he or she is having. Set aside time for your student to write in the diary every day. Have your child create his or her own cover. He or she might draw or use magazine pictures to create a collage. This may be an activity that your child will continue even after he or she is finished reading *Dear Mr. Henshaw*.

MAY 12 - SEPTEMBER 20

On these pages your child watches Leigh Botts grow up. Leigh has enjoyed the same book from second grade to the sixth grade. Discuss with your child possible reasons why Leigh would enjoy this book so much. Then ask your child about his or her favorite book. Is there one that he or she still enjoys from the second grade? If so, why?

5th GRADE LITERATURE PROGRAM



SEPTEMBER 20

Leigh's teacher has asked the students to write author reports. Leigh has thought up some important questions he wants Mr. Henshaw, his favorite author, to answer for his report. Encourage your child to think of a person he or she would like to learn more about. Have your child write that person a letter containing questions for his or her famous person to answer.

NOVEMBER 15 - DECEMBER 1

While reading this section of the book, Leigh was answering Mr. Henshaw's questions. Encourage your child to answer Mr. Henshaw's questions in his or her diary.

While reading about Leigh answering these questions, your child finds out a lot of information about him and what he thinks of himself. Have your child draw pictures, symbols, and words that represent how the main character Leigh Botts views himself.

DECEMBER 4 - DECEMBER 13

In the story Leigh has a conversation with Mr. Fridley. Have your child write a dialog between Mr. Fridley and Leigh at the flag pole. Have your child include what he or she thinks Mr. Fridley would have said to Leigh.

Leigh walked to school early in the morning slowly and backwards because he was lonely in his house by himself. Discuss times that you have been lonely and why you were feeling that way. Then, encourage your child to discuss a time that he or she might have felt lonely, too, and write a list of ways he or she can avoid being lonely the next time if it happens.

DECEMBER 21 - DECEMBER 24

In this part of the story Leigh is remembering the previous year's Christmas and asks his mom if his dad is going to come for Christmas. She replies, "We're divorced, remember?" Discuss with your child what he or she thinks this means. Then have your child draw two pictures, one that shows last year's Christmas and the second one showing this year's Christmas. Have your child write a prediction of how Leigh will feel this Christmas without his father.

Last Christmas Leigh and his family sat around the dinner table and created song verses to the made-up country song of "One Shoe." Encourage your child to use his or her imagination a create a country song verse to go with the Botts family's verses.



5th GRADE LITERATURE PROGRAM

DECEMBER 25 - JANUARY 10

Leigh's mom refers to their Christmas dinner with her friend Katy as "a lovely dinner for lonely hearts." Ask your student why Leigh's mom might refer to the dinner like this. Discuss with your child how he or she might have felt if he or she were placed in Leigh's shoes.

Throughout the story Leigh makes comments about his dad in his diary. Have your child record them on a piece of paper and write down what he or she thinks Leigh is feeling towards his father. When the story is finished and your child has listed Leigh's feelings, discuss with your child how a person can have many different feelings for a person and still love him or her.

Leigh is having a problem with getting his lunch stolen. Discuss with your child possible ways Leigh can stop the lunch thefts. Then have your child write a friendly letter to Leigh suggesting his or her idea.

JANUARY 12 - JANUARY 15

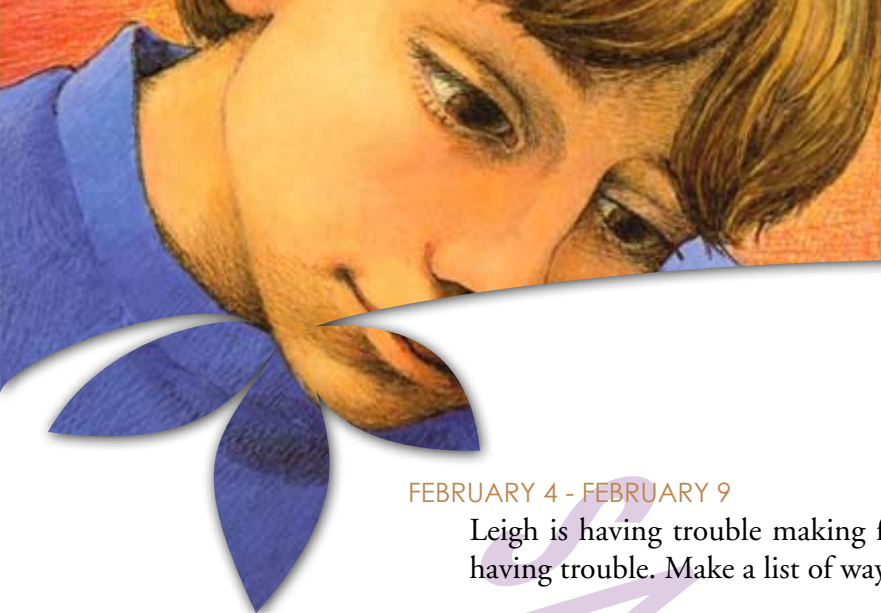
In the story Leigh's mom refuses to have the TV repaired because she wants his brain to stay in good shape. Encourage your child to think about the pros and cons of watching television. Have your child list his or her ideas on a piece of paper and then discuss them together.

Discuss with your child a time when someone didn't keep a promise. How did that make your child feel? Ask your child how it affected his or her life. Then discuss with your child the feelings Leigh must be having. Then ask your child to write what he or she would do if he or she were in Leigh's place.

JANUARY 20 - FEBRUARY 2

Leigh is mad at his parents because they are divorced. On page 78 Leigh writes, "I feel better about mom. I don't know about dad, even though she says he has some good qualities." Determine with your child what good qualities Leigh's parents have. Then, have your child create a collage of Leigh's mom's and dad's good qualities using magazine clippings, drawing pictures, using symbols and words.

5th GRADE LITERATURE PROGRAM



FEBRUARY 4 - FEBRUARY 9

Leigh is having trouble making friends in his new school. Discuss why he might be having trouble. Make a list of ways he could make friends.

In the story Leigh was about to kick someone's lunch down the hallway. Ask your child why he or she thinks he was going to do this. Discuss with your child better ways for Leigh to handle his anger.

Leigh's dad wrote him a note. Leigh was disappointed with the note because it doesn't express his father's feelings. Have your child pretend to be Leigh's father and write a note to Leigh that expresses his father's feelings.

FEBRUARY 15 - MARCH 5

For the contest Leigh wrote about a day on his dad's rig. Have your child write about a special or interesting day he or she has had. Encourage your child to add many details to make it interesting.

Leigh has trouble with the ending of his story. He writes Mr. Henshaw a letter to discuss his problems. Discuss with your child the problems that he or she has when he or she is writing his or her own stories, poems or descriptions. Discuss possible ways of solving his or her writing blocks.

Before reading Monday, March 5, have your child write a prediction of what will happen to Leigh and his lunch. Have your child write his or her prediction as if he or she were Leigh writing in his diary.

MARCH 6 - MARCH 15

In this part of the story Leigh's view of himself changes. He starts to think of himself as better than "medium." Discuss with your child why his view of himself has changed and what caused these changes.

In the story Leigh says he is happy that he didn't find out the name of the lunch box thief. Discuss with your child the possible reasons why Leigh doesn't want to know. Then, have your child write an essay including reasons why he or she would or wouldn't want to know who the lunch box thief was.



MARCH 16 - MARCH 25

Leigh is friends with Barry. Each boy views the other's life with some envy. Encourage your child to compare and contrast their lives. Draw three columns on a page and add titles as follows:

BARRY	ALIKE	LEIGH

In each column write how the two boys are alike and how they are different.

Then encourage your child to write a list of reasons why each boy would prefer to live like the other. Discuss with your youngster a time he or she has ever felt this way about a friend. Discuss why he or she thinks living his or her friend's life would be better.

MARCH 26 - MARCH 31

Leigh is invited to meet the author because one of the winners has plagiarized. Discuss what it means to plagiarize and why it is wrong to do so.

Discuss with your child how the author made Leigh feel better about getting Honorable Mention in the writing contest. What parts of his story did the author enjoy? Then discuss with your child how he or she can use this information for his or her own stories.

In the story Leigh thought his classmates were stupid if they never wrote again just because they didn't win. Discuss with your child why he felt this way. Then discuss with your child how he or she can relate this to his or her own life.

MARCH 31

In the conversation between Leigh and his dad, Leigh found out that another trucker found Bandit. Have your child create the scene that took place between the two truckers as they exchanged the dog.

At the end of the story Leigh writes "I felt sad and a whole lot better at the same time." Discuss with your child why Leigh had these feelings.



WRITING ACTIVITIES

In the story Leigh is writing a story for a writing competition. Look in your local library or in educational magazines, such as *Merlin's Pen*, for opportunities for your child to enter or publish his or her work.

Have your child pretend to enter Leigh's class competition. Encourage your student to write a story, poem or description. Remember the author enjoyed Leigh's writing because it was from his own experience. Encourage your child to write from his or her own experience.

SCIENCE ACTIVITY

In the story Leigh goes to the Butterfly Trees. He observes Monarch butterflies. With your child, use library books to research more about the life of the Monarch butterfly. Find out where it lives, where it migrates in the winter, how it reproduces, what it eats and other interesting facts. Have your child create a poster board reporting the information he or she has learned about Monarch butterflies. There are several places along the California coast and in Mexico where the Monarchs spend part of the winter. If you should be in either area, visit one of these locations in December or January to see them hanging in giant bunches from the eucalyptus trees.

Use Leigh's lunch box alarm to stimulate your child's interest in electricity. Display the materials needed for this experiment and ask your child to find the ones that Leigh used in his alarm.

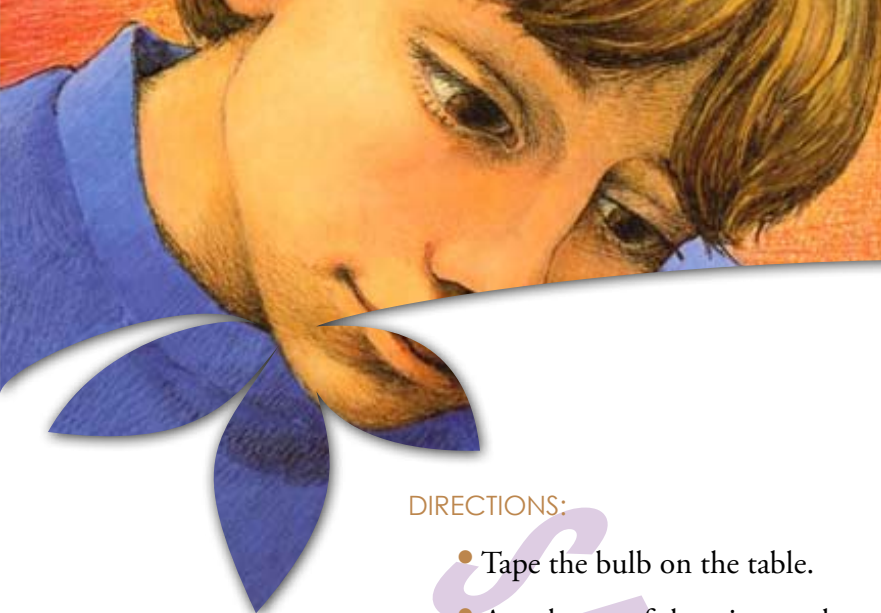
Materials:

flashlight bulb

6 volt battery

three 12-inch pieces of insulated copper wire with insulation removed from the ends
tape

objects made from cloth, metal, rubber, plastic, wood and glass



DIRECTIONS:

- Tape the bulb on the table.
- Attach two of the wires to the terminals on the battery. Touch the end of one of them to the metal band on the bottom of the bulb.
- Touch one end of the third wire to the bottom of the bulb. Have your child hold the remaining two loose ends against one object at a time. If the bulb lights, the object is a conductor of electricity.
- Have your child record on a piece of paper which items conduct electricity and which do not.

SOCIAL STUDIES ACTIVITIES

Discuss with your child the difficulties of being a single parent. Make a list of the problems Leigh's mom faces raising a child on her own. Discuss with your child how these problems affect Leigh. Then ask your child to write a letter to Leigh pretending to be his mother explaining why she is no longer married to his dad.

After Barry has been to Leigh's house, Leigh thinks about scrubbing the mildew off the shower. Discuss with your child why this chore has suddenly become important to Leigh. To give your child a sense of pride and responsibility around his or her home, discuss possible chores that your child could do. Create a chart of responsibilities and an incentive plan.

MATH ACTIVITY

In the story Leigh's father travels to different cities. Have your child look up these cities in an atlas and determine the best route to take between the two cities. Then, have him or her calculate how long it will take to get to this destination based on the mileage. Ask your child to draw a simple map of the country and label the two cities, label other major cities, major land forms and places of interest along the route.