

ESL

5th & 6th  
Grades





# Nouns (Common Nouns)

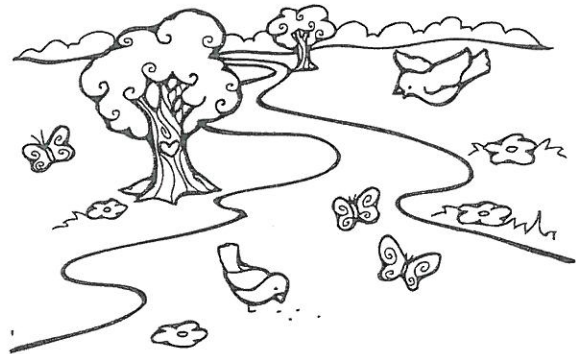
A common noun names a person, place, or thing.

Examples:

*Person*—brother, repairman, actor

*Place*—stadium, country, park

*Thing*—plate, bird, airplane



## PRACTICE

Write five nouns for each category.

Person	Place	Thing
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Select a noun from each category. Use each noun in a sentence.

(person) \_\_\_\_\_

(place) \_\_\_\_\_

(thing) \_\_\_\_\_

## WRITE ON!

Pick one of the nouns from one of the categories. On a separate sheet of paper, write a paragraph about that topic. Exchange papers with a classmate. Have the classmate write the following above each noun: P for person, PL for place, and TH for thing.





# Nouns (Proper Nouns)

A **proper noun** names a specific person, place, or thing. A proper noun always begins with a capital letter. Look at the examples below.

	Common Noun	Proper Noun
Person:	brother, repairman, actor	Sid, Mr. Harris, Ivana Starr
Place:	stadium, country, park	Grizzly Stadium, Mexico, Woodward Park
Thing:	airplane, statue, ship	<i>The Spruce Goose</i> , Statue of Liberty, <i>The Mayflower</i>

## PRACTICE

Underline each subject's common noun. On the line, write a proper noun to replace the common noun.

Example: The dog placed first in the dog show.      Mr. Fido

- Our neighbor bakes the best cookies. \_\_\_\_\_
- The team was in last place. \_\_\_\_\_
- The two girls ran for class president. \_\_\_\_\_
- The game lasted a long time. \_\_\_\_\_
- The ship sailed off on its maiden voyage. \_\_\_\_\_
- The troop hiked the steep trail. \_\_\_\_\_
- The ride was scary and dangerous. \_\_\_\_\_
- The bird squawked all night and all day. \_\_\_\_\_
- The family walks after dinner. \_\_\_\_\_
- The woman took my temperature. \_\_\_\_\_

Read the paragraph. Draw a line through the common nouns that can be changed into proper nouns. Then write a proper noun above each line.

My grandparents live in the city. Their home is on a street near a store. Each day, they walk to the nearby park. On their way back home, they stop to pick up a copy of the morning paper.

## WRITE ON!

On a separate sheet of paper, write a paragraph about something you did with your grandparents or another relative. Circle all of the proper nouns used in the paragraph. Check to make sure each proper noun begins with a capital letter.





# Nouns (Irregular Plural Nouns that Change Form)

Many singular nouns are made plural by adding an *s* or *es* to the end of the word.

Examples:

<u>Singular</u>	<u>Plural</u>
apple	apples
box	boxes

Some singular nouns change form when they become plural nouns.

Examples:

<u>Singular</u>	<u>Plural</u>
mouse	mice
man	men

**PRACTICE**

Write the plural form of each noun. Use a dictionary to find the plural form of any word that you are not sure of. (Example: mouse mice)

<b>Singular</b>	<b>Plural</b>
1. child	_____
2. goose	_____
3. foot	_____
4. tooth	_____
5. woman	_____
6. elf	_____
7. knife	_____
8. ox	_____

<b>Singular</b>	<b>Plural</b>
9. person	_____
10. scarf	_____
11. half	_____
12. die	_____
13. leaf	_____
14. life	_____
15. wolf	_____
16. shelf	_____

Use the above list of words to complete each sentence. Write the correct form (singular or plural) of the word on the line. (Example: Mice love to eat cheese.)

- |   |  |
|---|--|
| 17. Dad and I hung the _____ on the wall.                         | 22. The _____ is very sharp.               |
| 18. Farmer Brown hooked two _____ to the wagon to plow the field. | 23. Dana ate _____ of the pie!             |
| 19. How many _____ know how to spell this word?                   | 24. Mom tied a _____ around her neck.      |
| 20. My sister lost a _____ last night.                            | 25. Dad dances like he has two left _____. |
| 21. I saw seven _____ flying in formation.                        | 26. I like to do _____ rubbings.           |

**WRITE ON!**

On a separate sheet of paper, write a paragraph using several of the irregular plural nouns. Rewrite the paragraph changing the plural nouns to singular nouns. Have a classmate proofread the paragraph and circle the mistakes.







# Nouns (Substitute Noun for Pronoun)

A pronoun can replace a noun. Some pronouns are *I, you, he, she, it, we, they*.

Example: Mary likes to ride motorcycles.

She likes to ride motorcycles.



## PRACTICE

Underline each subject's noun. On the line, write an appropriate pronoun to replace the noun.

Example: The president is trailing by ten points.

He

- Mom painted the entire house.
- The Wilson family is going to the museum.
- Ted and Petra are going on a cruise around the world.
- Missy won the tournament!
- Paul has been studying very hard.
- Spot jumps over the fence every time the doorbell rings.
- Michael and I found a four-leaf clover.
- Stan, Jayne, and I practiced for the band competition.
- Tyson skateboarded all day at the skate park.
- Bill and I did not get to the train station in time.

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Read the paragraphs. Draw a line through each subject pronoun. Write an appropriate common or proper noun above the line.

She went to the local high school. It was called New Edgemont High School, or NEHS for short. She graduated at the top of her class and then went on to the state college.

Her younger brother also went to NEHS. He also graduated at the top of his class. He went on to automotive school and later opened his own shop.

## WRITE ON!

On a separate sheet of paper, tell about the middle school you will attend. What kinds of classes would you like to take? What kinds of extra-curricular activities would you like to participate in? Trade with a classmate and substitute some nouns for pronouns.



# Object Pronouns

Name: \_\_\_\_\_

An object pronoun is used in place of a person or thing that is acted upon or receives the action of the verb in a sentence.



Person	Object Pronouns – Singular	Object Pronouns - Plural
1 <sup>st</sup> (speaking)	<b>Me</b>	<b>Us</b>
2 <sup>nd</sup> (being spoken to)	<b>You</b>	<b>You</b>
3 <sup>rd</sup> (being spoken about)	<b>Him/Her/It</b>	<b>Them</b>

Complete each sentence with the appropriate pronoun.

1. (Joe, Scott, and Bob) The waiter brought out three plates of food for \_\_\_\_\_
2. (My Aunt Jane) My brother and I wrote thank you letters to \_\_\_\_\_
3. (Nick and I) The science teacher gave a bottle rocket to \_\_\_\_\_
4. (The neighbor's car) The mechanic from the garage went to work on \_\_\_\_\_
5. (Jenny and Fatima) My parents bought \$25 gift certificates for \_\_\_\_\_
6. (The little old lady) I carried in the bags of groceries to help \_\_\_\_\_
7. (Adam's grandfather) Adam carefully painted a special portrait of \_\_\_\_\_
8. (The blue notebook) Samantha quickly wrote down all her notes in \_\_\_\_\_
9. (The pens and pencils) I bought a new zippered pouch at the store for \_\_\_\_\_
10. (Your Uncle Peter) Sally expertly danced her tap dance routine for \_\_\_\_\_
11. (The Andersons) We got a letter in our mailbox that belongs to \_\_\_\_\_
12. (Amanda Sanderson) Andrew went shopping and bought a ring for \_\_\_\_\_
13. (The boy wearing red) The soccer goalie kicked the soccer ball to \_\_\_\_\_
14. (The small girl) The waitress handed the ice cream cone to \_\_\_\_\_
15. (Your parents) You couldn't wait to show the report card to \_\_\_\_\_
16. (The green apple) The kitchen store sells a special tool to cut \_\_\_\_\_
17. (The sweet oranges) I learned to make a delicious recipe that uses \_\_\_\_\_
18. (Sally and Jeff) Before we go to the movies, I should call \_\_\_\_\_
19. (You and I) Peter and Jason will cook dinner tonight for \_\_\_\_\_
20. (Timothy Johnson) Sylvia put on an apron and baked cookies for \_\_\_\_\_
21. (The city of Tokyo) We looked everywhere on the map for \_\_\_\_\_
22. (Melanie and Susan) A package from the book store arrived for \_\_\_\_\_
23. (My friend, Susannah) I think she knows the answer, so I will go ask \_\_\_\_\_
24. (Your parents and I) All of the neighbors threw a surprise party for \_\_\_\_\_
25. (Our cousin Kenny) Aunt Alexia mailed a suitcase to our house for \_\_\_\_\_





## Greatest Deal in History

How would you like to buy land at four cents an acre? That is what the United States paid France for the Louisiana Territory in 1803. Many consider this purchase one of the greatest real estate deals in history.



When Thomas Jefferson became president of the United States in 1801, Spain owned the Louisiana Territory and the Floridas. The two countries had treaties that allowed American farmers and merchants to use the shipping ports in these areas. The port of New Orleans was especially important to the American settlers who shipped their products down the rivers that flowed into the Gulf of Mexico. When Jefferson learned that Spain had turned over control of the Louisiana Territory to France, he took action to protect the United States' access to New Orleans. There was also the danger that the French dictator, Napoleon Bonaparte, might try to build an empire in America that would threaten the United States. In 1801, Jefferson sent diplomats to France to negotiate the purchase of New Orleans.

At first Napoleon refused to sell any land to the United States because he did have dreams of expanding his empire. However, the diplomats did not give up, and soon events turned in their favor. French troops in the West Indies had been unable to stop a slave revolt, which forced them to return in defeat to France instead of going on to the Louisiana Territory. Napoleon was also planning a war against Great Britain. Unable to defend the Louisiana Territory and rather than risk losing it to Great Britain or the United States, Napoleon offered to sell the entire territory to the U.S. He could then use the money from the sale to finance his European conquests. On April 30, 1803, a "Treaty of Purchase between the United States and the French Republic" was signed by French and U.S. diplomats. The United States acquired nearly 600 million acres of land for \$15 million dollars which calculated to about four cents an acre. While most countries had acquired land through war, the United States achieved its greatest expansion through peaceful negotiations.



Jefferson was rightfully proud of what has become known as the Louisiana Purchase. Acquiring the Louisiana Territory almost doubled the area of the United States. It greatly increased the economic resources in our country and united much of what is now the United States. This bargain buy created all or parts of thirteen states including Louisiana, Arkansas, Missouri, Iowa, North Dakota, South Dakota, Nebraska, Kansas, Wyoming, Minnesota, Oklahoma, Colorado, and Montana. With such expanded land and resources, the United States was poised to become a world power.



Name \_\_\_\_\_



Circle the main idea of each paragraph.

1. Paragraph 2:

- a. Spain owned two major territories in North America.
- b. The United States was threatened by French control of the Louisiana Territory.
- c. Thomas Jefferson wanted to purchase only New Orleans.

2. Paragraph 3:

- a. Napoleon would do anything to get money to finance his wars.
- b. U. S. diplomats took two years to negotiate a treaty.
- c. Favorable events and patient diplomacy led to the greatest expansion in United States history.

3. Paragraph 4:

- a. The United States doubled its size with the purchase of the Louisiana Territory.
- b. Thomas Jefferson was proud of the accomplishments of his presidency.
- c. The United States gained many benefits from the Louisiana Purchase.

4. Circle another title for this story.

What a Great Buy!  
Land for Sale—Cheap, Cheap!

Napoleon Is Doomed in America  
New States Created

5. Surprisingly, not everyone was happy with the deal the United States made with France to purchase the Louisiana Territory. One Boston newspaper reporter complained that the United States already had enough land and did not need to spend so much money on more. How would you convince this reporter that the United States benefited from this purchase? Write the main benefits of this purchase for the United States.

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Read about one of the states which was included in the Louisiana Territory. On another piece of paper, write the main idea of what you read.

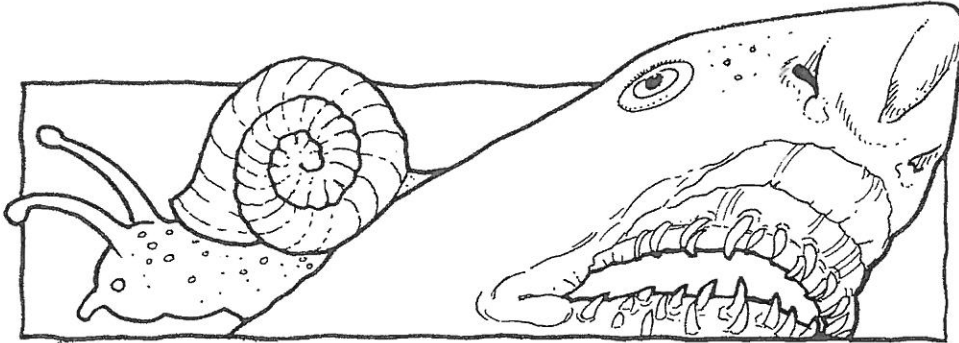






## Amazing Animals

All animals are fascinating, and some are truly amazing! For example, did you know that sharks' teeth are as hard as steel, or that kangaroo rats can survive longer without water than camels? Study the chart below to learn more about several amazing animals.



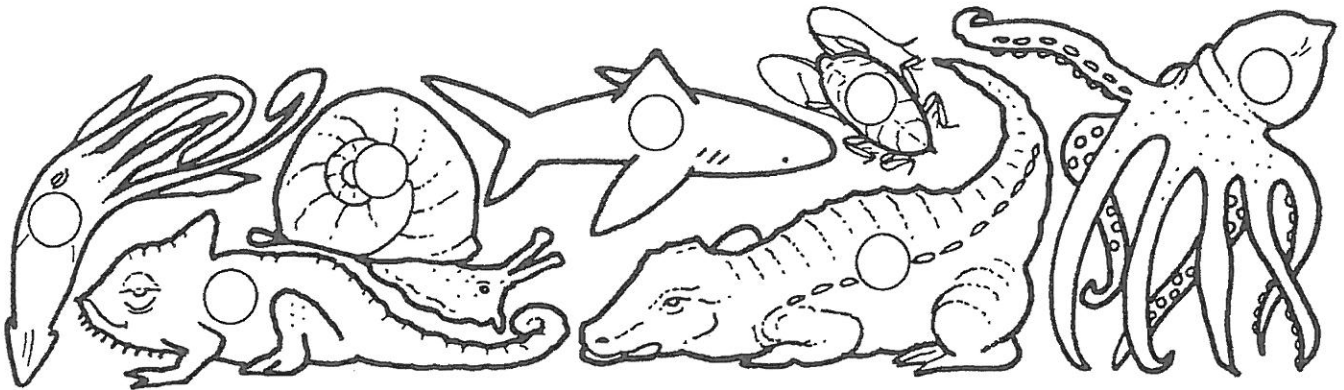
Animal	Where It Lives	Vertebrate or Invertebrate	Fascinating Fact
albatross	near most oceans	vertebrate	can sleep while flying
caterpillar	all over the world	invertebrate	has three times as many muscles as humans
chameleon	forests in Africa and Madagascar	vertebrate	can move its eyes in two different directions at the same time
cockroach	all over the world	invertebrate	can live for up to a week without a head
crocodile	tropical climates	vertebrate	eats only about 50 meals a year
giant squid	oceans throughout the world	invertebrate	has eyes bigger than a human head
giraffe	grasslands in Africa	vertebrate	tallest of animals; has only seven neck bones
penguin	in the southern half of the world with cold ocean waters	vertebrate	eggs kept warm by male until hatched
octopus	oceans throughout the world	invertebrate	has three hearts
shark	oceans throughout the world	vertebrate	never runs out of teeth
snail	almost everywhere—forests, deserts, rivers, ponds, oceans	invertebrate	can sleep for almost three years without waking up
sperm whale	oceans throughout the world	vertebrate	can hold its breath for up to 60 minutes



Name \_\_\_\_\_



1. Which animal(s) live in the ocean? \_\_\_\_\_  
\_\_\_\_\_
2. What do the giant squid and the chameleon have in common? \_\_\_\_\_  
\_\_\_\_\_
3. Which animal would delight the "Tooth Fairy"? \_\_\_\_\_  
\_\_\_\_\_
4. Label the animals that have backbones with a V.



5. Which animals live all, or nearly all, over the world? \_\_\_\_\_  
\_\_\_\_\_
6. Which animal is very muscular? \_\_\_\_\_
7. Which animal eats an average of about once a week? \_\_\_\_\_
8. Which animal can live headless for about a week? \_\_\_\_\_
9. What is fascinating about a chameleon's eyes? \_\_\_\_\_  
\_\_\_\_\_
10. Which animal is a "super snoozer"? \_\_\_\_\_
11. Which animal can hold its breath for nearly an hour? \_\_\_\_\_
12. Which animal has seven bones in its neck? \_\_\_\_\_



Read about another animal. Find a fascinating fact about it to share with your friends.



## Several Cinderellas

When Mrs. Price told her students they were going to read *Cinderella*, they all groaned, saying they already knew that story. Mrs. Price said that they certainly knew one version of *Cinderella*. She explained that *Cinderella* was a folk tale with many different versions found all over the world. She asked the students to search the library to find these different versions of the story. When the students returned to class, they were excited by all the different *Cinderella* stories they found.

Alison told a *Cinderella* story from Ireland. A kind girl has two wicked sisters. After the sisters leave the girl to do all the housework while they go to church, a henwife magically makes beautiful gowns for her as a reward for her kindness. Each Sunday, the girl stands outside the church door wearing a beautiful gown, and everyone admires her beauty. When the people try to talk to her, she rides quickly away on a white horse. At last a prince is able to grab her blue slipper when she rides by. Determined to marry the girl whose foot fits the slipper, the prince travels through the village until he finds her. However, before the prince can marry her, he has to fight all the other men in the village who also want to marry her. The prince wins the fights and marries the girl.

Kara shared a *Cinderella* story from India. In this version a young girl's mother is transformed into a goat. Her father remarries, but the new stepmother is very cruel to the girl and her brother, making them work hard and giving them little food. When the stepmother finds out that the goat is magically providing food for the children, she has the goat killed. Because the goat bones are planted in the ground, the children are still able to magically get food whenever they ask for it. One day when the stepdaughter is washing her face in the river, her nose ring falls into the water. It is eaten by a fish, which is later caught and prepared as a dinner for the king. When the king hears that a nose ring had been found in his fish, he sends word throughout the kingdom that the owner of the ring should come to the palace. The king meets the stepdaughter and marries her because of her beauty and kindness.

Andy then told the Indonesian version of *Cinderella* that he found. In this story the beautiful young girl has a cruel stepmother and stepsister who make her work very hard. One day when the girl is washing clothes in the river, she meets a magic crocodile whom she treats very kindly. Because she is so nice, the crocodile gives her a beautiful silver dress. When the prince comes to the village, looking for a girl to marry, the cruel stepsister takes the dress for herself, leaving the girl only rags to wear. She returns to the crocodile who gives her beautiful golden clothes and slippers and a horse and carriage but warns her to return all the gifts at dawn when the rooster crows. The prince sees the girl dancing in her golden clothes and falls in love. At dawn the girl runs off but loses a golden slipper. The prince searches the village for the girl whose foot will fit into the tiny slipper and, of course, finds her and marries her.

After sharing these stories, the students were surprised to find out that *Cinderella* was such a popular story, told in so many different ways and in so many countries around the world.





1. Using the three *Cinderella* versions, complete the following chart. Parts of it have been completed for you.

Country	Family treats girl cruelly.	Girl is beautiful and kind.	Girl has magic helper.	Object proves girl's identity.	There is a happy ending.
Ireland		yes			marries prince
India			goat		
Indonesia	yes			gold slipper	

2. What happens in the *Cinderella* story you knew before reading these versions? Complete the following chart based on the story you know.

Your version of <i>Cinderella</i>	Family treats girl cruelly.	Girl is beautiful and kind.	Girl has magic helper.	Object proves girl's identity.	There is a happy ending.

3. What characteristics do all versions of *Cinderella* seem to have in common? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Where are the biggest differences in the versions? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How does the Irish *Cinderella* differ in its "happy endings" from the other versions? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



On another piece of paper, write your own version of *Cinderella*. Be sure to include all the necessary characteristics, but feel free to make changes in the time and setting and some of the characters. Read your story to a friend.







## Awesome Oceans



**Making inferences** is figuring out what is happening in a story from clues the author provides.

Holly's class had been studying world geography for three weeks. However, it was just today that they realized that all four oceans had been visited by various class members. Tori, Kaley, Johnny, and Natalie had each seen one or more of the oceans. Since all of the students lived in Missouri, it was not easy for any of them to travel to a coast.

Holly had never seen an ocean. Someday, though, she wanted to go surfing in one of the three great oceans—the Pacific, the Atlantic, or the Indian. She was afraid the smaller ocean, the Arctic, would be too cold for surfing.

To help the class learn about the world's oceans, Mrs. Steele, the geography teacher, decided to make up a game. She told the four students who had visited one of the oceans to write clues about it on the board. The other students would try to guess which ocean the clues described.

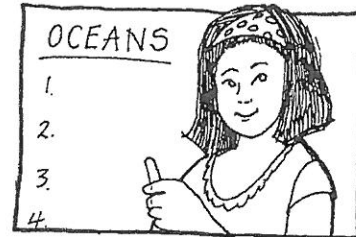
Tori went first. The ocean she had seen was the second largest ocean. It covers about 31,815,000 square miles. Europe and Africa are on its eastern side. However, she had seen it when she was on the east coast of South America. Her dad flies over it when he travels from New York to France for work.

Kaley had seen a very cold ocean. It is the smallest ocean at 5,550,200 square miles. This ocean is located at the top of the world. Kaley and her parents had sailed on this ocean when they visited Canada. Even in the summer, there are big floating ice pieces called floes.

Johnny and Natalie had both seen the largest and deepest ocean in the world. This ocean consists of 64,000,000 square miles. It is so big that it covers about one-third of Earth's surface! Johnny swam and body surfed in it when he went to California last summer to visit his cousins. Natalie used to play in its waves all the time during the two years she and her family lived in Hong Kong. This was the one ocean Holly really wanted to see.

Only Natalie had seen the remaining ocean. This ocean is smaller than the Atlantic by about 6,515,000 square miles. Asia is on the north of this body of water, and Australia and the East Indies lie on the east. Natalie had body surfed in this ocean when she and her family lived in South Africa. Holly decided that one good thing about moving was living in and learning about so many cool places. The other good thing was having so many friends. Natalie had friends all over the world. She was always receiving letters from a lot of interesting places, and she always wrote back.

After all the clues had been given, Mrs. Steele gave each student a map. They were to write the name of each student on the ocean each one had visited. Holly studied her map and the clues on the board. She figured out the answers right away.







1. Write the names of the students on the oceans each had visited.



2. Complete the chart by writing each description under the correct ocean.

- Africa on east
- Asia on north
- at top of world
- Australia on east
- California on east
- coldest
- covers one-third of Earth's surface
- deepest
- East Indies on east
- Europe on east
- floes
- largest
- north of Canada
- second largest
- South Africa on west
- South America on west

Atlantic Ocean	Pacific Ocean	Indian Ocean	Arctic Ocean



Read about two lakes or other natural landforms. On another piece of paper, write clues about each. Have a friend read the clues and guess what you are writing about.



# Pig as a Pet

As a recent article of the Public Broadcasting Service suggests, more and more Americans are keeping pigs as pets. Some domestic pigs, like the potbellied pig, weigh 100 to 150 pounds, but breeders are trying to create smaller versions, called "miniature" or "micro" pigs.

## TASK

Think of an unusual pet that you would like to have. Describe the pet and write a short letter of several paragraphs to your parents, persuading them to let you have it.

## Brainstorming

**Introduction:** Describe the pet you would like to have.

**Topic sentence:** Clearly state why you would like to have this pet.

**Opening arguments:** To continue your opening paragraph, write three strong arguments that support your position. They will form the basis of your supporting paragraphs. Remember that they should be supported with facts and evidence, for example, showing that the animal you have chosen keeps itself clean.

**Supporting paragraphs:** Write a topic sentence for each supporting paragraph that clearly states the argument and backs it with evidence. Provide specific proof, verification, examples, or statistics to support each argument.

**Conclusion:** Clearly restate your opinion and the most convincing or persuasive evidence you have found.

## Sketching It Out

Use your Sketching It Out graphic organizer to write an outline for your short letter. Your brainstorming ideas will help you.

## Putting It Together

Begin writing your letter to your parents about the pet you would like to have. Keep referring to your outline to give your work more structure. Use the words from the word box to strengthen your arguments.

## Word Box

Here are some words that you may want to use to write about the pet you would like to have. Underline the ones that could support your opinion.

pet	animal
creature	beast
companion	comrade
helper	soul mate
qualities	traits
exceptional	distinctive
unique	matchless
picturesque	delightful
charming	wonderful
affectionate	caring

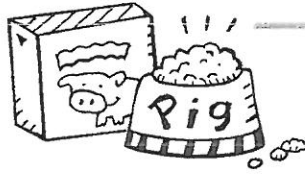
Can you think of more words that could be used to improve your sentences and strengthen your arguments? Write them down here.

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# Pig as a Pet



## PARAGRAPH 1, Part 1

**Introduction:** Describe the pet you would like to have. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic sentence:** Clearly state why you would like to have this pet. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## PARAGRAPH 1, Part 2

**Opening arguments:** Write three strong arguments that support your position.

Argument <b>1</b>	
Argument <b>2</b>	
Argument <b>3</b>	

## PARAGRAPHS 2, 3, AND 4

**Supporting paragraphs:**

PARAGRAPH	ARGUMENT	TOPIC SENTENCE	SUPPORTING FACTS
Paragraph <b>2</b>	Argument <b>1</b>		
Paragraph <b>3</b>	Argument <b>2</b>		
Paragraph <b>4</b>	Argument <b>3</b>		

## PARAGRAPH 5

**Conclusion:** Clearly restate your opinion.



