

Unit 1

Contemporary Fiction

They Call Me Güero: A Border Kid's Poems

by David Bowles

Activity Book

GRADE 5 Core Knowledge Language Arts®





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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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Letter to Family

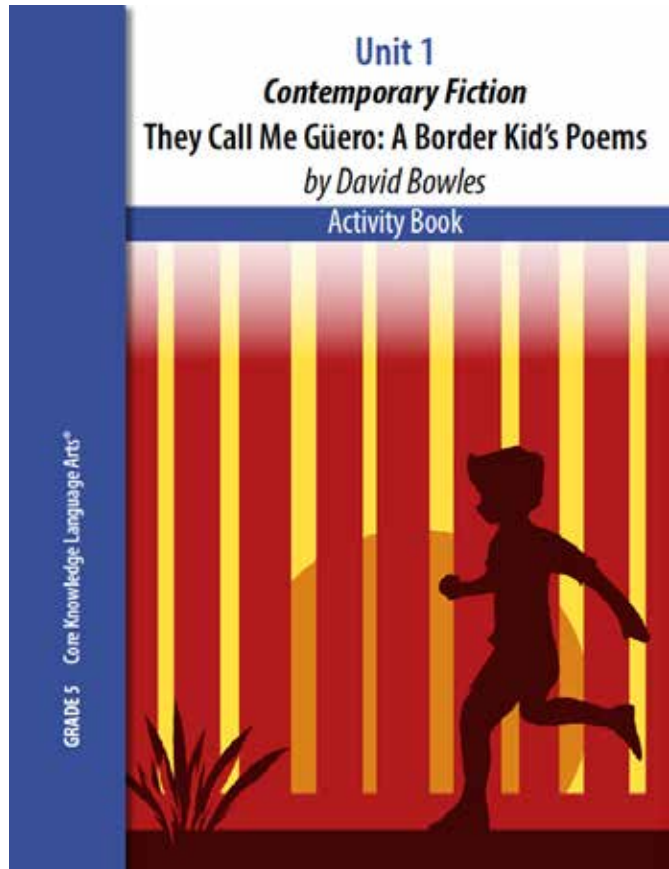
Our class will begin a unit in Language Arts in which students will read selections from *They Call Me Güero: A Border Kid's Poems* by David Bowles, a prolific poet and novelist. Born to Mexican-American parents, he is presently a professor in the Department of Literature & Cultural Studies at the University of Texas Rio Grande Valley, where he teaches children's adolescent literature.

They Call Me Güero is written in various forms of poetry, including free verse, haiku, sonnet, ballad, rhymed quatrains, and rhymed couplets. The collection of poems focus on a Mexican-American border kid with, as the author describes it, "a foot on either bank." This book has won numerous awards, including the 2019 Walter Dean Myers Book for Outstanding Literature, the 2019 Tomás Rivera Mexican American Children's Book Award, and was a *School Library Journal* Best Book of 2018.

This unit will give us the opportunity to discuss the diverse cultural backgrounds represented in our classroom, our community, and our country. Through various oral and written activities, students will explore and share their own cultural heritage as well as learn about the heritage of their classmates. Students will have several homework assignments in which they may be asking you or other family members questions about their own ancestors and cultural heritage.

In addition, the topic of immigration addressed in the book is a timely one, as it is frequently the topic of public discourse. Through this unit, students will also have an opportunity to explore the history of immigration to the United States since its founding through the present. They will come to understand that the vast majority of people in the United States either immigrated to the country themselves or had ancestors who immigrated here.

If you have any questions or concerns, please do not hesitate to contact me.



NAME: _____

DATE: _____

Vocabulary for “Border Kid” and “Checkpoint”

Border Kid

1. **roots, n.** part of a plant that holds the plant firmly in the ground; used figuratively on this page to mean “your relatives” or “where you come from” **(9)**
2. **invading, v.** disturbing or intruding upon **(invade) (9)**
3. **bank, n.** the ground at the edge of a river **(9)**
4. **ancestors, n.** people from one’s family that were part of an earlier, or older, generation **(ancestor) (9)**
5. **heritage, n.** a person’s family or ethnic background, including culture and traditions **(9)**

Checkpoint

6. **checkpoint, n.** a place where someone is stopped to be examined and looked over **(11)**
7. **passports, n.** official documents that show that one is a citizen of a particular country **(passport) (11)**
8. **green card, n.** a registration card that allows one to live and work in the United States **(11)**
9. **resident, n.** a person who lives in a particular place **(11)**
10. **citizen, n.** a person who is a member of a particular country and given certain rights because of that status **(11)**
11. **limbo, n.** a place of uncertainty **(11)**
12. **quarantine, n.** a place where someone is isolated, or kept separate, because of being thought to pose some threat **(11)**
13. **battered, adj.** damaged or worn down because of overuse **(12)**

NAME: _____

DATE: _____

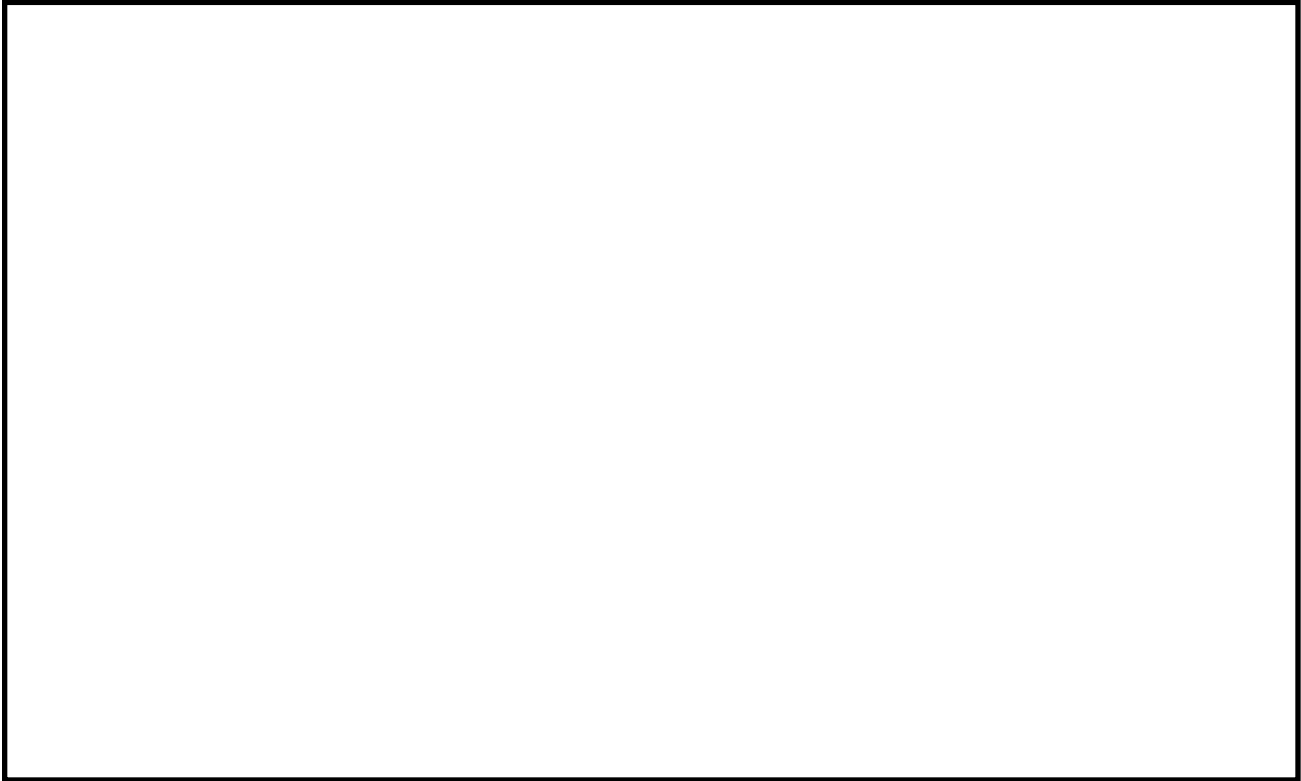
Elements of My Heritage	
Elements of Heritage	Elements of Heritage
Food	
Language	
Music	

My family's ancestors came from:

NAME: _____

DATE: _____

Directions: Choose one of the four elements of your heritage (food, language, music, or celebrations) and then draw a picture of some important part of your heritage in the box below. Then write a paragraph describing it and its connection to your family.



NAME: _____

DATE: _____

Vocabulary for “Our House,” “Fingers & Keys,” and “Lullaby”

Our House

1. **sturdy, *adj.*** strong and solid **(13)**
2. **spare, *adj.*** extra; not needed **(13)**
3. **fused, *v.*** combined, often by melting together **(fuse) (13)**
4. **modest, *adj.*** simple; not fancy **(14)**

Fingers & Keys

5. **organist, *n.*** a person who plays a musical instrument called an organ, similar to a piano **(16)**
6. **parish, *n.*** a place with a church; a church community **(16)**

Lullaby

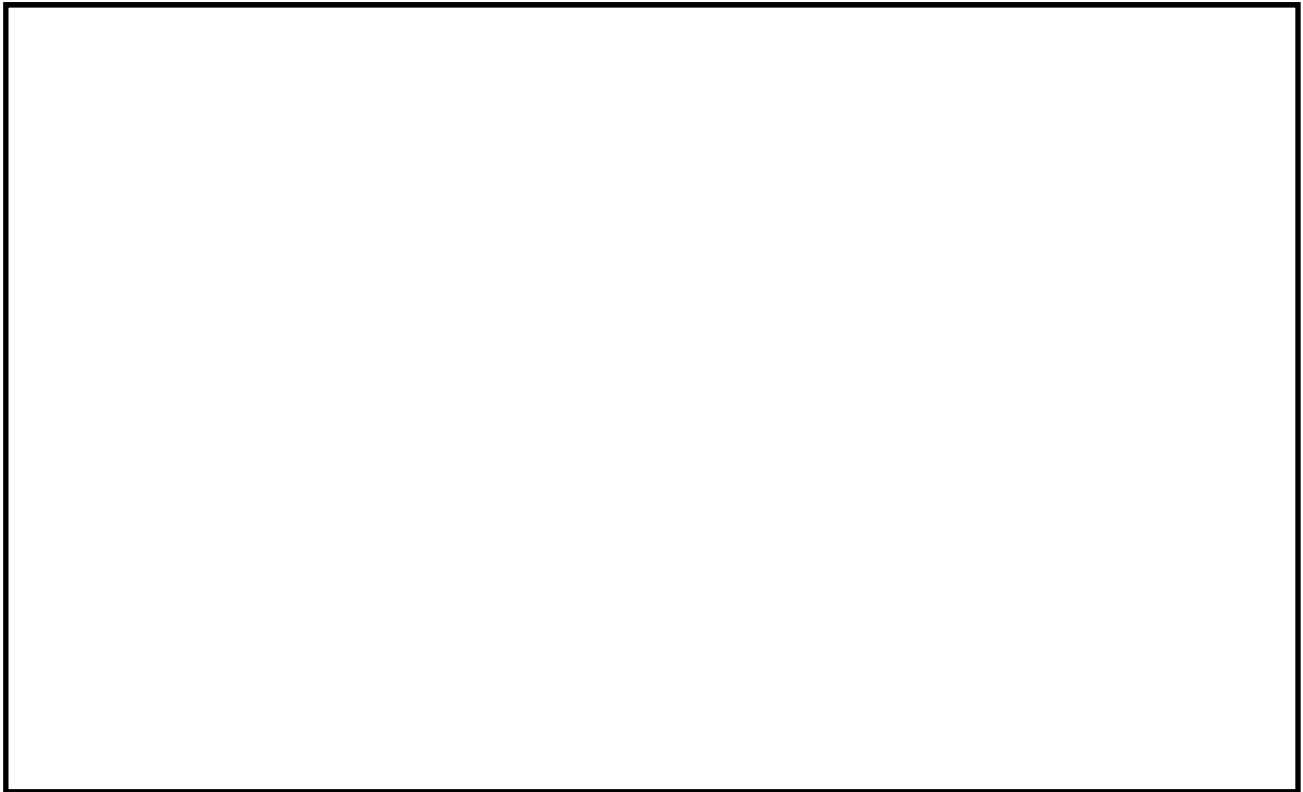
7. **lullaby, *n.*** a soothing song or melody, meant to put a baby or child to sleep **(17)**
8. **mystify, *v.*** to confuse or cause a mystery **(17)**
9. **serenaded, *v.*** performed music for **(serenade) (17)**
10. **lurking, *v.*** sneaking around quietly in order to remain hidden **(lurk) (17)**
11. **lore, *n.*** traditional knowledge or belief passed down through families that often teaches a lesson **(17)**

3.2

NAME: _____

DATE: _____

Directions: *Describe one example of the narrator’s heritage (food, language, or music), and write a paragraph about it. Then compare or contrast it with an example from your own heritage. Draw a picture of either the example from your own heritage, or the narrator’s heritage.*



NAME: _____

DATE: _____

Vocabulary for “Learning to Read” and “Nagual”

Learning to Read

1. **spine-tingling, *adj.*** very exciting or frightening **(18)**
2. **literal, *adj.*** referring to the exact, or true, meaning of a word or phrase; not figurative **(18)**
3. **bug, *v.*** to pester or annoy **(19)**
4. **delighting, *v.*** taking great joy or pleasure in something **(delight) (19)**
5. **nerd, *n.*** someone who reads and studies more than other people **(20)**

Nagual

6. **shaman, *n.*** a person who cures the sick using magic or supernatural powers **(21)**

NAME: _____

DATE: _____

“Learning to Read” and “Nagual”

1. What kind of stories did the narrator’s abuela tell him when he was young?
(Pages 18-20, Lines 1-4)

2. What does the information in lines 8 and 9 tell us about the narrator?

3. What does *no sé, m’ijo* mean? (Line 19)

4. What does abuela say is the “greatest truth”? (Lines 27-30)

NAME: _____

DATE: _____

5. What happened at the narrator's first day of kindergarten, and what does this tell you about his character? (Lines 31-43)

6. How did the narrator spend his time the rest of the year that he was not in kindergarten? (Lines 34-43)

7. What happened when the narrator entered first grade? How did he feel about other kids making fun of him, calling him a nerd? (Lines 50-55)

8. What effect did abuelita's stories have on the narrator? (Lines 67-76)

NAME: _____

DATE: _____

9. What simile does the narrator use in these lines? What does it mean? (Lines 72-76)

10. In "Nagual", what kinds of stories does the narrator's uncle tell him, and what is the narrator's reaction to the stories? (Page 21, Lines 1-23)

NAME: _____

DATE: _____

Practice Writing Paragraphs

1. Your favorite food

NAME: _____

DATE: _____

2. Your most memorable day at school

NAME: _____

DATE: _____

Vocabulary for “First Day of Seventh Grade” and “Los Bobbys, or the Bookworm Squad”

- | | |
|-----------------------------------|--|
| 1. hang (with), v. (slang) | spend time (with) (25) |
| 2. diverse, adj. | having a variety, or made up of different kinds (25) |
| 3. schedules, n. | in middle and high school, lists of the different subjects and classes, with times, that students will study in school (26) |
| 4. navigating, v. | steering a course through something, such as a body of water (navigate) (26) |
| 5. woke, adj. (slang) | aware of and concerned with social issues of fairness (26) |
| 6. smirks, n. | smiles in a rude or offensive manner (smirk) (26) |
| 7. origin, n. | the source, or the place from which something begins (27) |
| 8. mentor, n. | a trusted guide or teacher who plays an important role in someone’s life (28) |
| 9. persuasive, adj. | having the ability to convince someone of something (29) |

NAME: _____

DATE: _____

Writing: Practice Using Quotation Marks

Directions: Use commas and quotation marks to properly punctuate the following quotations. Rewrite the sentence correctly on the lines provided.

1. I have finished my homework said Jodi.

2. My grandmother said I love to read stories to my grandchildren.

3. I have misplaced my favorite book said Thomas.

NAME: _____

DATE: _____

4. If I had to choose between broccoli or tomatoes said Mia I would choose broccoli.

5. Eleanor Roosevelt said it is better to light a candle than curse the darkness.

NAME: _____

DATE: _____

Vocabulary for “They Call Me Güero,” “Ms. Wong & the Rabbit,” and “Trickster”

1. **pasty, *adj.*** pale; lacking much color **(30)**
2. **tussles, *v.*** vigorously shakes or causes to be out of order **(tussle) (30)**
3. **complexion, *n.*** the color and texture of one’s skin, especially on the face **(30)**
4. **taunts, *n.*** insults or challenges **(taunt) (30)**
5. **translations, *n.*** writings or speech that have been changed from one language to another **(translation) (33)**
6. **contemplate, *v.*** to look at and think about for a long time or very seriously **(33)**
7. **reveal, *v.*** to make something known **(35)**
8. **canine, *n.*** dog or a member of the dog family, such as a wolf or coyote **(36)**
9. **trickster, *n.*** a character in stories who is usually smart and plays tricks on others **(36)**
10. **mischief, *n.*** an action that annoys or causes trouble **(36)**

NAME: _____

DATE: _____

Practice Writing with Strong Action Verbs

Example:

- The dog ate his dinner.
- The dog gobbled his dinner.

1. _____

2. _____

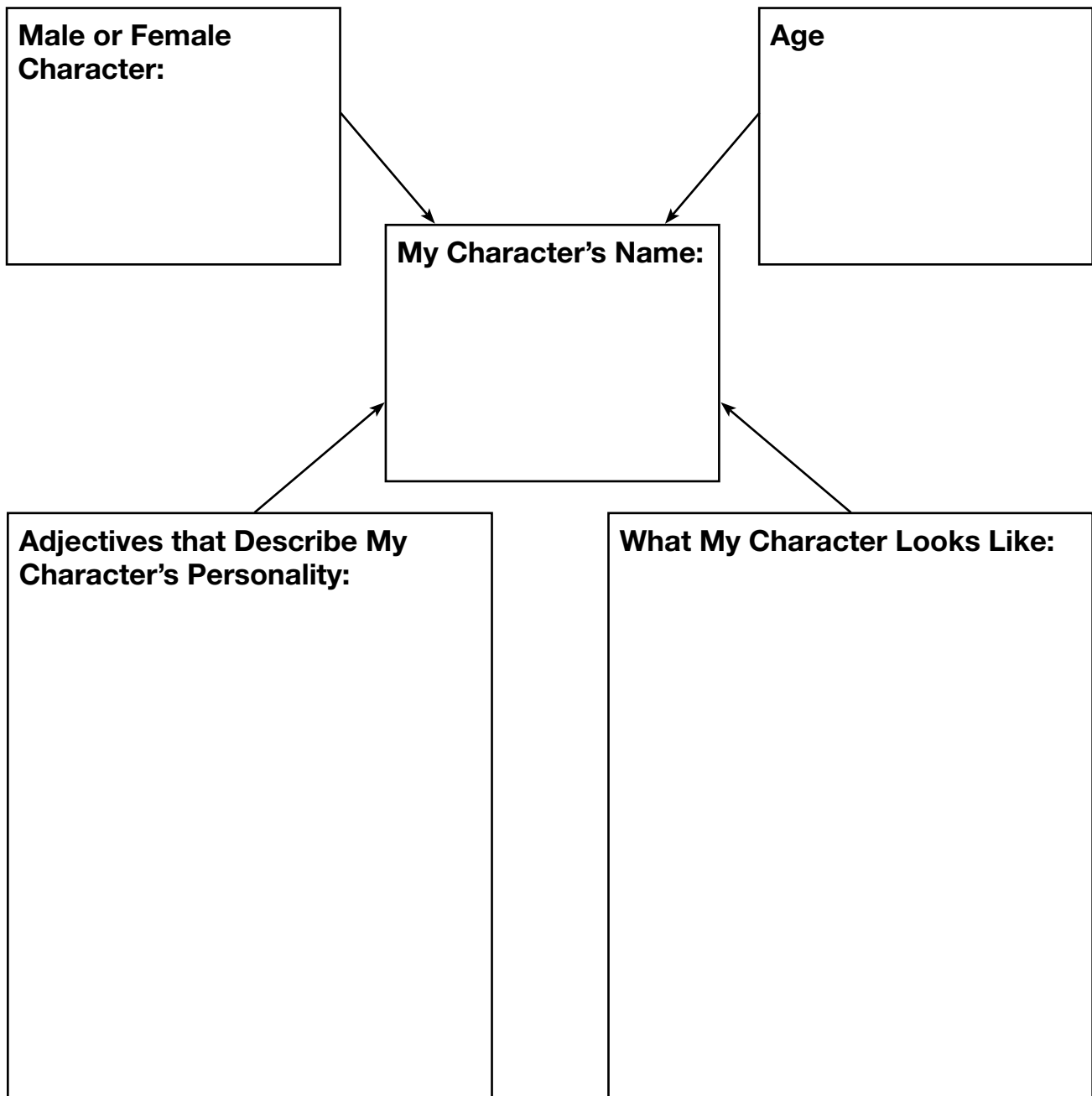
3. _____

NAME: _____

DATE: _____

Plan a Main Character for Your Fictional Narrative

Directions: Use the following graphic organizer to brainstorm ideas for the main character in your narrative. Add more information on a second, blank page, if needed.



NAME: _____

DATE: _____

Plan Topic Sentences for Your Informational Essay, or Ideas for Your Fictional Narrative

Directions: Use the graphic organizer to think of a topic sentence and ideas for informational essay.

PARAGRAPH 1 OF INFORMATIONAL ESSAY:

Topic Sentence _____

Directions: Use this graphic organizer to brainstorm ideas and a topic sentence for your fictional narrative.

IDEAS FOR FICTIONAL NARRATIVE:

Topic Sentence _____

NAME: _____

DATE: _____

Mid-Unit Assessment

Directions: The following questions are based on what you’ve read so far in *They Call Me Güero*. Circle the choice that best answers each multiple-choice question, and answer in complete sentences for each short-answer question.

1. In what country, or countries, does the narrator live?

- a. the United States
- b. Mexico
- c. both the United States and Mexico
- d. Canada

2. What two languages does the narrator speak?

3. What does the narrator’s father mean when he says they have “a foot on either bank”?

4. How does the narrator feel in the selection “Checkpoint” when they see the border patrol agents?

- a. happy
- b. angry
- c. he doesn’t feel anything
- d. amused

NAME: _____

DATE: _____

5. Describe how the narrator feels about his house and his room.

6. How does the narrator feel about his mother teaching him to play the piano?

- a. He does not like playing the piano.
- b. He is happy his mother is teaching him to play the piano.
- c. He likes spending the time with his mother, but he does not like playing the piano.
- d. He would rather play the guitar.

7. Describe the type of stories the narrator's grandmother used to tell him.

8. What does the narrator's grandmother say is "the greatest truth"?

- a. The narrator can learn all he needs to know by listening to his grandmother.
- b. Kindergarten was the most important year of the narrator's life.
- c. All the narrator seeks can be found in books.
- d. The narrator's family likes to tell stories.

9. Describe how the narrator feels when he is in first grade and he is placed in a third-grade reading group, and other students make fun of him.

NAME: _____

DATE: _____

10. What is unusual about the narrator’s friends in seventh grade?

- a. They are all named Bobby.
- b. They are all much taller than average.
- c. They are all the narrator’s cousins.
- d. They were all named Güero.

11. Who was the narrator’s mentor when he was in seventh grade?

Describe what this mentor did for the narrator and his friends.

12. What does the name Güero mean?

- a. pale skin
- b. freckles
- c. red hair
- d. tall one

13. Explain the different ways the narrator and his father feel about the narrator’s skin color.

14. Why does the narrator like Ms. Wong’s class?

- a. It is the science class, which is his favorite subject.
- b. It is the easiest class he has.
- c. It is his math class, and he likes the challenge.
- d. They read books from and about different cultures in this class.

NAME: _____

DATE: _____

15. Explain what the narrator means when he says, "Should I pretend or reveal?" when discussing the masks they are studying in his social studies class.

NAME: _____

DATE: _____

Vocabulary for “Records” and “La Mano Pachona”

Records

1. **frail, *adj.*** weak or easily broken **(39)**
2. **turntable, *n.*** a platform that rotates and is used to play recorded discs, such as those containing music **(40)**
3. **emerge, *v.*** to come out of **(40)**
4. **transported, *v.*** carried across or through something **(transport) (40)**

La Mano Pachona

5. **supernatural, *adj.*** having to do with forces that cannot be seen or explained **(42)**
6. **muster, *v.*** to bring about; to gather **(42)**
7. **la Mano Pachona, *n.*** Spanish phrase meaning an “evil hand not attached to a body” **(43)**
8. **renounce, *v.*** to formally give up or abandon something **(43)**
9. **revenge, *n.*** the act of punishing someone because of some harm that person caused **(43)**
10. **sewer, *n.*** drainpipe **(44)**
11. **slain, *v.*** killed (**slay**) **(45)**
12. **trembled, *v.*** shook with fear or great emotion (**tremble**) **(45)**
13. **destiny, *n.*** something that is bound to happen either because of luck or fate **(45)**

NAME: _____

DATE: _____

**Plan topic, detail, and concluding sentences
for informational essay**

Topic: _____

PARAGRAPH 1:

Topic Sentence _____

Detail Sentences (2-3) _____

Concluding Sentence _____

NAME: _____

DATE: _____

PARAGRAPH 2:

Topic Sentence _____

Detail Sentences (2-3) _____

Concluding Sentence _____

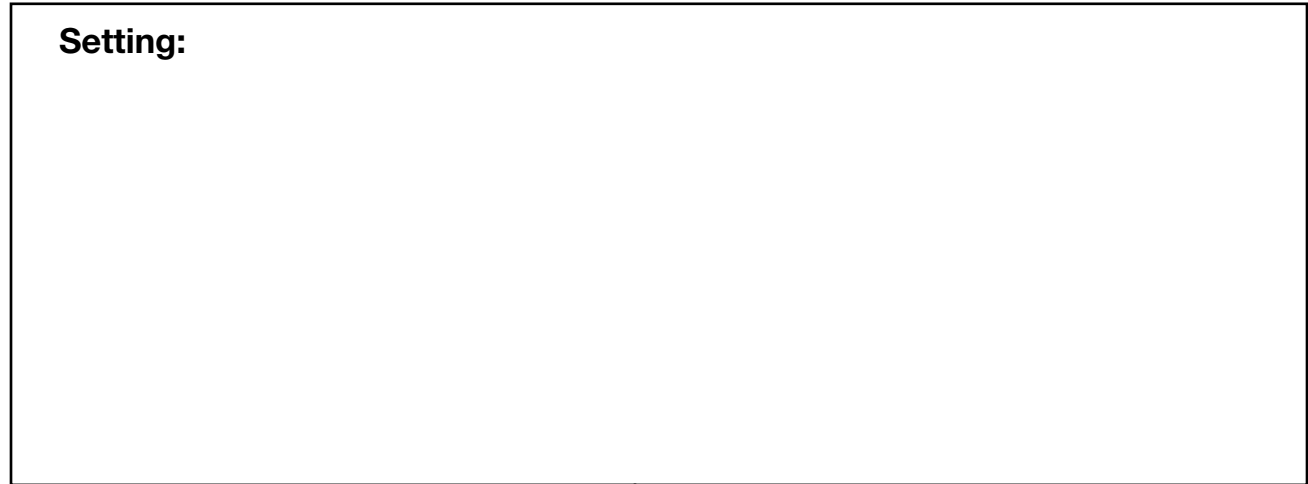
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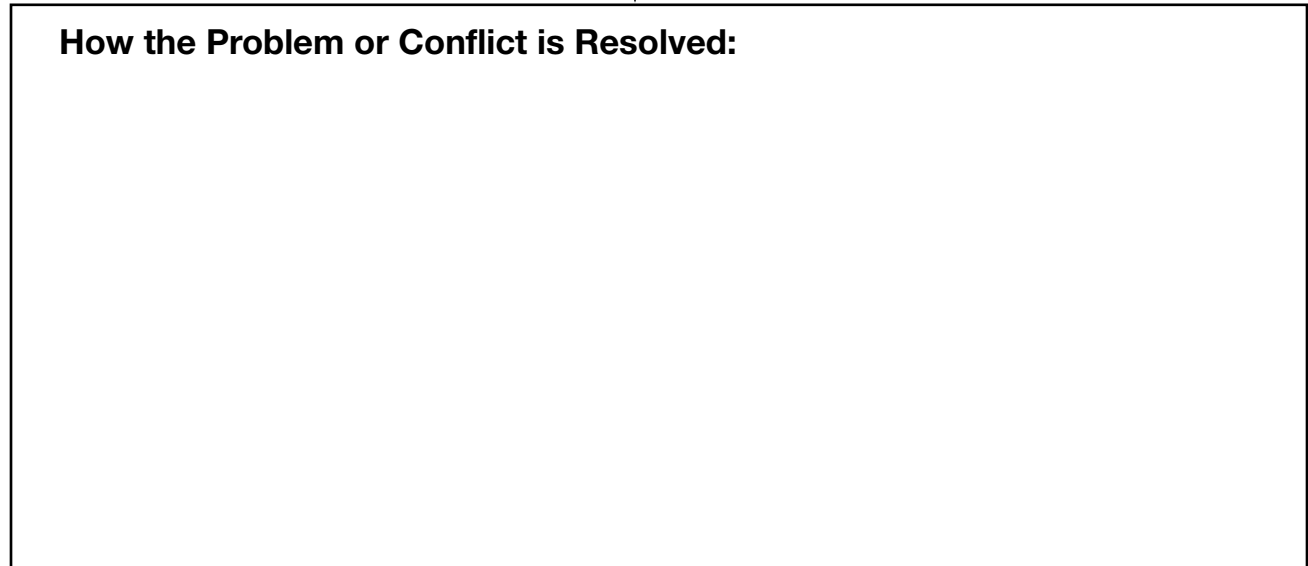
Sequence Plot Events for Fictional Narrative

Directions: Use the following graphic organizer to brainstorm ideas for the problem or conflict you will include in your narrative, and to sequence the order in which these events will take place in your story.

Setting:



How the Problem or Conflict is Resolved:



(over)



NAME: _____

DATE: _____

The events in my narrative will occur in this order:

First: _____

Second: _____

Third: _____

NAME: _____

DATE: _____

Vocabulary for “The Newcomer,” “Christmas Concrete,” and “Uncle Joe’s History Lessons”

1. **immigrant, *n.*** a person who moves from one country to live permanently in another country **(50)**
2. **halting, *adj.*** lacking certainty or confidence **(51)**
3. **alcove, *n.*** a small part of a room that is enclosed and somewhat separate from the main part of the room **(51)**
4. **refugees, *n.*** people who are forced to leave their homes because of some danger or threat **(refugee) (51)**
5. **deportation, *n.*** the official act of a government in which it forces someone out of the country **(52)**
6. **profession, *n.*** a job that requires special training and special skills to perform **(53)**
7. **manual, *adj.*** done by hand **(54)**
8. **dignity, *n.*** pride; self-respect **(54)**
9. **chronicler, *n.*** a person who keeps an official record of something **(55)**
10. **plagiarized, *adj.*** referring to work that was copied without permission from someone else’s work **(56)**
11. **gatekeepers, *n.*** people who have the power to decide who gets particular opportunities and things and who does not **(56)**
12. **rage, *n.*** extreme anger **(56)**

Vocabulary for “Answering the Bully,” “Playoff Game,” and “Spanish Birds”

1. **sneers, v.** makes a facial expression that shows a lack of respect **(sneer) (63)**
2. **gringo, n.** a foreigner; often used as an insult to refer to someone who is seen as being out of touch with Hispanic/Latino culture. **(63)**
3. **ignorant, adj.** lacking knowledge or intelligence **(64)**
4. **lit, adj.** slang meaning exciting or positive **(65)**
5. **wetback, n.** a term, intended as an insult, used to refer to a Mexican who has immigrated to and is living in the United States illegally **(83)**
6. **invade, v.** to enter as an enemy or unwanted visitor **(83)**
7. **din, n.** a loud, unpleasant sound **(84)**
8. **disgust, n.** strong dislike **(84)**
9. **victorious, adj.** having won a contest or competition **(84)**
10. **rural, adj.** having to do with the country, or less populated area **(85)**
11. **awe, n.** a strong feeling of respect **(85)**
12. **aviary, n.** a structure designed to house birds **(86)**

NAME: _____

DATE: _____

Peer Review Checklist for Informational Essay

Directions: Complete this checklist as you read the draft of the essay written by a classmate.

Author's name: _____

Reviewer's name: _____

_____ The essay includes at least three elements of the writer's heritage.

_____ The paragraphs in the essay include a topic sentence, supporting detail sentences, and a concluding sentence.

_____ The paragraphs in the essay are arranged in a logical order.

What I liked in your essay:

What I suggest you change in your essay:

NAME: _____

DATE: _____

Peer Review Checklist for Fictional Narrative

Directions: Complete this checklist as you read the draft of the narrative written by a classmate.

Author's name: _____

Reviewer's name: _____

_____ The story includes at least three elements of the writer's heritage.

_____ The story has a clearly described setting.

_____ There is a main character.

_____ There is an interesting problem or conflict in the story.

_____ There is a resolution to the problem or conflict in the story.

What I liked in your essay:

What I suggest you change in your essay:

NAME: _____

DATE: _____

Vocabulary for “Mis Otros Abuelos” and “Losing Puchi”

1. **inspection, *n.*** a location where an official review or examination takes place **(87)**
2. **nudges, *v.*** gently pushes **(nudge) (87)**
3. **looming, *v.*** appearing very large **(loom) (87)**
4. **scrawny, *adv.*** skinny; not muscular **(92)**
5. **mature, *adj.*** fully grown **(92)**
6. **fierce, *adj.*** extremely strong **(92)**
7. **snarling, *v.*** growling or showing one’s teeth in a threatening manner **(snarl) (92)**
8. **magnificent, *adj.*** great in size or beauty **(93)**

Editing Checklist

Directions: Use the following checklist as you edit the final draft of your essay or story. Be sure to make changes to your essay or story if you are missing any of the items on this checklist.

Editing Checklist	
Format	
	All my paragraphs are indented.
	I have a topic sentence for each of my paragraphs.
	I have detail sentences in each of my paragraphs that support the topic sentence.
	I have a concluding sentence for each paragraph.
	I have a title for my essay or story.
Capitals	
	I began each sentence with a capital letter.
	I used capital letters for all proper nouns.
Spelling	
	I have checked the spelling for any words I was didn't know how to spell.
Punctuation	
	All my sentences end with a period, question mark, or exclamation point.
	If I have dialogue in my story, the commas, end punctuation, and quotation marks are correct.

NAME: _____

DATE: _____

Vocabulary for “Carne Asada” and “The Refuge on the Ranch”

1. **ritual, *n.*** a ceremony performed on a regular basis **(96)**
2. **blazing, *adv.*** extremely hot, as in a fire **(96)**
3. **douses, *v.*** extinguishes or puts out **(douse) (96)**
4. **jams, *n.*** slang for favorite music or songs **(96)**
5. **grace, *n.*** a prayer of thanks said before eating a meal **(97)**
6. **hushed, *adj.*** in soft tones **(105)**
7. **trill, *n.*** a trembling sound **(105)**
8. **ocelot, *n.*** a wild cat, smaller than a leopard **(105)**

NAME: _____

DATE: _____

End-of-Unit Assessment

Directions: The following questions are based on what you’ve read in the second part of *They Call Me Güero*. Circle the choice that best answers each multiple-choice question, and answer in complete sentences for each short-answer question.

1. Which of the following activities did the narrator enjoy with his great-grandmother?

- a. reading and watching movies
- b. listening to records and drinking his favorite drink with her
- c. going to baseball games and eating his favorite dinner
- d. singing and cooking

2. Summarize the story “la Mano Pachona.”

NAME: _____

DATE: _____

3. The narrator tries to help a new student named Andrés. Describe how Andrés' feelings toward the narrator change over time.

4. Which of the following things is NOT one of the things Andrés and some of the others in the narrator's school had in common?

- a. They all crossed Mexico to come into the United States.
- b. They all escaped dangerous situations.
- c. They all faced hunger and deportation.
- d. They all wanted to go back to the country from which they came.

5. Describe how the narrator's uncle feels about the land on the border between Mexico and Texas.

NAME: _____

DATE: _____

6. Which of the following things upset the narrator’s uncle when he was in elementary school?

- a. He was not allowed to speak Spanish.
- b. He could not take the bus to school but was forced to walk.
- c. He was not allowed to read the books he wanted to read.
- d. He could not eat lunch with his friends.

7. Describe how Snake treats the narrator in “Answering the Bully” and the narrator’s response to this treatment.

8. Explain how the bullying the narrator and his friends experience at the basketball game differs from the bullying from Snake.

NAME: _____

DATE: _____

9. What is the ritual, or tradition, described by the narrator in “Carna Asada”?

- a. His family bakes cookies together for their birthdays.
- b. His family grills meat over a fire and tells stories.
- c. His family take turns telling each other scary stories around a campfire.
- d. His family sings songs every night after dinner.

10. Describe how the narrator feels about the ranch and the bird sounds he hears at the ranch.

Glossary for *They Call Me Güero*

alcove, <i>n.</i>	a small part of a room that is enclosed and somewhat separate from the main part of the room
ancestors, <i>n.</i>	people from one's family that were part of an earlier, or older, generation (ancestor)
aviary, <i>n.</i>	a structure designed to house birds
awe, <i>n.</i>	a strong feeling of respect
bank, <i>n.</i>	the ground at the edge of a river
battered, <i>adj.</i>	damaged or worn down because of overuse
blazing, <i>adv.</i>	extremely hot, as in a fire
border kid, <i>n.</i>	a child who lives near the border between two countries and travels between, and feels a part of, the culture of both countries
bug, <i>v.</i>	to pester or annoy
canine, <i>n.</i>	dog or a member of the dog family, such as a wolf or coyote
channel, <i>n.</i>	a long, narrow body of water that connects two other, larger bodies of water
checkpoint, <i>n.</i>	a place where someone is stopped to be examined and looked over
chronicler, <i>n.</i>	a person who keeps an official record of something
citizen, <i>n.</i>	a person who is a member of a particular country and given certain rights because of their status
commences, <i>v.</i>	begins (commence)
complexion, <i>n.</i>	the color and texture of one's skin especially on the face
contemplate, <i>v.</i>	to look at and think about for a long time or very seriously
craning, <i>v.</i>	stretching (crane)
delighting, <i>v.</i>	taking great joy or pleasure in something (delight)
deportation, <i>n.</i>	the official act of a government in which it forces someone out of the country

NAME: _____

DATE: _____

destiny, n.	something that is bound to happen either because of luck or fate
dignity, n.	pride; self-respect
din, n.	a loud, unpleasant sound
disgust, n.	strong dislike
diverse, adj.	having variety or made up of different kinds
douses, v.	extinguishes or puts out (douse)
emerge, v.	to come out of
fierce, adj.	extremely strong
frail, adj.	weak or easily broken
frantic, adj.	very excited, often with fear
frowns, v.	makes a facial expression in which the corners of the mouth turn down; shows sadness or displeasure (frown)
furiously, adv.	done with great speed and deliberation
fused, v.	combined, often by melting together (fuse)
Gatekeepers, n.	people who have the power to decide who gets particular opportunities and things and who does not
glint, n.	a flash or flicker
grace, n.	a prayer of thanks said before eating a meal
green card, n.	a registration card that allows one to live and work in the United States
gringo, n.	a foreigner; often used as an insult to refer to someone who is seen as being out of touch with Hispanic/Latino culture.
halting, adj.	lacking certainty or confidence
hang (with), v. (slang)	spend time (with)
heritage, n.	a person's family or ethnic background, including culture and traditions
hushed, adj.	in soft tones
ignorant, adj.	lacking knowledge or intelligence

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immigrant, n.	a person who moves from one country to live permanently in another country
inspection, n.	a location where an official review or examination takes place
invade, v.	to enter as an enemy or unwanted visitor
invading, v.	disturbing or intruding upon (invade)
jams, n.	slang for favorite music or songs
la Mano Panchona, n.	Spanish phrase meaning an “evil hand not attached to a body”
limbo, n.	a place of uncertainty
lit, adj.	slang meaning exciting or positive
literal, adj.	referring to the exact, or true, meaning of a word or phrase; not figurative
looming, v.	appearing very large (loom)
lore, n.	traditional knowledge or belief passed down through families that often teaches a lesson
lullaby, n.	a soothing song or melody, meant to put a baby or child to sleep
lurking, v.	sneaking around quietly in order to remain hidden (lurk)
magnificent, adj.	great in size or beauty
manual, adj.	done by hand
mature, adj.	fully grown
mentor, n.	a trusted guide or teacher who plays an important role in someone’s life
mischief, n.	an action that annoys or causes trouble
mischievous, adj.	behaving in a way that causes trouble or annoyance
modest, adj.	simple; not fancy
muster, v.	to bring about; to gather
mystify, v.	to confuse or cause a mystery
navigating, v.	steering a course through something, such as a body of water (navigate)
nerd, n.	someone who reads and studies more than other people

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nudges, v.	gently pushes (nudge)
ocelot, n.	a wild cat, smaller than a leopard
organist, n.	a person who plays a musical instrument called an organ, similar to a piano
origin, n.	the source, or the place from which something begins
parish, n.	a place with a church; a church community
passports, n.	official documents that show that one is a citizen of a particular country (passport)
pasty, adj.	pale; lacking much color
persuasive, adj.	having the ability to convince someone of something
plagiarized, adj.	referring to work that was copied without permission from someone else's work
profession, n.	a job that requires special training and special skills to perform
quarantine, n.	a place where someone is isolated, or kept separate, because of being thought to pose some threat
rage, n.	extreme anger
refuge, n.	a place that provides safety and security
refugees, n.	people who are forced to leave their homes because of some danger or threat (refugee)
renounce, v.	to formally give up or abandon something
resident, n.	a person who lives in a particular place
reveal, v.	to make something known
revenge, n.	the act of punishing someone because of some harm that person caused
ritual, n.	a ceremony performed on a regular basis
roots, n.	part of a plant that holds the plant firmly in the ground; used figuratively in <i>They Call Me Guero</i> to mean "your relatives" or "where you come from"
runt, n.	slang for the smallest one in a group, as in a litter of puppies
rural, adj.	having to do with the country, or less populated area

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schedules, n.	in middle and high school, lists of the different subjects and classes, with times, that students will study in school
scrawny, adv.	skinny; not muscular
serenaded, v.	performed music for (serenade)
sewer, n.	drainpipe
shaman, n.	a person who cures the sick using magic or supernatural powers
shrug, v.	to make a gesture by lifting one's shoulders to show lack of knowledge or lack of concern
slain, v.	killed (slay)
smirks, n.	smiles in a rude or offensive manner (smirk)
snarling, v.	growling or showing one's teeth in a threatening manner (snarl)
sneers, v.	makes a facial expression that shows a lack of respect (sneer)
spare, adj.	extra; not needed
spellbound, adj.	the condition of being amazed or fascinated
spine-tingling, adj.	very exciting or frightening
sturdy, adj.	strong and solid
supernatural, adj.	having to do with forces that cannot be seen or explained
symbolize, v.	to represent or be a symbol of something
taunts, n.	insults or challenges (taunt)
translations, n.	writings or speech that have been changed from one language to another (translation)
transported, v.	carried across or through something (transport)
trembled, v.	shook with fear or great emotion (tremble)
trickster, n.	a character in stories who is usually smart and plays tricks on others
trill, n.	a trembling sound
turntable, n.	a platform that rotates and is used to play recorded discs, such as those containing music

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tussles, v.	vigorously shakes or causes to be out of order (tussle)
uniform, adj.	very similar, especially in appearance
victorious, adj.	having won a contest or competition
wetback, n.	a term, intended as an insult, used to refer to a Mexican who has immigrated to and is living in the United States illegally
wheelbarrow, n.	carried across or through something
woke, adj. (slang)	aware of and concerned with social issues of fairness

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The Writing Process

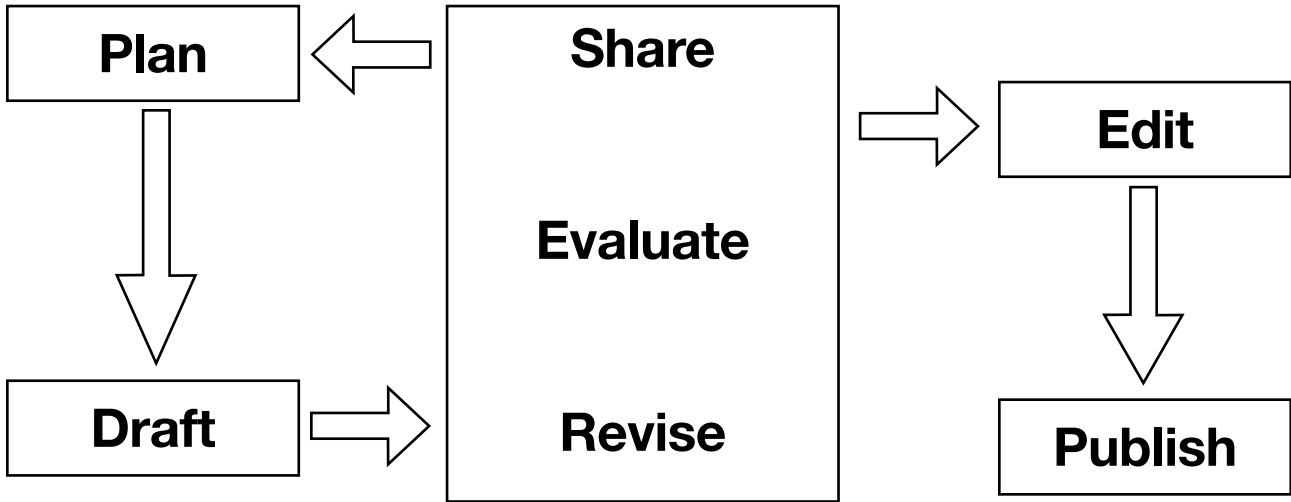


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Unit 1
Contemporary Fiction
**They Call Me Güero:
A Border Kid's Poems**
by David Bowles

Activity Book

GRADE 5



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