

180 DAYS™

Lessons and Activities

Writing for Fifth Grade

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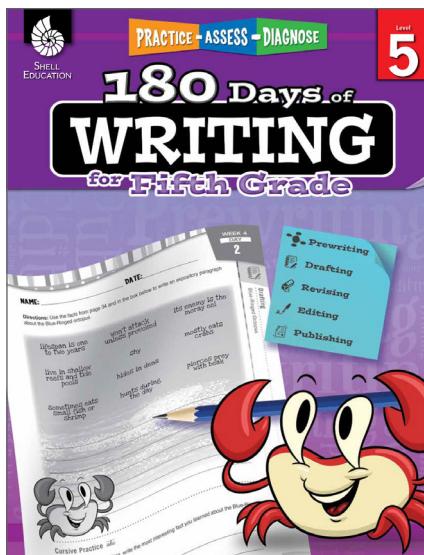
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HOW TO USE THIS BOOK

With *180 Days of Writing*, creative theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve student writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills in informational/explanatory, and narrative. Each day provides an opportunity for students to practice as part of a classroom writing lesson or as homework.

This chart below indicates the writing and language skills taught in this book. See pages 5–6 for a breakdown of which skills are taught in which week.

Note: Students may not have deep understandings of some concepts, especially those taught in the first few weeks of the year. Students should be encouraged to use their own words as they learn new concepts.

College and Career Readiness Standards

Writing 5.1—Write opinion pieces on topics or issues, supporting a point of view with reasons and information.

Writing 5.2—Write informative/explanatory texts, including short research reports, to develop real or imagined topics and ideas.

Writing 5.3—Write narratives to develop real or imagined experiences or events, using descriptive details, clear event sequences, and some dialogue.

Language 5.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language 5.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language 5.3—Use knowledge of language and its conventions when writing, reading, listening, and speaking.

Language 5.4—Consult reference materials (e.g., books and digital) to find the pronunciation and determine the meaning of words.

Language 5.5—Demonstrate understanding of figurative language, including how to determine meaning from context and visual displays.

Language 5.6—Acquire and use accurately grade-specific words and phrases, including those that signal relationships (e.g., however, although, nevertheless).

WEEK 1 DAY 2

Directions: Read the text. Draw smiley faces at the ends of sentences that include specific and descriptive details.

It was freezing in the barren Nevada desert that winter morning, but I was sweating because... My hands were shaking like leaves in a blustery wind. The car was moving. I must admit... The sleek chrome steering wheel calmly tilted side to side like a seagull, but no one was holding it. The driver's seat was vacant. The car was driving down the road without a driver!

“Isn't it something?” said Mr. Cogs. He built it. He was in the backseat with me.

“Mr. Cogs, how does it know when to stop and when to go?” I asked.

“This car is like a spider. It has eyes everywhere!” laughed Mr. Cogs.

“It doesn't look like any spider I've ever seen. Plus, I don't see any eyes on this.” I said nervously.

“Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes,” proudly proclaimed Mr. Cogs.

When my ride was finished, I heaved a huge sigh of relief. Some people are excited about these cars. They like the idea of being able to do other things instead of having to drive. I don't like them. I'm not ready for that kind of technology.

Directions: Use cursive to write one thing someone could do in a driverless car since he or she would not have to drive.

Cursive Practice

Directions: Use cursive to write one thing someone could do in a driverless car since he or she would not have to drive.

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

5

180 Days of WRITING for Fifth Grade

NAME: _____

Directions: Use the facts from page 34 and in the box below to write an expository paragraph about the Blue-Ringed octopus.

DATE: _____

WEEK 4
DAY 2

Blue-Ringed Octopus

lifeSpan is one to two years

won't attack unless provoked

shy

hides in dens

hunts during the day

mostly eats crabs

its enemy is the moray eel

Sometimes eats Small fish or Shrimp

pierces prey with beak

• Prewriting
• Drafting
• Revising
• Editing
• Publishing



Cursive Practice *etc.*

Using cursive writing, write the most interesting fact you learned about the Blue-Ringed Octopus.



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INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing 5.1—Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Writing 5.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing 5.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language 5.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language 5.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language 5.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language 5.4—Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Language 5.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language 5.6—Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

HOW TO USE THIS BOOK (cont.)

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Cool Technology	Week 1: Driverless Cars Week 2: Smart Homes	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Venomous Animals	Week 3: Cone Snails Week 4: Blue-Ringed Octopuses	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mysterious Monsters	Week 5: Yeti Week 6: Loch Ness Monster	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Halloween	Week 7: Haunted Houses Week 8: Trick or Treating	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Elections	Week 9: Campaigning Week 10: Voting	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Extreme Activities	Week 11: Cliff Camping Week 12: Skydiving	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Space Exploration	Week 13: The Mars Rover Week 14: The Orion	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
History's Mysteries	Week 15: Atlantis Week 16: Amelia Earhart	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Living Healthy	Week 17: Nutrition Week 18: Exercise	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Black History Month	Week 19: Montgomery Bus Boycott Week 20: March on Washington	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
U.S. Presidents	Week 21: George Washington Week 22: Abraham Lincoln	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Women's History Month	Week 23: Lois Lowry Week 24: J.K. Rowling	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Wacky Weather	Week 25: Heat Waves Week 26: Blizzards	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
National Poetry Month	Week 27: Robert Frost Week 28: Emily Dickinson	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Earth Day	Week 29: Recycling Week 30: Saving Energy	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Natural Disasters	Week 31: Tsunamis Week 32: Avalanches	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Amusement Parks	Week 33: Rides Week 34: Food	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Summer's Here!	Week 35: Summer Activities Week 36: Vacation Memories	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

HOW TO USE THIS BOOK *(cont.)*

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the digital resources (filename: G5_writingprompts.pdf) and distribute them to students to keep throughout the school year.

Week	Prompt
1	Imagine driving a driverless car. Write a narrative describing your experience. Include details about where you drove and what happened on the drive.
2	Imagine you own a smart home. Describe your home, including all of the cool features, who you like to hang out with in your home, and what things you like to do in the home.
3	Think about the cone snail. Write an informative/explanatory paragraph about the cone snail. Include facts about what its personality is like and what it eats.
4	Think about the blue-ringed octopus. Write an informative/explanatory paragraph about the blue-ringed octopus. Include facts about what its personality is like.
5	Some people believe in the yeti, and some people don't. Write an opinion paragraph describing how you feel about people continuing to spend time and money looking for the monster.
6	Some people believe in the Loch Ness Monster, and some people don't. Write an opinion paragraph describing how you feel about people continuing to spend time and money looking for the monster.
7	Do you like haunted houses? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the haunted houses or not.
8	Do you like trick or treating? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the tradition or start a new one.
9	Think about the campaigning process. Write an informative/explanatory paragraph about the steps in the campaigning process. Include facts about who campaigns and how they campaign.
10	Think about the voting process. Write an informative/explanatory paragraph about the steps in the voting process. Include facts about who can vote and how people vote.
11	Imagine you are cliff camping for the first time. Describe your cliff camping experience. Include details about where you camped, who you camped with, and how you felt.
12	Imagine you are skydiving for the first time. Describe your skydiving experience. Include details about where you dove, who was with you, and how you felt as you stepped out of the plane.
13	Imagine you are on a tour to learn about a Mars rover. Write a narrative paragraph about what happens on the tour. Include details about what you learn about the rover.
14	Imagine you are traveling on <i>Orion</i> . Write a narrative paragraph about what the spacecraft is like. Include details about who you are on it with and what happens during your travels.
15	Think about the long lost Atlantis. Write an informative/explanatory paragraph about Atlantis. Include details about what people think happened to the place.
16	Think about Amelia Earhart. Write an informative/explanatory paragraph about her last flight. Include details about where the flight took place and what happened after she disappeared.

HOW TO USE THIS BOOK

(cont.)

Week	Prompt	Week	Prompt
17	Do you think people should eat healthy? Write an opinion paragraph about whether people should eat healthy or not. Include details to support your opinion.	28	How do you feel about Emily Dickinson's poem? Write an opinion paragraph about your thoughts. Include details to support your opinion.
18	Do you think people should exercise? Write an opinion paragraph about whether or not people should exercise. Include details to support your opinion.	29	Write a narrative paragraph about recycling. Include a specific character who recycles and why he or she does it.
19	Write an informative/explanatory paragraph about the Montgomery Bus Boycott. Include facts about what happened and who was involved.	30	Write a narrative paragraph about saving energy. Include a specific character who saves energy and how he or she does it.
20	Write an informative/explanatory paragraph about the 1963 March on Washington. Include facts about what happened and who was involved.	31	Write an informative/explanatory paragraph about tsunamis. Include facts about what a tsunami is, how it begins, and what types of destruction it can cause.
21	Do you think George Washington was a good president? Write an opinion paragraph about him. Include reasons for why you do or do not think he was a good president.	32	Write an informative/explanatory paragraph about avalanches. Include facts about what an avalanche is, how it begins, and what types of destruction it can cause.
22	Do you think Abraham Lincoln was a good president? Write an opinion paragraph about him. Include reasons for why you do or do not think he was a good president.	33	Do you like rides at amusement parks? Write an opinion paragraph describing which amusement park has the best rides. Include details to support your opinion.
23	Write an informative/explanatory paragraph about Lois Lowry. Include facts about her life, including her accomplishments.	34	Do you like the food served at amusement parks? Write an opinion paragraph describing how you feel about amusement-park food. Include details to support your opinion.
24	Write an informative/explanatory paragraph about J.K. Rowling. Include facts about her life, including her accomplishments.	35	Write a narrative describing some summer activities you enjoy. Include details about who you do the activities with and where you like to do them.
25	Imagine you are experiencing your first heat wave. Write a narrative paragraph describing your experience. Include details about what you do to cool off.	36	Write a narrative describing your favorite vacation. Include details about where you went, who you went with, and the events that occurred while you were on the trip.
26	Imagine you are trapped in a blizzard. Write a narrative paragraph describing your experience.		
27	How do you feel about Robert Frost's poem? Write an opinion paragraph about your thoughts. Include details to support your opinion.		

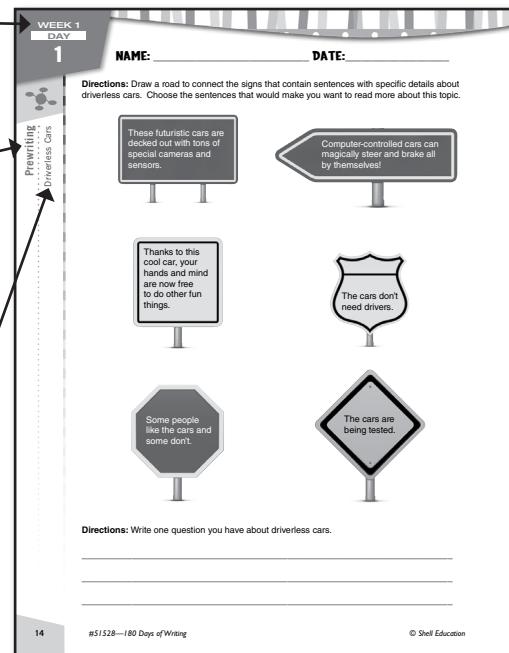
HOW TO USE THIS BOOK (cont.)

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

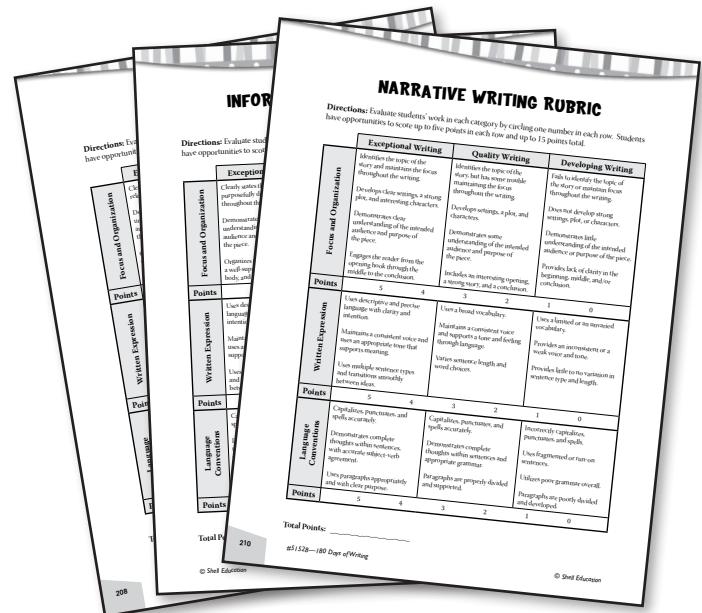


There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.

Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

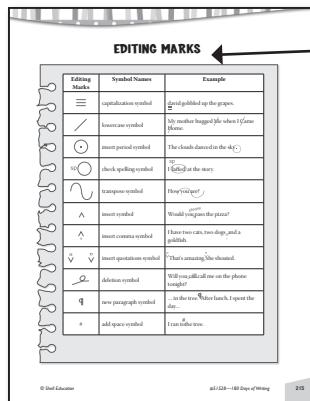
Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 208–210. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.



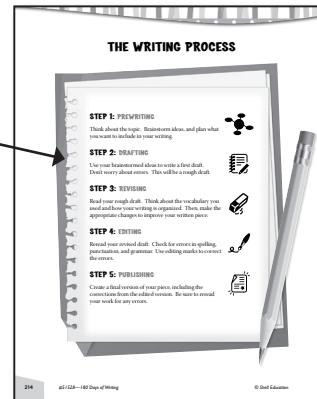
HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

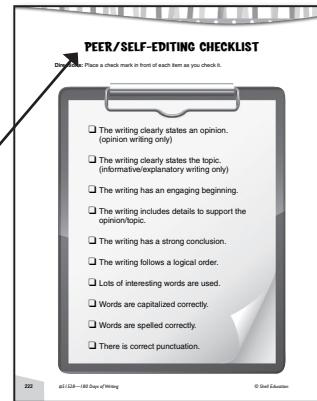
The Writing Process can be found on page 214 and in the digital resources (filename: G5_writing_process.pdf). Students can reference each step of the writing process as they move through each week.



Editing Marks can be found on page 215 and in the digital resources (filename: G5_editing_marks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).



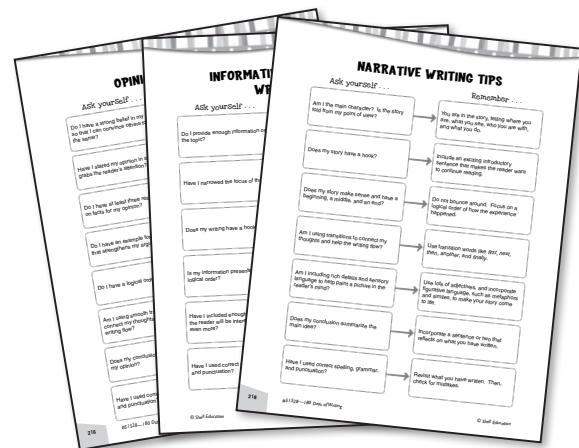
If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 222 and in the digital resources (filename: G5_peer_checklist.pdf).



Writing Signs for each of the writing genres are on pages 219–221 and in the digital resources (filename: G5_writing_signs.pdf). Hang the posters up during the appropriate two-week units to remind students which type of writing they are focusing on.



Writing Tips pages for each of the writing genres can be found on pages 216–218 and in the digital resources (filename: G5_writing_tips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 208–210). Then, complete the *Practice Page Item Analysis* (pages 211–213) that matches the writing genre. These charts are also provided in the digital resources (filenames: G5_opinion_analysis.pdf, G5_inform_analysis.pdf, G5_narrative_analysis.pdf). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resources

Reference page 223 for information about accessing the digital resources and an overview of the contents.

NAME: _____ DATE: _____



Directions: Draw a road to connect the signs that contain sentences with specific details about driverless cars. Choose the sentences that would make you want to read more about this topic.

These futuristic cars are decked out with tons of special cameras and sensors.

Computer-controlled cars can magically steer and brake all by themselves!

Thanks to this cool car, your hands and mind are now free to do other fun things.

The cars don't need drivers.

Some people like the cars and some don't.

The cars are being tested.

Directions: Write one question you have about driverless cars.

NAME: _____ DATE: _____

Directions: Read the text. Draw smiley faces at the ends of sentences that include specific and descriptive details.



It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets. My hands were shaking like leaves in a blustery wind. The car was moving. I was scared. The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it. The driver's seat was vacant. The car was driving down the road without a driver!

“Isn’t it something?” said Mr. Cogs. He built it. He was in the backseat with me.

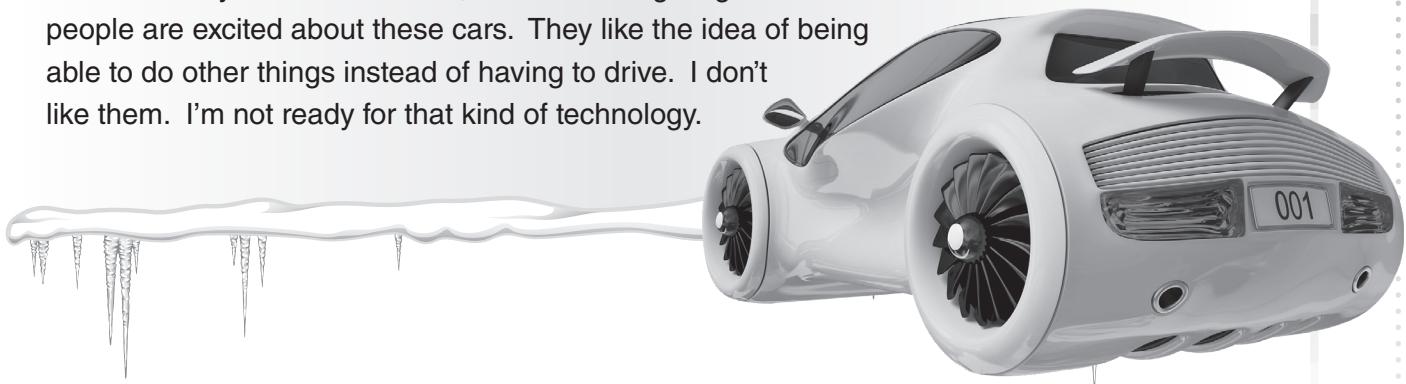
“Mr. Cogs, how does it know when to stop and when to go?” I asked.

“This car is like a spider. It has eyes everywhere!” laughed Mr. Cogs.

“It doesn’t look like any spider I’ve ever seen. Plus, I don’t see any eyes on this thing,” I said nervously.

“Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes,” proudly proclaimed Mr. Cogs.

When my ride was finished, I heaved a huge sigh of relief. Some people are excited about these cars. They like the idea of being able to do other things instead of having to drive. I don’t like them. I’m not ready for that kind of technology.



Cursive Practice abc

Directions: Use cursive to write one thing someone could do in a driverless car since he or she would not have to drive.

NAME: _____ DATE: _____

**Directions:** Label the sentences with *simile* or *metaphor*.

1. I was a chicken in that car. _____
2. My hands were shaking like leaves. _____
3. The seat was as soft as velvet. _____
4. The snow was a blanket covering the ground. _____

Directions: Rewrite these sentences to include a simile or metaphor.

5. The car was moving.

6. I was scared.

Boost Your Learning!

Figurative language, such as metaphors and similes, adds excitement to your writing and helps the reader to visualize what is happening.

A **simile** is a figure of speech where things are compared by using the words *like* or *as*.

Example: This car is *as quiet as a mouse*.

A **metaphor** is a figure of speech that makes a direct comparison between two things.

Example: *That car is a rocket*.

NAME: _____ DATE: _____

Directions: Use the \wedge symbol to add commas to the sentences. Then, write which comma rule you used on the line below each sentence.



Rule 1: Use a comma to separate an introductory element from the rest of the sentence.

Rule 2: Use a comma to indicate a direct address.

Rule 3: Use a comma to separate three or more elements in a series.

1. “Mr. Cogs how does it know when to stop and when to go?” I asked.

2. “This computer-controlled car has over 100 tiny sensors cameras and lasers that act as its eyes.”

3. “Plus I don’t see any eyes on this thing.”

Boost Your Learning!

The **comma** is one of the most important and most used punctuation marks. It clarifies the meanings of words and helps a reader know when to pause. Use the \wedge symbol to insert a comma.

Example: However \wedge , some people may not like having driverless cars.

NAME: _____ DATE: _____

Directions: Revisit the text about driverless cars. Think about how you can improve it based on what you have practiced throughout the week. On another sheet of paper, rewrite the seven bolded sentences in the text to be more descriptive.

It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets. My hands were shaking like leaves in a blustery wind. **The car was moving. I was scared.** The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it. The driver's seat was vacant. The car was driving down the road without a driver!

“Isn’t it something?” said Mr. Cogs. He built it. He was in the backseat with me.

“Mr. Cogs, how does it know when to stop and when to go?” I asked.

“This car is like a spider. It has eyes everywhere!” laughed Mr. Cogs.

“It doesn’t look like any spider I’ve ever seen. Plus, I don’t see any eyes on this thing,” I said nervously.

“Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes,” proudly proclaimed Mr. Cogs.

When my ride was finished, I heaved a huge sigh of relief. Some people are excited about these cars. They like the idea of being able to do other things instead of having to drive. **I don’t like them. I’m not ready for that kind of technology.**

This week I learned: 

- to include specific details
- to include details that are entertaining and fun for readers
- to use figurative language to make my writing stronger
- to use commas appropriately



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Driverless Cars

Day 1 (page 14)

Computer-controlled cars can magically steer and brake all by themselves! These futuristic cars are decked out with tons of special cameras and sensors.; Thanks to this cool car, your hands and mind are now free to do other fun things.

Day 2 (page 15)

Smiley faces: It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets.; My hands were shaking like leaves in a blustery wind.; The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it.; "This car is like a spider. It has eyes everywhere!" laughed Mr. Cogs.; "Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes," proudly proclaimed Mr. Cogs.

Day 3 (page 16)

1. metaphor
2. simile
3. simile
4. metaphor

Day 4 (page 17)

1. "Mr. Cogs, how does it know when to stop and when to go?" I asked. (Rule 2)
2. "This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes." (Rule 3)
3. "Plus, I don't see any eyes on this thing." (Rule 1)

Week 2: Smart Homes

Day 1 (page 19)

Possible answers include at least one piece of technology for each room in their smart home.

Day 4 (page 22)

1. Mr. Tech, how did you know I needed more milk?
2. First, I ask Mr. Tech to prepare my dinner. Next, I tell him to bake my dessert.
3. I can use my phone to control the window shades, lights, and air temperature.
4. Commas separate three or more items in a series.
5. Commas separate introductory elements.
6. Commas indicate a direct address.

Day 5 (page 23)

See Narrative Writing Rubric on page 210.

Week 3: Cone Snails

Day 1 (page 24)

explain; facts; guidebooks; inform; magazine articles; news stories; reasons and examples; research reports

Day 2 (page 25)

"It looks pretty" and "Don't pick it up!"; "They may be small." and "They are one of the most dangerous animals on Earth."; "It releases its venom." and "The toxins spread."; "The prey is paralyzed." and "It can't move to escape."; "There is no antivenin or cure." and "Doctors can help keep a patient alive until the venom wears off."

Day 3 (page 26)

1. but
2. or
3. so
4. and

Day 4 (page 27)

1. The aquarium has cone snails in a tiny saltwater tank, but you can't touch them.
2. The collector saved his money for a whole year, and he used it to buy a cone snail shell.
3. Scientists want to study cone snail venom, for they think it may cure cancer.
4. The tourist stepped on a cone snail, yet he lived to tell the tale.
5. The geographic cone snails are the most venomous, so it's a good idea to keep away from them.

Day 5 (page 28)

Example answers:

1. It looks pretty, **but** don't pick it up!
2. They may be small, **yet** they are one of the most dangerous animals on Earth.
3. It releases its venom, **and** the toxins spread.
4. The prey is paralyzed, **so** it can't move to escape.
5. There is no antivenin or cure, **but** doctors can help keep a patient alive until the venom wears off.