



3rd Grade Humanities Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



3rd Grade Humanities Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 **3rd Grade Humanities**

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደረጃዎች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኝ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ደህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘነ ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጂ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚገኙ እና እንዴት በአካዳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔፍትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይቻላል።
- ሀሳቦቻቸውን፣ ምልከታዎቻቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ለእትዕግስትዎ እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጣቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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Distance Learning Packet for 3rd Grade Humanities

May 2020

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Week 1 Goals and Daily Agendas

Goals for the Week	How will I reach these goals?
1. Learn the meaning of eight new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Learn about key events and people that shaped immigration laws in the United States.	Use the QR code to watch a video before you reach each article.
3. Read three articles about immigration in the United States.	Complete the Notice and Wonder organizer the <u>first</u> time you read each article.
4. Track your comprehension as you read each article.	Complete the Stop and Jost organizer the <u>second</u> time you read each article.
5. Answer questions about each article.	Complete the Quiz .
6. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
7. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
Preview Vocabulary. Watch “Obama Calls for Immigration Reform.” Read “Issue Overview: Immigration Reform.” Complete Notice and Wonder organizer. Complete Quiz. Fluency Practice. Grammar Practice	Review Vocabulary. Read “Issue Overview: Immigration Reform.” Complete Stop and Jot organizer. Complete Quiz Corrections. Fluency Practice. Grammar Practice	Preview Vocabulary. Watch “Immigration ban echoes America's dark past.” Read “Some immigrants to the United States 100 years ago had troubles, too.” Complete Notice and Wonder organizer. Complete Quiz. Fluency Practice. Grammar Practice	Review Vocabulary. Read “Some immigrants to the United States 100 years ago had troubles, too.” Complete Stop and Jot organizer. Complete Quiz Corrections. Fluency Practice. Grammar Practice	Preview Vocabulary. Watch “Operation Wetback 1954.” Read “The Mass Reparation Acts of 1954 and 1965 in the U.S.” Complete Notice and Wonder organizer. Complete Quiz. Fluency Practice. Grammar Practice

Fluency Practice

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

Emma's Rug by Allen Say

All afternoon Emma sat in her empty room. It seemed somehow larger and brighter.

"No more pictures," Emma murmured.

Then something made her jump. From the corner of her eye she thought she saw something move behind her. She knew there was only the wall there, all bare now, yet she turned — as if to catch sight of something flying away. She gave a cry.

Emma rushed outside.

"It can't be!" she said, breathing faster.

She saw the eyes watching her and then the faces of creatures all around. She knew them from before. She had thought she would never see again.

"I can see you!" Emma cried with joy.

The trees rustled, as if laughing.

And then it was quiet.

Say, Allen. *Emma's Rug*. Houghton Mifflin Harcourt, 1996, pp. 28–30.

Student Performance Checklist:	Day 1		Day 2		Day 3	
	You	Listener*	You	Listener	You	Listener*
Accurately read the passage three to five times.						
Read with appropriate phrasing and pausing.						
Read with appropriate expression, at a good pace and an audible volume.						

*Adult or peer

Day 4 and Day 5

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time?

Day 1

- ☐ **1. Preview Vocabulary.**
- ☐ **2. Watch** “Obama Calls for Immigration Reform.”
Open the camera app on your phone and scan the QR code to watch.



- ☐ **3. Notice and Wonder about** “Issue Overview: Immigration Reform.”
- ☐ **4. Complete Quiz.** Go back in the text to find the answers.

- ☐ **5. Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ **6. Grammar Practice**

- ☐ **7. Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 2

- ☐ **1. Review Vocabulary.**

- ☐ **2. Stop and Jot about** “Issue Overview: Immigration Reform.”
- ☐ **3. Complete Quiz Corrections.** Get the answers from your teacher and make corrections.

- ☐ **4. Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.





- ☐ **5. Grammar Practice**

- ☐ **6. Reflect.** Did you meet your goal? _____

Article: Issue Overview: Immigration reform







Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write a sentence from the article with the vocabulary word.
Reform	noun	A change made in order to make something better		
Citizen	noun	A person who legally belongs to a country and has all the rights and protections of that country		
Deportation	noun	Removing a person from a country they do not have permission to live in.		
Undocumented immigrant	noun	A person who came from another country without permission and doesn't have the papers needed to legally stay in the country.		

Article: Issue Overview: Immigration reform



Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence using the vocabulary word.
Reform	noun	A change made in order to make something better		
Citizen	noun	A person who legally belongs to a country and has all the rights and protections of that country		
Deportation	noun	Removing a person from a country they do not have permission to live in.		
Undocumented immigrant	noun	A person who came from another country without permission and doesn't have the papers needed to legally stay in the country.		

Issue Overview: Immigration reform

By Bloomberg, adapted by Newsela staff on 09.30.16

Word Count **532**

Level **580L**



U.S. Border Patrol at Algodones Sand Dunes, California. The fence on the U.S.-Mexican border is a special construction of narrow, 15-foot-tall elements that are movable vertically. This way, they can be lifted on top of the ever shifting sand dunes. United States Department of Homeland Security

People who move from other countries to the United States are called immigrants. Some are in the country without permission. About 11 million people live without permission in the U.S. today. They are called undocumented immigrants. What should be done about them? Most Americans think they should be allowed to stay. Democrats and Republicans are the main political groups in America. They have different ideas on how to fix this problem.

The Situation

In November, Donald Trump was elected President of the United States. Trump ran as a Republican. He made ending illegal immigration an important part of his campaign. He pledged to build a giant wall between the U.S. and Mexico. He also said he would find any immigrants who had broken the law and send them to their home countries.

Trump does not agree with President Barack Obama's ideas on immigration. Trump said he would put a stop to President Obama's plan to protect immigrants who are in the United States without

reform: a change made in order to make something better.



© Can Stock Photo

An undocumented immigrant is a person who lives in the United States without _____

What are the two main political groups in America?
D _____
R _____



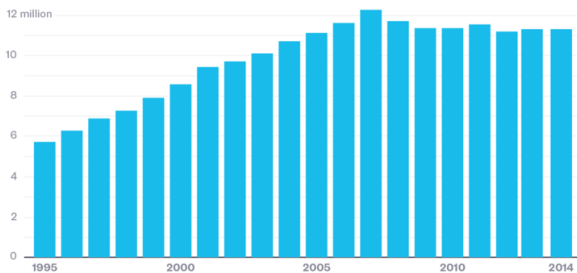
permission.

President Obama announced his plan in 2014. It would stop the deportation of about 4 million people. These people could stay and work in the United States. Texas and 25 other states challenged the plan. They asked two courts to put a stop to it. Two judges sided with the states. They ruled that President Obama did not have the right to let the immigrants stay. Only Congress could do that.

In June, the U.S. Supreme Court ruled on the case. It is the highest court in the country. The result was a tie. Four justices voted for Obama's plan. Four voted against it. Usually, there are nine justices on the Supreme Court. That prevents ties from happening. But Justice Antonin Scalia died in February and has not been replaced. The tie means Obama cannot make his plan happen.



Population Levels Off
Estimated unauthorized immigrant population in the U.S.



Obama wanted to stop _____ so that people could _____ and _____ in the United States.

The case went to the _____ but the result was a _____.

The Background

It is hard for presidents to get Congress to pass important laws involving immigrants. The last president to do so was Ronald Reagan. That was in 1986. President George W. Bush tried to get a law passed in 2007. He did not succeed.

In the 2012 race for president, Republicans said they wanted to send undocumented immigrants out of the country. The Republican running for president was Mitt Romney. He was running against Barack Obama. That November, 7 out of 10 Hispanics voted for Obama.

After that, Republican leaders said the group had to change its thinking. If not, they would lose more voters.



\\

DEFINITIONS

citizen

A person who legally belongs to a country and has all of the rights and protections of that country

deportation

The removal from a country of someone who does not have permission to live there

undocumented immigrant

A person who came from another country without permission and doesn't have the papers needed to stay in the country legally



The Argument

Most Democrats have the same ideas on immigration. Republicans do not, though. Some mainly want to stop people from coming into the United States without permission. Others do not think the immigrants who are already here should become citizens.



Which group is in favor of immigration (Circle one)
Democrats or Republicans

Some Republicans want to let immigrants live legally in the United States. This is almost like being a citizen. Paul Ryan, a Republican, agrees with this idea. He is the House speaker. The House speaker is the leader of the House of Representatives. This is one part of Congress. The Senate is the other part.

Other Republicans are worried. They don't think the party should keep fighting immigration. They worry it will push away even more voters.



Which group is not in favor of immigration? (Circle one)
Democrats or Republicans

Issue Overview: Immigration Reform




Directions:

1. Read the text.
2. Stop and Jot what you Notice and Wonder about **at least 3 elements** in the first column.

Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
Text Features <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, <i>Italicized</i> words <input type="checkbox"/> Map <input type="checkbox"/> Diagram 		
Text Structure <ul style="list-style-type: none"> <input type="checkbox"/> Chronological <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Description 		
Time Period <ul style="list-style-type: none"> <input type="checkbox"/> Is this about the present or the past? <input type="checkbox"/> How is the time period similar and different to present-day? 		
Events or Effects <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> Why did it happen? 		

Issue Overview: Immigration Reform

Directions:

1. Reread the article.
2. Stop  after each section and record the ideas that **Democrats and Republican** have about **undocumented immigrants**.
3. Review what you wrote and summarize the main ideas of the article in the last box.



Most American believe that...

Democrats believe...



Republicans believe...



Democrats believe...	Republicans believe...
<ul style="list-style-type: none"> ● President Obama believes _____ _____ _____ ● Most Democrats believe _____ _____ _____ _____ 	<ul style="list-style-type: none"> ● President Trump believes _____ _____ _____ ● Mitt Romney believes _____ _____ _____ ● Most Republicans believe _____ _____ _____
<p align="center">Democrats and Republicans disagree that...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

1 Choose the paragraph in the section "The Situation" that shows what Donald Trump thinks about President Obama's work on immigration.

2 Which sentence BEST explains the difference between Democrat and Republican views on immigration?

- (A) Democrats want all immigrants to be citizens, but Republicans want to stop them from coming to the United States.
- (B) Democrats mostly agree with each other about immigration, but Republicans disagree about what to do.
- (C) Democrats all agree with President Obama, but Republicans agree with Paul Ryan.
- (D) Democrats want to build a wall between the United States and Mexico, but Republicans want to let immigrants in.

3 What is one reason why some Republicans want to have NEW ideas about immigration?

- (A) to get more people to vote for them
- (B) to make sure no immigrants come to the United States
- (C) to come up with new plans for the Senate
- (D) to help Donald Trump be elected president

4 PART A: What does the author of this article MOSTLY want to explain?

- (A) the different ideas people have about immigration
- (B) how Republicans can win the next election
- (C) why more Hispanics vote for Democrats
- (D) why the Supreme Court ruled against President Obama

PART B: Support your answer to PART A with evidence from the text. Write your response in paragraph form. (HINT: Your answer to PART A will be the topic sentence for your paragraph.)

[illegible]

In your last packet, you learned all about nouns, verbs, adjectives, and adverbs. This week, we are going to review and deepen our knowledge about these parts of speech!

You can always come back to this page if you need a reminder about the basics.

Day 1

Parts of Speech: Review

Part of speech	Definition	Examples
Noun	A noun is a word that refers to a person, place, thing, or idea .	<i>Hopeful <u>immigrants</u> quickly came to <u>America</u>, looking for better <u>opportunities</u>.</i>
Verb	A verb is a word that shows action .	<i>Hopeful immigrants quickly <u>came</u> to America, <u>looking</u> for better opportunities.</i>
Adjective	An adjective is a word that describes a noun .	<i><u>Hopeful</u> immigrants quickly came to America, looking for <u>better</u> opportunities.</i>
Adverb	An adverb is a word that describes a verb , telling us how an action is being done.	<i>Hopeful immigrants <u>quickly</u> came to America, looking for better opportunities.</i>

Parts of a Sentence: Review

Part of speech	Definition	Examples
Subject (complete)	The (complete) subject of a sentence tells who or what the sentence is about.	<i><u>My grandfather</u> began to think about his own childhood.</i>
Predicate (complete)	The (complete) predicate of a sentence tells all the details about what the subject is or did .	<i>My grandfather <u>began to think about his own childhood</u>.</i>

Let's look at an example from our text this week to practice!

First, circle the subject and underline the predicate.

"Donald Trump made ending illegal immigration an important part of his campaign."

- NewsELA: "Issue Overview: Immigration Reform"

There are three **common nouns**, one **proper noun**, and two **adjectives** in this sentence. What are they?

Common nouns: _____

Proper noun: _____

Adjectives: _____

Types of Adjectives

Every adjective describes a noun. There are many different kinds of adjectives. This list can help you recognize adjectives that may not seem like adjectives at first.

Type	Definition	Example
Proper	A proper adjective is a describing word that comes from a proper noun.	<i>The president said he would send home <u>Mexican</u> immigrants who were undocumented.</i>
Descriptive	A descriptive adjective shows the kind or quality of something or someone.	<i>The Supreme Court is the <u>highest</u> court in the country.</i>
Quantitative	A quantitative adjective shows how much of something there is.	<i><u>Two</u> judges sided with the states.</i>
Numeral	A numeral adjective shows the number order something is.	<i>The <u>last</u> president to pass an immigration law was Ronald Reagan.</i>
Demonstrative	A demonstrative adjective points out which person or thing is meant.	<i>Democrats and Republicans have different ideas on how to fix <u>this</u> problem.</i>
Distributive	A distributive adjective refers to each one of a group. There are only four: “each”, “every”, “either”, and “neither”.	<i><u>Every</u> president has issues they want to focus on.</i>
Interrogative	A interrogative adjective is used to ask a question.	<i><u>Which</u> presidents tried to pass immigration laws?</i>
Possessive	A possessive adjective makes it clear who or what the noun “belongs” to	<i>President Obama announced <u>his</u> plan in 2014.</i>

Practice

Directions: Find and underline all of the adjectives in the following paragraph.

People who move from other countries to the United States are called immigrants. Some are in the country without permission. About 11 million people live without permission in the U.S. today. They are called undocumented immigrants. What should be done about them? Most Americans think they should be allowed to stay. Democrats and Republicans are the main political groups in America. They have different ideas on how to fix this problem.

Day 3

- ☐ 1. **Preview Vocabulary.**
- ☐ 2. **Watch** “Immigration ban echoes America’s dark past.”
Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Notice and Wonder about** “Some immigrants to the United States 100 years ago had troubles, too.”
- ☐ 4. **Complete Quiz.** Go back in the text to find the answers.

- ☐ 5. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. **Grammar Practice**

- ☐ 7. **Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 4

- ☐ 1. **Review Vocabulary.**

- ☐ 2. **Stop and Jot about** “Some immigrants to the United States 100 years ago had troubles, too.”
- ☐ 3. **Complete Quiz Corrections.** Get the answers from your teacher and make corrections.

- ☐ 4. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.





- ☐ 5. **Grammar Practice**

- ☐ 6. **Reflect.** Did you meet your goal? _____

Article: Some Immigrants to the United States 100 years ago had troubles, too







Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write a sentence from the article with the vocabulary word.
Immigrant	noun	A person who leaves one country to live in another country.		
Congress	noun	The group of people who are responsible for making the laws of the country in the United States		
Eugenicists	noun	People who believed that some races were better than others		
Anglo-Saxons	noun	People from England and Scotland		

Article: Some Immigrants to the United States 100 years ago had troubles, too



Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence with the vocabulary word.
Immigrant	noun	A person who leaves one country to live in another country.		
Congress	noun	The group of people who are responsible for making the laws of the country in the United States		
Eugenicists	noun	People who believed that some races were better than others		
Anglo-Saxons	noun	People from England and Scotland		

Some immigrants to the United States 100 years ago had troubles, too

By Smithsonian.com, adapted by Newsela staff on 02.23.17

Word Count **454**



Level **570L**



Immigrants arriving at Ellis Island in New York Harbor in 1931. Photo from: Wikimedia Commons

Immigrants come to the United States from other lands. They hope to start new lives here. They hope to become Americans.

Today, many immigrants are feeling unwelcome. President Donald Trump wants to make some people leave. They came here without permission. Trump wants to keep others from entering. He says they might be dangerous.

This is not the first time people have tried to keep immigrants out. One-hundred years ago, lawmakers in Congress passed the Immigration Act of 1917.  

Immigrants Were Hard Workers

Before 1917, millions of immigrants from Europe had come to the United States. At the time, many businesses were booming. There were many new factories. They needed many workers.

Some people were happy to have immigrants who worked hard. Congress saw things differently.

Why do immigrants come to the United States?

Why are immigrants feeling unwelcome today?



Many members of Congress feared that immigrants would take jobs away from other Americans. They did not like their unfamiliar ways of life. 🛑

People Were Grouped Unfairly

Many in Congress also were influenced by something called eugenics. At the time, eugenics was considered a science. Today, it is known to be completely wrong.

People who believed in this said some races were better than others. They felt the United States should keep the lower races out.

Eugenicists thought people from Southern Europe were a lower race. Italians are one example of Southern Europeans. Eugenicists also thought the same thing about Eastern Europeans, such as people from Poland. They did not like non-white people at all. 🛑

Test Did Not Work Well

Madison Grant was one of the more well-known eugenicists. He believed Anglo-Saxons were the best group. By that, he meant people from England and Scotland.

Grant believed Anglo-Saxons should lead the country. He also felt they should be the main group living here.

The 1917 act also made immigrants pass a reading and writing test. It was to prove they could really do it. The test was supposed to be only in English. It was seen as a way of keeping out Southern and Eastern Europeans. 🛑🔪

But the test really did not do much to keep out immigrants. People were allowed to take the test in their own language. Most were able to pass. Also, only the husband needed to read and write. If a man passed, his wife and children were let in, too.

Most Americans Want People To Feel Welcome

The reading and writing test was not the only way to keep immigrants out, though. Immigrants from Asia were not allowed in the country at all. 🛑🔪

With Trump as president, the flow of immigrants might be slowed again. A push in the other direction is already happening, though. Many Americans still want immigrants to feel welcome. They are saying that very loudly

What did Congress fear?

What did people who believed in eugenics think?

They thought that some races were

Eugenicists did not like

Anglo Saxons were people from
and

Circle the statement that is true

Some people believed that Anglo Saxons should not be allowed in the country

Some people believed that Anglo Saxons should lead the country

Many Americans want immigrants to feel
but



Some immigrants to the United States 100 years ago had troubles, too




Directions:

1. Read the text.
2. Stop and Jot what you Notice and Wonder about **at least 3 elements** in the first column.

Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
Text Features <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, <i>Italicized</i> words <input type="checkbox"/> Map <input type="checkbox"/> Diagram 		
Text Structure <ul style="list-style-type: none"> <input type="checkbox"/> Chronological <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Description 		
Time Period <ul style="list-style-type: none"> <input type="checkbox"/> Is this about the present or the past? <input type="checkbox"/> How is the time period similar and different to present-day? 		
Events or Effects <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> Why did it happen? 		

Some Immigrants to the United States 100 years ago had troubles, too

Directions:

1. Re-read the article.
2. Each time you see a  ,

Stop and Jot the answer to the **WHY** question.


3. Each time you see a




Stop and Jot the answer to the **HOW** question.

4. After reading the article, **summarize** your evidence and **write the main ideas** of the article.



Question	Evidence
 Why did immigrants have troubles 100 years ago?	

Question	Evidence
 How did immigrants have troubles?	

Main Idea #1: Why did immigrants have troubles 100 years ago?

Main Idea #2: How did immigrants have troubles 100 years ago?

1 Read the introduction [paragraphs 1-3]. Based on the introduction, what are "immigrants"?

- (A) people who are born in a country and stay there
- (B) people who leave their home and move to another country
- (C) people who have the president's permission to travel
- (D) people who work to make laws with Congress

2 Read the paragraph from the section "People Were Grouped Unfairly."

Eugenicists thought people from Southern Europe were a lower race. Italians are one example of Southern Europeans. Eugenicists also thought the same thing about Eastern Europeans, such as people from Poland. They did not like non-white people at all.

Fill in the blank. A "eugenicist" is a ____.

- (A) test given before traveling to other countries.
- (B) test given to see what race someone was.
- (C) person who came from the area of Eastern Europe.
- (D) person who believed some races were better than others.

3 What would be another good title for the section "Test Did Not Work Well"?

- (A) "Most Were Able To Pass"
- (B) "Well-Known Eugenicists"
- (C) "Studying Different Languages"
- (D) "His Wife And Children"

4 PART A: Which sentence BEST states the MAIN idea of the entire article?

- (A) Madison Grant believed that Anglo-Saxons should be the only Americans.
- (B) Many people in Congress have been influenced to make unfair laws.
- (C) People have tried to make it hard for immigrants to come to the United States.
- (D) President Donald Trump wants to make some immigrants leave the United States.

PART B: Support your answer with evidence from the article. Write your response in paragraph form. (HINT: Your answer to PART A will be the topic sentence to your paragraph.)

[illegible]

ADVERBS

An **adverb** describes a verb, an adjective or another adverb.
It tells us how, where, when, how much and with what frequency.
An adverb can tell...

HOW?

quietly
peacefully
carefully
slowly
badly
closely
easily
well
fast
quickly
cheerfully

WHERE?

above
abroad
far
away
back
here
outside
backwards
behind
below
down

WHEN?

now
yesterday
soon
later
tomorrow
yet
already
tonight
today
then
last year

HOW MUCH?

quite
fairly
too
enormously
entirely
very
extremely
rather
almost
absolutely
just

HOW OFTEN?

always
sometimes
often
frequently
normally
generally
usually
occasionally
seldom
rarely
never



Practice

Directions: Underline the adverbs in the following sentences from your text, circle the verb that it describes. Then, on the line, write down which of the above questions it is answering (“How”, “Where”, “When”, “How Much”, or “How Often”:

1. Some mostly want to stop people from coming into the United States without permission. _____

2. Some Republicans want to let immigrants live legally in the United States. _____

3. This is almost like being a citizen. _____

4. Texas and 25 other states quickly challenged the plan. _____

5. There are usually 9 justices on the Supreme Court. _____

Irregular Verbs

Day 4

Verbs can be **regular** or **irregular**.

Part of speech	Definition	Examples
Verb	A verb is a word that shows action .	<i>Hopeful immigrants quickly <u>came</u> to America, <u>looking</u> for better opportunities.</i>

Regular Verbs				
For most verbs, to show that something has <i>already happened</i> , you simply add “-d”, “-ed”, or “-ied” to the end.				
Root Verb			Past Tense Form	
hate	+	- d	=	hated
jump	+	- ed	=	jumped
worry	+	- ied	=	worried

vs

Irregular Verbs	
For irregular verbs, the tense changes the whole word. These verbs do not change from present to past tense in a regular way.	
Root Verb	Past Tense Form
write	wrote
sing	sang
know	knew

Practice

Directions: Write the correct past tense of the verb in parentheses. Then, mark if it is regular or irregular. The first one is done for you as an example.

In November, Donald Trump was elected (*elect*) President of the United States.

☒ regular ☐ irregular

Trump (*run*) as a Republican. He (*make*) ending illegal immigration an important part of his campaign.

☐ regular ☐ irregular

☐ regular ☐ irregular

He (*pledge*) to build a giant wall between the U.S. and Mexico.

☐ regular ☐ irregular

He also (*say*) he would find any immigrants who had broken the law and send them to their home countries.

☐ regular ☐ irregular

Day 5

- ☐ **1. Preview Vocabulary.**
- ☐ **2. Watch** “Operation Wetback 1954.”
Open the camera app on your phone and scan the QR code to watch.



- ☐ **3. Notice and Wonder about** “The Mass Repatriation Acts of 1954 and 1965 in the U.S.”
- ☐ **4. Complete Quiz.** Go back in the text to find the answers.

- ☐ **5. Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ **6. Grammar Practice**

- ☐ **7 Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 6

- ☐ **1. Review Vocabulary.**

- ☐ **2. Stop and Jot about** “The Mass Repatriation Acts of 1954 and 1965 in the U.S.”
- ☐ **3. Complete Quiz Corrections.** Get the answers from your teacher and make corrections.

- ☐ **4. Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.





- ☐ **5. Grammar Practice**

- ☐ **6. Reflect.** Did you meet your goal? _____

Article: The Mass Repatriation Acts of 1954 and 1965 in the U.S.







Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write a sentence from the article with the vocabulary word.
Border	noun	A line separating one country or state from another		
Bracero Program	noun	A program set up by the American government to bring Mexican workers to America		
Operation Wetback	noun	A program set up by the American government to force Mexican workers to return to Mexico		
Immigration and Nationality Act	noun	The new law that allowed immigrants to be with family members in the U.S. and allowed skilled workers to come to the U.S.		

Article: The Mass Repatriation Acts of 1954 and 1965 in the U.S.



Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence with the vocabulary word.
Border	noun	A line separating one country or state from another		
Bracero Program	noun	A program set up by the American government to bring Mexican workers to America		
Operation Wetback	noun	A program set up by the American government to force Mexican workers to return to Mexico		
Immigration and Nationality Act	noun	The new law that allowed immigrants to be with family members in the U.S. and allowed skilled workers to come to the U.S.		

The Mass Repatriation Acts of 1954 and 1965 in the U.S.

By Ronald L. Mize and Alicia C.S. Swords, adapted by Newsela staff on 03.24.17

Word Count **554**

Level **550L**



TOP: Braceros sit in a truck and wait to leave the Hidalgo Processing Center, Texas. Photo from Leonard Nadel Photographs and Scrapbooks, Archives Center, National Museum of American History, Smithsonian Institution BOTTOM: A Mexican migratory laborer, employed under the Bracero Program, harvests tomatoes in Southern California in August 1961. Photo from AP Images.

Editor's Note: Immigration in the United States is often argued about. It has been this way for a long time. Laws are affected by a number of things. They change based on Americans' feelings about race. They also change when the country needs more workers. The following text has been taken from a book called "Consuming Mexican Labor: From the Bracero Program to NAFTA." The text was written by Ronald L. Mize and Alicia C.S. Swords. It summarizes two important immigration laws, in 1954 and in 1965. Though the laws were made more than 50 years ago, they continue to affect people today.


What are some things that change peoples' views on immigration?


Hiring Mexican workers

Immigration from Mexico became a very important issue in the 1940s. At the time, the United States was in a war. Many men were away from home fighting.




As a result, American farmers needed more workers. They hired Mexican workers. The government set up a program to bring Mexican workers here. They could stay for a little bit of time and work. Then, they had to go home to Mexico. The program was called the Bracero Program. The government also encouraged workers to cross the border without permission. They would still be welcome to work on farms.


Not long after the war, people wanted the workers to go home. They wanted the Mexicans to return to Mexico. The government had brought Mexicans to the United States. Now it would make them leave. In 1954, a new program was started. It was called "Operation Wetback." The word "wetback" is a hurtful and racist term for Mexicans. 

The program made 1.3 million Mexican workers return to Mexico. Some workers left on their own. The U.S. sent many workers back by force. More than a quarter of the Mexicans were sent back on ships. A big fight took place on one of them. Lawmakers tried to find out what happened. They said it was terrible and cruel. 


Mexicans had very few rights

Operation Wetback sent a strong message to the Mexican people. It told them they had very few rights

in America. It also sent a message to white farmers. They hired workers and treated them poorly. Still, they were not punished. 


Lawmakers decided the country needed new immigration laws. At the time, the U.S. let in white immigrants from countries in Western Europe like France and England. It kept out people from other countries. Lawmakers decided this was unfair. In 1965, they passed the Immigration and Nationality Act. The law completely changed immigration to the U.S. 

The new law had a different goal. It let in people to be with family members in the U.S. It also let in immigrants with useful skills for jobs.

Some people liked the law. They saw it as fairer. Others did not like the law because it still let American growers bring in foreign farmworkers. 

A mixed message

The government created laws for farm owners. They made sure that growers would be able to use Mexican workers. At the same time, the government also sent about 1.3 million Mexicans back to Mexico.

These actions gave Mexicans a mixed message. They were valued as workers. Still, they would not be treated as equals. The actions also sent a message to farm owners. The message was they could do whatever they wanted. 



Which sentence best explains the paragraph? (Circle one)

American farmers needed workers, so the government brought in workers from Mexico, but then had to send them back.

Mexican workers came to America illegally without government permission and were kicked out.



What was the goal of the new immigration law?

How did Mexican workers feel during this time? Why?

How did farm owners feel during this time? Why?

The Mass Reparations Acts of 1954 and 1965 in the U.S.

Directions:


1. Read the text.
2. Stop and Jot what you Notice and Wonder about **at least 3 elements** in the first column.



Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
Text Features <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, <i>Italicized</i> words <input type="checkbox"/> Map <input type="checkbox"/> Diagram 		
Text Structure <ul style="list-style-type: none"> <input type="checkbox"/> Chronological <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Description 		
Time Period <ul style="list-style-type: none"> <input type="checkbox"/> Is this about the present or the past? <input type="checkbox"/> How is the time period similar and different to present-day? 		
Events or Effects <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> Why did it happen? 		

The Mass Reparations Acts of 1954 and 1965 in the U.S.

Directions:

1. Re-read the article.
2. Each time you see a  ,


Stop and Jot the answer to the **WHY** question.


3. Each time you see a  ,

Stop and Jot the answer to the **HOW** question.

4. After reading the article, **summarize** your evidence and **write the main ideas** of the article.



Question	Evidence
 Why were the laws passed?	The first law _____ _____
	The law passed in 1965 _____ _____

Question	Evidence
 How did immigrants have troubles?	The first law _____ _____
	The law passed in 1965 _____ _____
	The law passed in 1965 _____ _____

Main Idea #1: Why were the laws passed?

Main Idea #2: How did the laws affect immigrants from Mexico?

1 Which selection from the article summarizes the MAIN idea of the article?

- (A) More than a quarter of the Mexicans were sent back on ships. A big fight took place on one of them.
- (B) At the time, the U.S. let in white immigrants from countries in Western Europe like France and England.
- (C) It let in people to be with family members in the U.S. It also let in immigrants with useful skills for jobs.
- (D) These actions gave Mexicans a mixed message. They were valued as workers. Still, they would not be treated as equals.

2 What would be another good title to explain the MAIN idea of the section "Mexicans had very few rights"?

- (A) "Lawmakers change immigration laws"
- (B) "Farmers were not punished"
- (C) "It kept out people from Asia"
- (D) "Growers bring in foreign farmworkers"

3 Which event in the article happened FIRST?

- (A) The government returned workers to Mexico on ships.
- (B) The government passed the Immigration and Nationality Act.
- (C) The government decided to make Mexicans leave.
- (D) The government set up the Bracero Program.

4 PART A: What was the MAIN reason why many Mexicans came to America in the 1940s?

- (A) They were trying to find jobs that were not available to them in Mexico.
- (B) They worked on farms because American men were fighting a war.
- (C) They had many more rights in America than they had in Mexico.
- (D) They believed the Immigration and Nationality Act would be fair.

PART B: Support your answer to PART A with evidence from the text. Write your response in paragraph form. (HINT: The answer to PART A will be the topic sentence for your paragraph.)

[illegible]

Irregular Plural Nouns

Day 5

Plural is the form of a noun that shows us there is *more than one*. There are regular plural nouns and irregular plural nouns.

Part of speech	Definition	Examples
Noun	A noun is a word that refers to a person, place, thing, or idea .	Hopeful <u>immigrants</u> quickly came to <u>America</u> , looking for better <u>opportunities</u> .

Regular Plural Nouns				
For most nouns, to show there is more than one thing, you simply add “-s” or “-es” to the end.				
Singular Noun			Plural Noun	
immigrant	+	- s	=	immigrants
business	+	- es	=	businesses
country	+	- ies	=	countries

VS

Irregular Plural Nouns	
For irregular plural nouns, the ending or the whole word changes, and do not change in a regular way.	
Singular Noun	Plural Noun
person	people
loaf	loaves
foot	feet

Practice

Directions: Read through the text, “Issue Overview: Immigration Reform” and list as many plural nouns as you can. See if you can sort them into “regular” and “irregular”. There is an example done for you.

Regular Plural Noun	Page	Irregular Plural Noun	Page
immigrants	1	people	1

Part of speech	Definition	Examples
Preposition	A preposition is a word showing the relationship between nouns/pronouns and other words in a sentence. It usually shows position, possession, time, or how something is done,	<i>My grandfather began to think <u>about</u> his own childhood.</i> <i>Immigrants quickly came <u>to</u> America, looking <u>for</u> better opportunities.</i>

Part of sentence	Definition	Examples
Prepositional Phrase	A prepositional phrase is a part of a sentence beginning with a preposition and usually ending with a noun or pronoun. It often answers the questions “what?”, “when?”, “where?”, or “how?”	<i>My grandfather began to think <u>about his own childhood.</u></i> <i>Immigrants quickly came <u>to America,</u> looking <u>for better opportunities.</u></i>

✓ with	✓ despite	✓ about	✓ within	✓ out
✓ at	✓ towards	✓ like	✓ along	✓ around
✓ from	✓ upon	✓ through	✓ following	✓ down
✓ into	✓ concerning	✓ over	✓ across	✓ off
✓ during	✓ of	✓ before	✓ behind	✓ above
✓ including	✓ to	✓ between	✓ beyond	✓ near
✓ until	✓ in	✓ after	✓ plus	✓ in spite of
✓ against	✓ for	✓ since	✓ except	✓ regarding
✓ among	✓ on	✓ without	✓ but	✓ with regard to
✓ throughout	✓ by	✓ under	✓ up	✓ because of

Here are 50 of the most common prepositions you'll see

Practice

Directions: For each sentence from last week's texts, circle the preposition and underline the prepositional phrase. The first one is done for you.

- Immigrants come to the United States from other lands.
- Before 1917, millions of immigrants from Europe had come to the United States.
- Immigrants from Asia were not allowed in the country at all.
- With President Trump, the flow of immigrants might be slowed again.
- A push in the other direction is already happening, though.

The next two pages have games you can play with your family this week.

BINGO

Choose 1 activity each day. Turn into your teacher for a special prize 😊

Name: _____			
Think about your favorite book. What are 2 examples of characters showing empathy?	Make a card for your teacher. Include your three favorite things about them and your favorite part of class!	Tighten all the muscles in your body, then relax them as you do belly breaths. Repeat twice.	Sit quietly for 5 minutes and think of a happy place. Tell or draw about it on the back.
Explain why having self-control is important:	Write down 1 goal you hope to accomplish before the end of the school year.	Think of a song that makes you happy. What about it makes you happy or cheers you up?	Write or draw about your most happy memory.
Think about a time you felt sad. Share with an adult something that would have helped you feel better.	Play emotion charades (act out feelings) with a family member. What was your favorite feeling?	Explain our three school expectations to an adult. 1. _____ 2. _____ 3. _____	Help another person in your family without being asked. How did that make you feel?
Write about 5 things you are thankful for and why. 1. 2. 3. 4. 5.	Write or draw about 3 things you can do to calm down when you are upset. 1. 2. 3.	Write or draw 3 things that are important to you in a friend. 1. 2. 3.	Make a list of 10 different emotions. Circle the one you'd like to get better at coping with. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Build a House of Cards			
Supplies		<ul style="list-style-type: none"> • Two or more people • A deck of cards 	
Skills	<ul style="list-style-type: none"> • Teamwork • Communication • Perseverance • Planning 	Goals	<ul style="list-style-type: none"> • I can communicate with my partners and work together to accomplish a common goal. • I can persevere through difficult tasks to accomplish a goal. • I can make a plan to achieve a goal.
How to Play	<ul style="list-style-type: none"> • Players have to work together to build a house of cards that is as tall as possible. • Start by leaning two cards together to make a triangle. • Make a second triangle next to the first. • Balance a card on top of the two triangles you have created. • Keep building triangles to the left and right of this structure and topping them with more cards. • You may have to try a few different ways of stacking the cards to find a way that works. Talk with your partner to figure out a system that works for you. • Once you have the base layer, start building triangles on top of the base layer and continue up and out to make the house of cards as big as possible. <p style="text-align: center;">Tips</p> <ul style="list-style-type: none"> • Starting on a rug or carpet will make the first layer easier to stand up. • Older cards with more wear and tear usually work a little better for building a house of cards than brand new cards. 		
Reflection Questions	<ul style="list-style-type: none"> • Was building the house of cards easy or challenging? Why? • What was it like to work with a partner for this activity? • Would it be easier or harder to work with more people? • Did you create a plan or a system for building the house with your partner? • How would this activity be different if you weren't able to talk and plan with your partner? 		

Heartbeat Dance Party			
Supplies		<ul style="list-style-type: none"> • Timer or clock with a second hand • Music and a place to dance • Something to write with 	
Skills	<ul style="list-style-type: none"> • Self-Awareness • Coping Skills 	Goals	<ul style="list-style-type: none"> • I can identify how active my body is feeling. • I can use deep breathing to get my body and mind into a more relaxed state
How to Play	<ul style="list-style-type: none"> • Start with everyone sitting calmly on the floor. Find your pulse by putting two fingers on your neck just under your jaw. Set a timer for 30 seconds or watch the clock as you count how many beats your heart pumps. • Write down the number of beats in 30 seconds while you are calm. • Then, turn on some fun music and have a dance party for a full song! If you don't have music, you can do jumping jacks or run in place or outside for three minutes. • Right after the song stops, check your heart rate again. • Write down the number of beats in 30 seconds after the dance party. <ul style="list-style-type: none"> • Ask "How does your body feel right now?" • Next, have everyone lay down and breath deeply and slowly. Breath through your noses and out through your mouths 5 times. Then, lay still and count slowly to ten. • Find your pulse again and write down the beats in 30 seconds after the deep breathing. <ul style="list-style-type: none"> • Ask "How does your body feel right now?" • Repeat the experiment as many times as you want with different breathing activities and coping skills! 		
Reflection Questions	<ul style="list-style-type: none"> • What did you notice about your heart rate after the different activities? • What did you notice about how your body felt after the dance party and deep breathing? • When you notice you are feeling excited and you need to calm down, what could you do? • When you are feeling slow or sad, how could you help yourself feel better or more excited? • When would it be a good idea to do some deep breathing at home or at school? (before bedtime, before a test. 		



Early Finisher Tic-Tac-Toe

Did you finish your work early this week?



- Show what you know with Tic-Tac-Toe.
- Choose three activities in a row; horizontal, vertical or diagonal.

Form

- ☐ Find an unusual sport that is new to you.
- ☐ Present this sport to an audience with words and pictures, include a map.
- ☐ Teach it.

Tolerance

- ☐ Research 2 people who showed great tolerance & acceptance in their lives.
- ☐ Compare their work and lives with a Venn diagram.

Connection

- ☐ Create a puppet show to show a conversation between Nelson Mandela and Martin Luther King Junior.
- ☐ Share their similarities and differences.

Thinker

- ☐ Think of a way to campaign for something new in school.
- ☐ Create your speech, posters, voting method and present your argument to try to win.

Appreciation

- ☐ Create a Thank You card for someone you appreciate. Inside the card, tell them why you appreciate them.

Logical

- ☐ Create a game to teach people how to spend their money wisely. Why is it important to know the difference between wants and needs?
- ☐ Share your game with friends.

Open minded

- ☐ Try a new food or recipe and describe your experience. Was it good? Will you try it again? Why did you choose this? Were you open-minded? Write a report.

Responsibility

- ☐ Create a chart to show how much exercise you have done in a week.
 - ☐ Count the total minutes.
 - ☐ Create a graph to show your minutes each day.

Creativity

- ☐ Be imaginative. Create your own SUPERHERO!
- ☐ Draw this superhero & describe their superpowers. How will they help the world?



Week 2 Goals and Daily Agendas

Goals for the Week	How will I reach these goals?
1. Learn the meaning of eight new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Learn about key events and people that shaped immigration laws in the United States.	Use the QR code to watch a video before you reach each article.
3. Read three articles about immigration in the United States.	Complete the Notice and Wonder organizer the <u>first</u> time you read each article.
4. Track your comprehension as you read each article.	Complete the Stop and Jost organizer the <u>second</u> time you read each article.
5. Answer questions about each article.	Complete the Quiz .
6. Collect evidence and plan an essay.	Complete the Essay Planning Organizer .
7. Write an essay.	Complete the Essay Planning Organizer .
8. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
9. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 6	Day 7	Day 8	Day 9	Day 10
Review Vocabulary. “The Mass Reparation Acts of 1954 and 1965 in the U.S.” Complete Stop and Jot organizer. Complete Quiz Corrections. Fluency Practice. Grammar Practice	Preview Vocabulary. Watch “A Timeline of U.S.-Mexico Immigration.” Read “Latino Immigration to the United States: Economic Factors.” Complete Notice and Wonder organizer. Complete Quiz. Fluency Practice. Grammar Practice	Review Vocabulary. Read “Latino Immigration to the United States: Economic Factors.” Complete Stop and Jot organizer. Complete Quiz Corrections. Fluency Practice. Grammar Practice	Annotate Painted Essay Plan essay. Watch “Introduce a Topic More Clearly.” Write an introduction paragraph. Fluency Practice. Grammar Practice	Watch “Match Body Paragraph to the Introduction.” Write body paragraphs. Fluency Practice. Grammar Practice

Fluency Practice

Directions:

1. Day 6: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

Alvin Ailey by Andrea Davis Pinkney

Alvin and Ted ... watched the splendor of *Tropical Revue*.

Katherine Dunham and her dancers swirled and lunged to the rhythms of West Indian drums. They were famous for *Babiana*, a spicy Brazilian routine, and for a sizzling number called *Rumba with a Little Jive Mixed In*. Alvin's soul danced along when he saw Katherine Dunham's style.

Alvin nudged Ted. "What is that they're doing? What is that?" he asked.

"That's modern dancing," Ted said ... "Watch this!"

Ted tried Katherine Dunham's *Babiana*. Alvin slapped out a beat on his knees and followed Ted's lead...

Alvin moved like a cat, *smooth* like quicksilver. When he danced, happiness glowed warm inside him...

That night, Alvin told his mother he'd seen black people performing their own special dances. It was a show Alvin would never forget.

Pinkney, Andrea Davis. *Alvin Ailey*. Illustrated by Brian Pinkney, Disney Book Group, 1993, pp. 12, 15.

Student Performance Checklist:	Day 6		Day 7		Day 8		Day 9	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read with appropriate expression, at a good pace and an audible volume.								

*Adult or peer

Day 10

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time?

Day 7

- ☐ **1. Preview Vocabulary.**
- ☐ **2. Watch** “A Timeline of U.S.-Mexico Immigration.”
Open the camera app on your phone and scan the QR code to watch.



- ☐ **3. Notice and Wonder about** “Latino Immigration to the United States: Economic Factors.”
- ☐ **4. Complete Quiz.** Go back in the text to find the answers.

- ☐ **5. Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ **6. Grammar Practice**

- ☐ **7. Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 8

- ☐ **1. Review Vocabulary.**

- ☐ **2. Stop and Jot about** “Latino Immigration to the United States: Economic Factors.”
- ☐ **3. Complete Quiz Corrections.** Get the answers from your teacher and make corrections.

- ☐ **4. Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.





- ☐ **5. Grammar Practice**

- ☐ **6. Reflect.** Did you meet your goal? _____

Article: Latino Immigration to the United States: Economic Factors







Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write a sentence from the article with the vocabulary word.
Wages	noun	an amount of money that a worker is paid based on the number of hours, days, etc., that are worked		
Bracero	noun	A person who works with their hands; also a person who was part of the Bracero program		
Unstable	adjective	Something that is not held in a secure position : likely to move or fall		
Flee	verb	to run away from danger		

Article: Latino Immigration to the United States: Economic Factors



Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence with the vocabulary word.
Wages	noun	an amount of money that a worker is paid based on the number of hours, days, etc., that are worked		
Bracero	noun	A person who works with their hands; also a person who was part of the Bracero program		
Unstable	adjective	Something that is not held in a secure position : likely to move or fall		
Flee	verb	to run away from danger		

Latino Immigration to the United States: Economic Factors

By National Park Service, adapted by Newsela staff on 06.14.17

Word Count **564**

Level **620L**



Motorists and pedestrians coming from Los Algodones, Mexico, wait for a U.S. Customs and Immigration officer to open the border gates into the United States at Andrade, California, in 1967. AP Photo

Millions of people from Latin America have come to the United States. Who came and how they came has changed over time.

Latin America includes a huge number of countries. Central American countries like Costa Rica and El Salvador are in Latin America. South American countries like Colombia and Venezuela are included, too.

Mexico is the Latin American country closest to the United States.

Programs for workers changed

The Bracero Program allowed workers from Mexico to come to the United States. They worked mainly on farms. They earned wages working for a few months. Then, they would go home to Mexico.



Workers from Mexico came to the United states to

Then, they

In 1964, the Bracero Program ended. The United States still needed as many workers as ever. More Mexicans tried crossing the border without permission. Also, many braceros stayed in the United States, even though they were not supposed to. 🛑🚧🔪

In 1965, U.S. lawmakers passed a new law. It limited the number of people who could come from Latin America. This included Mexico. The result was that more people came without permission.

Jobs also changed in the United States. There were fewer well-paying jobs. More workers were needed for low-paying jobs. More Latin Americans came to the United States to fill them. ⚠️

Changing the balance

The balance of male and female immigrants also changed. It used to be that many more Latin American men came to the United States. Then, big problems hit many Latin American countries. There were money problems and unstable governments. This caused more women and children to flee to the United States. ⚠️

People also come for better opportunities. Many people with skills and a good education move from Latin America. They cannot find good jobs in their home countries. They leave to find better jobs in the United States.

Latinos sometimes send money home to their families. Their families often need the money. In 2007, people from Mexico sent \$24 billion back home. ⚠️

Mexico and other countries are changing, too

Mexico is not the only country that sends people to the United States. The number of Latinos from other countries is also growing. In 2011, about 1 in 7 people in the United States were Latino.

People still come to the United States without permission. They are from countries all over the world. In 1980, experts think there were about 3 million living in the United States illegally. In the early 2000s, there were between 11 million and 12 million.

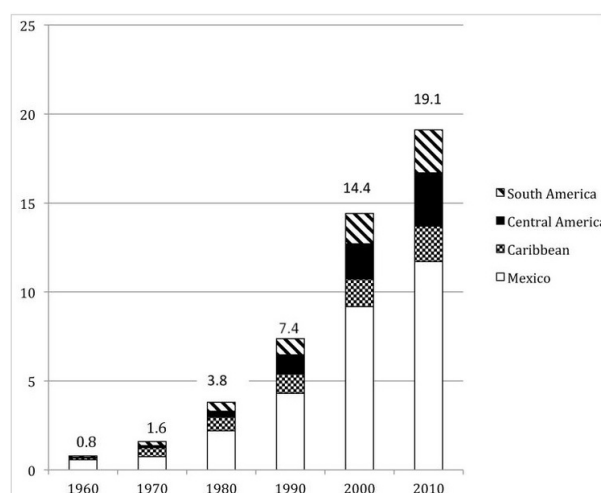
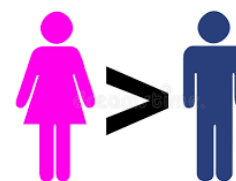
After 2009, the number dropped. Fewer people were living in the United States without permission.



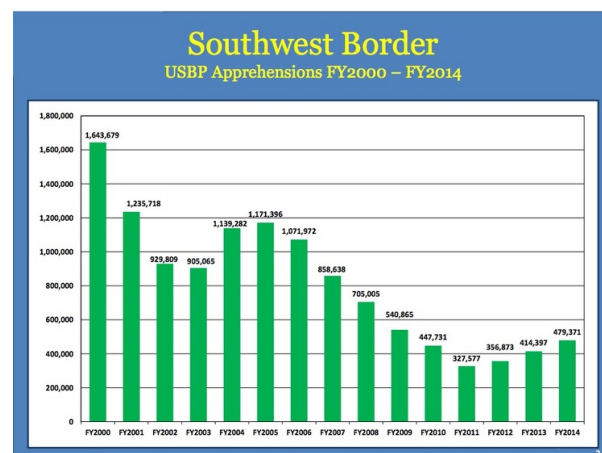
How were jobs changing in the United States?

There were fewer _____

_____ and more workers were needed for _____



Foreign-Born Population from Latin America: 1960-2010 (millions)



Trying to figure it all out

It is hard to know exactly why the number went down. One reason is that there were fewer jobs. Another is that the United States made it harder to cross the border without permission. A third reason is that the United States forced more people to leave. Still, not everyone living in the United States illegally moved illegally. Many came to the United States with the government's permission. Some have stayed longer than they were supposed to stay.

What are some reasons that the number of people living in the United States without permission went down?

Circle all that are true.

There were fewer jobs in the US

They found jobs at home

It was harder to cross the border without permission

It was easier to cross the border

The United States forced people to leave

Latino Immigration to the United States: Economic Factors

Directions:

1. Read the text.
2. Stop and Jot what you Notice and Wonder about **at least 3 elements** in the first column.



Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
Text Features <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, <i>Italicized</i> words <input type="checkbox"/> Map <input type="checkbox"/> Diagram 		
Text Structure <ul style="list-style-type: none"> <input type="checkbox"/> Chronological <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Description 		
Time Period <ul style="list-style-type: none"> <input type="checkbox"/> Is this about the present or the past? <input type="checkbox"/> How is the time period similar and different to present-day? 		
Events or Effects <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> Why did it happen? 		

Latino Immigration to the United States: Economic Factors

Directions:

1. Re-read the article.
2. Each time you see a



,

Stop and Jot the answer to the **WHY** question.

3. Each time you see a





,

Stop and Jot the answer to the **HOW** question.

4. After reading the article, **summarize** your evidence and **write the main ideas** of the article.



Question	Evidence
 <p>How did Latino immigrants come to the United States?</p>	

Question	Evidence
 <p>Why did Latino immigrants come to the United States?</p>	

Main Idea #1: Why did the laws affect immigrants from Mexico?

Main Idea #2: How did the laws affect immigrants from Mexico?

- 1 What is the MAIN reason why the Bracero Program was started?
- (A) because the U.S. wanted to help farmers in Mexico
 - (B) because Mexico is our closest neighbor
 - (C) because there were few jobs in Mexico
 - (D) because the U.S. needed more farm workers
- 2 What happened after Latin American governments started to have big problems?
- (A) Women and children came to the U.S. without permission.
 - (B) The U.S. made it easier for Latino people to come to America.
 - (C) Latino people became unhappy with their governments.
 - (D) Mexican men could not find good jobs at home.

- 3 Read the sentences from the section "Changing the balance."

There were money problems and unstable governments. This caused more women and children to flee to the United States.

What does the word "unstable" mean in the first sentence?

- (A) strict
 - (B) poor
 - (C) weak
 - (D) mean
- 4 Read the sentences from the section "Mexico and other countries are changing, too."

Mexico is not the only country that sends people to the United States. The number of Latinos from other countries is also growing.

Which word could replace "growing" WITHOUT changing its meaning?

- (A) increasing
- (B) moving
- (C) spreading
- (D) shifting

Directions: Match the prepositional phrase to the sentence it accurately completes.

1. Immigrants come to the United States
_____.
2. Undocumented immigrants came here
_____.
3. Trump wants to keep other undocumented
immigrants _____.
4. People were allowed to take the test
_____.
5. Many Americans still want immigrants to feel
welcome _____.

Answer Bank

without permission

in the United States

in their own language

from other lands

from entering

Directions: Write complete and accurate sentences about last week's NewsELA articles using the given prepositional phrase. The first one is done for you.

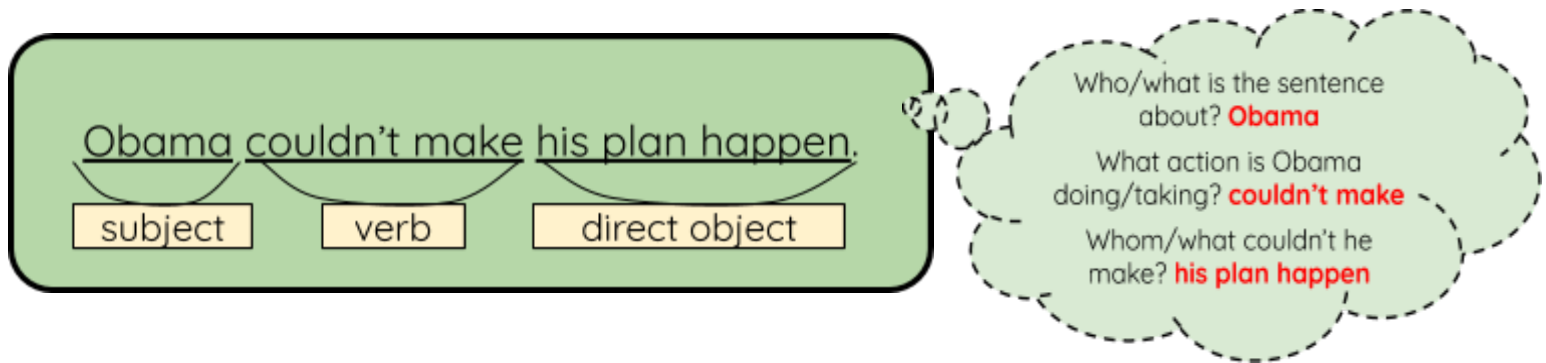
1. to enter the United States
____ Congress passed a law saying that immigrants had to pass a reading and writing test to enter the United States. _____
2. from another country

3. for immigrants

4. in Congress

Part of speech	Definition	Examples
Subject (complete)	The (complete) subject of a sentence tells who or what the sentence is about.	<i>My grandfather began to think about his own childhood.</i>
Direct object	The direct object is a noun or pronoun that receives the action of the verb. A direct object can be a word or phrase.	<i>Congress makes <u>important laws</u>.</i>

To find the direct object, first find the subject and the verb. Then ask, “whom?” or “what?” For example:



Helpful hint: A direct object will almost never be in a prepositional phrase.

Practice

Directions: For each sentence from last week's texts, identify the subject, the verb, and the direct object.

- New factories needed many workers.*
 - Subject: _____
 - Verb: _____
 - Direct Object: _____
- Members of Congress did not like their unfamiliar ways of life.*
 - Subject: _____
 - Verb: _____
 - Direct Object: _____
- Many Americans still want immigrants to feel welcome in the country.*
 - Subject: _____
 - Verb: _____
 - Direct Object: _____

Day 9

- ☐ 1. Annotate Painted Essay
- ☐ 2. Complete Essay Planning.

- ☐ 3. **Watch** “Introduce a Topic More Clearly.” Open the camera app on your phone to watch.
- ☐ 4. **Write an introduction paragraph.**



- ☐ 5. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. **Grammar Practice**

- ☐ 7. **Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 10

- ☐ 1. **Watch** “Match Body Paragraph to the Introduction.” Open the camera app on your phone to watch.
- ☐ 2. **Write body paragraphs.**



- ☐ 3. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 4. **Grammar Practice**

- ☐ 5. **Reflect.** Did you meet your goal? _____

Directions:

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
 - a. Introduction: RED
 - b. Thesis: GREEN
 - c. Point 1: YELLOW
 - d. Point 2: BLUE
 - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1
Supporting Paragraph	
transition	
Supporting Paragraph	
Conclusion	

Directions:

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

Exemplar Essay

Directions: Read the following essay.

Have you ever really thought about what your coach or piano teacher means when they say, “Come on! I want to see you put your heart into it!”? The word *heart* is an interesting word because it can be used both literally and figuratively when we speak, when we read, or when we write. When the word is used literally, it refers to the human heart, that organ that beats as it pumps blood to all of your other body parts. When the word is used figuratively, it refers to the emotion that shows caring, effort, and involvement in other people’s lives and your own.

Sometimes, the word *heart* is used literally. Christiaan Barnard, a South African heart surgeon, said, “It is infinitely better to transplant a heart than to bury it to be devoured by worms.” He was saying that when you die, it is much better to donate your heart to a living person than to bury it. In this quotation, Barnard was using the word *heart* literally to refer to the organ in a person’s body. He wanted people to reuse their real, beating hearts to save another person’s life.

At other times, *heart* is used figuratively. For example, when Confucius said, “Wherever you go, go with all your heart,” he wasn’t talking about the heart that beats inside your body. He was saying that a person has a choice of taking his heart with him when he goes somewhere. For example, when a student enters a classroom on the first day of school, he can choose to do his essay or his math assignment with all his heart or with very little effort invested. If Confucius was talking about the literal heart, he would have been saying something very silly, like a person had the option of taking his physical heart out of his body when he was going somewhere or doing something. In saying that we need to go somewhere with our full effort and emotional involvement, with our whole heart, Confucius was using the word *heart* in a figurative way.

In conclusion, the word *heart* can be used both literally, as in Christiaan Barnard’s quotation, and figuratively, as in Confucius’ quotation. It is up to the reader to put his or her whole heart into the reading to determine the speaker’s intended meaning.

Essay Writing Activity

Day 9

Introduction

Instructions: Your end goal will be to construct a 4-paragraph essay answering the question below.

How have the United States' policies for immigration affected Latino immigrants?
Use evidence from the space texts to support your answer.

Think about the groups of people you read about and immigration laws impacted each group.

Group	Law	How did the law impact immigrants?
Latino Immigrants	Immigration Act of 1917	
	Mass Reparations Act of 1954	
	Mass Reparations Act of 1965	
	President Obama's 2014 plan	

Today, you will write your introductory paragraph.



Remember! An introductory paragraph should include the following:

- Hook: Catch your reader's attention!
- Introduce: Introduce your audience to the topic.
- Topic Statement: State your essential idea about the topic, and preview your supporting points.

Use the organizer on the next page to outline your introduction.

Introduction Paragraph	
<p>Hook: Engage your reader with a question or descriptive sentence.</p> <hr/> <hr/>	
<p>Background information about why people immigrate to the United States.</p> <p>People from _____</p> <p>Immigrate to the United States because _____</p> <hr/> <hr/>	<p>Topic statement:</p> <p>The United States' policies for immigration have affected Latino immigrants by _____</p> <p>and _____.</p>

Essay Writing Activity

Day 9

Using your outline, write your introductory paragraph below:



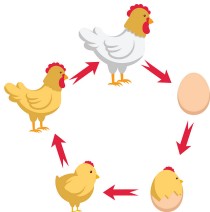
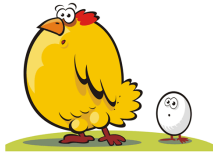
Essay Writing Activity

Outlining Body Paragraphs

Day 10

Instructions: Today, you will outline your body paragraphs, but first, you need to decide if you are organizing your essay in chronological order or compare/contrast.

Essay Structure Choices

<p>Chronological Order</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Consider the essay question: **How have the United States' policies for immigration affected Latino immigrants?** Use evidence from the space texts to support your answer.

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/> <hr/>
--	--

Essay Writing Activity

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

Instructions: Now you will outline your body paragraphs for a compare/contrast essay. Ask yourself: what are the two main ideas that support your topic statement?

Two main ideas that support thesis, in compare/contrast:

1. The United States' immigrations policies have affected Latino immigrants by _____

_____ when

_____.

2. The United States' immigrations policies have affected Latino immigrants by _____

_____ when

_____.

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs. Rewrite them as complete sentences, then add evidence from the texts that support those ideas on the next page.

Remember! A body paragraph follows ToS.E.E.E.E.C:



- ToS: Topic sentence introduces what the paragraph is about.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- C: Conclusion summarizes the idea of your paragraph.

Essay Writing Activity

First Body Paragraph

Topic Sentence: The United States' immigrations policies have affected Latino immigrants by _____
 _____ when
 _____.

1a. Evidence from the texts

According to _____,
 (title of text)

“

 _____”

1b. Elaboration → *how* does this evidence show that
 the people group was affected (positively/negatively)?

This shows _____

 _____.

2a. Evidence from the texts

According to _____,
 (title of text)

“

 _____”

2b. Elaboration → *how* does this evidence show that
 the people group was affected (positively/negatively)?

This shows _____

 _____.

In conclusion, Latino immigrants were _____ affected by the _____
 (negatively, positively) (law)

because _____
 _____.

Essay Writing Activity

Second Body Paragraph

Topic Sentence: The United States' immigrations policies have affected Latino immigrants by _____
 _____ when
 _____.

1a. Evidence from the texts

According to _____,
 (title of text)
 “

 _____.”

1b. **Elaboration**→ *how* does this evidence show that this way of exploring space is important?

This shows _____

 _____.

2a. Evidence from the texts

According to _____,
 (title of text)
 “

 _____.”

2b. **Elaboration**→ *how* does this evidence show that this way of exploring space is important?

This shows _____

 _____.

In conclusion, Latino immigrants were _____ affected by the _____
 (negatively, positively) (law)

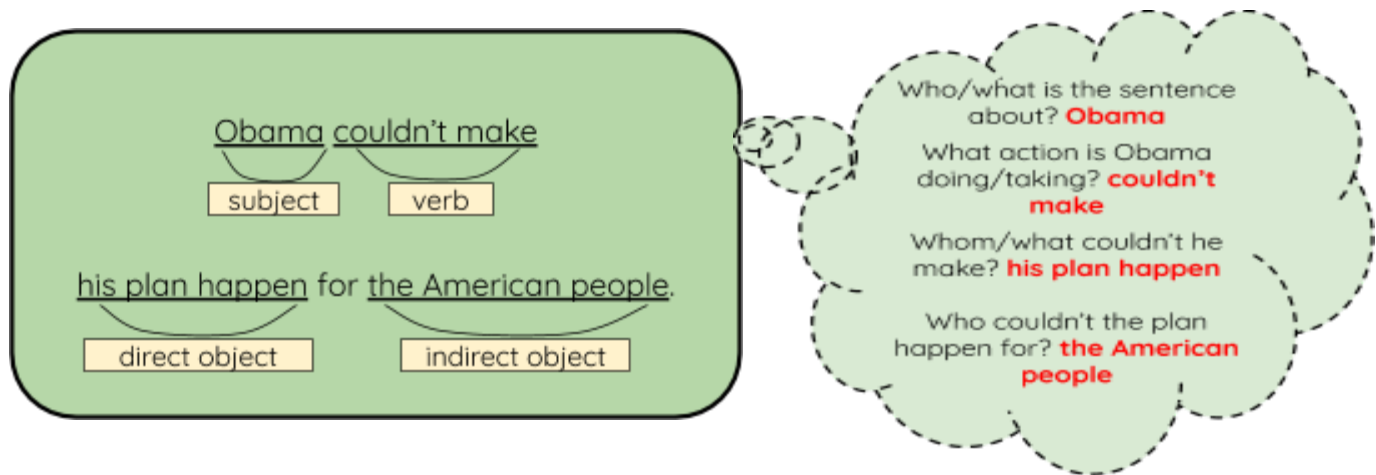
because _____
 _____.

Essay Writing Activity

Using your outline, write BOTH of your body paragraphs below:

[illegible]

Part of speech	Definition	Examples
Direct object	The direct object is a noun or pronoun that receives the action of the verb. A direct object can be a word or phrase.	<i>Congress makes <u>important laws</u>.</i>
Indirect object	The indirect object is a noun or pronoun that receives the action of the direct object . Ask, "who or what will receive the direct object?"	<i>The government changed the laws for <u>immigrants</u>.</i>



Helpful hint: An indirect object might follow a preposition (especially "to" or "for"), and will then be a part of a prepositional phrase.

Practice

Directions: For each sentence from this week's text, identify the subject, the verb, the direct object, and the indirect object.

1. *The government created laws for farm owners.*

a. Subject: _____ b. Verb: _____

c. Direct Object: _____ d. Indirect Object: _____

2. *The government sent 1.3 million Mexicans to Mexico.*

e. Subject: _____ f. Verb: _____

g. Direct Object: _____ h. Indirect Object: _____

Part of speech	Definition	Examples
Preposition	A preposition is a word showing the relationship between nouns/pronouns and other words in a sentence. It usually shows position, possession, time, or how something is done,	<i>My grandfather began to think <u>about</u> his own childhood.</i> <i>Immigrants quickly came <u>to</u> America, looking <u>for</u> better opportunities.</i>
Direct object	The direct object is a noun or pronoun that receives the action of the verb. A direct object can be a word or phrase.	<i>Congress makes <u>important laws</u>.</i>
Indirect object	The indirect object is a noun or pronoun that receives the action of the direct object . Ask, "who or what will receive the direct object?"	<i>The government changed the laws for <u>immigrants</u>.</i>

Directions: For each sentence, label the part indicated by the arrow using a word from the word bank.

Word Bank

Prepositional phrase

Subject

Verb

Indirect Object

Direct Object

_____ The Bracero Program _____ allowed
_____ workers _____ from Mexico to come
_____ to the United States.

_____ Some immigrants _____ send
_____ money home _____ to their families
_____ in their home country.

_____ In 1965, _____ U.S. lawmakers
_____ passed _____ a new law which
_____ limited _____ the number of immigrants
_____ from Latin America.

You can use the activities on the next couple of pages to connect with your family.

Create a Fairy Tale			
Supplies		<ul style="list-style-type: none"> • 2 or More Players • Optional: Props or costumes for the fairy tale 	
Skills	<ul style="list-style-type: none"> • Teamwork • Communication • Respectful Voice Tone 	Goals	<ul style="list-style-type: none"> • I can work in a group to accomplish a common goal. • I can use a respectful voice tone to share my ideas with others.
How to Play	<ul style="list-style-type: none"> • Have students get into groups of 2-4. • Tell them they will be working together to make up a new fairy tale. • Each student will play one character in the story. • The students work together to make up the fairy tale and draw a picture or act out their fairy tale like a play. • Each student should help write a part of the fairy tale and take on the role of one of the characters. • After they create their fairy tale, have them perform for one another or for you! <p style="text-align: center;">Optional Variations:</p> <ul style="list-style-type: none"> • Have the students write down their fairy tale or create a script for the characters to read. • Have students create costumes or props to use during their performance. • Other kinds of stories you can create: video game challenges, animal stories, funny stories, how-to instructions, stories about historical events 		
Reflection Questions	<ul style="list-style-type: none"> • Was it easy to work with your partners to create a fairy tale? • What made it easy or challenging? • What was the most fun part of this activity? • Why would it not be fun to do this activity with partners who did not want to listen to your ideas? 		

Pass the Can			
Supplies		<ul style="list-style-type: none"> • Three or More Players • An empty coffee can, empty soda bottle, or similar item • Optional: Timer 	
Skills	<ul style="list-style-type: none"> • Teamwork • Communication • Respectful Tone of Voice 	Goals	<ul style="list-style-type: none"> • I can work in a group to accomplish a common goal. • I can encourage those around me with positive words and use a respectful tone of voice.
How to Play	<ul style="list-style-type: none"> • Start by having everyone sit in a circle with their legs stretched out in front of them. • Put an empty coffee can between one of the player's feet. • The first player must pass the can to the person on their right using only their feet, without dropping the can. • The players keep passing the can around until it gets back to where it started. • If the can falls to the ground, it has to go all the way back to the beginning! • For an extra challenge, time yourselves to see how long it takes to get the can all the way around the circle. Can you beat your time? 		
Reflection Questions	<ul style="list-style-type: none"> • What made this game challenging? • How did you use words to encourage the other players? • Did you feel encouraged by any other players? • How did the player who dropped the can and made the whole team start over feel? • How could you help that person if they felt upset when they dropped the can? 		

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Week 3 Goals and Daily Agendas

Goals for the Week	How will I reach these goals?
1. Complete Essay.	Complete the Essay Planning Organizer .
2. Show what you learned about immigration laws in the United States.	Complete a product from the menu.
3. Learn the meaning of <u>eight</u> new vocabulary words.	Complete the Glossary pages and quiz yourself.
4. Read two stories.	Complete the Notice and Wonder organizer the <u>first</u> time you read each article.
5. Track your comprehension as you read each story.	
6. Answer questions about each story.	Complete the Quiz .
7. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
8. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 11	Day 12	Day 13	Day 14	Day 15
Watch “Add a Logical Conclusion.” Write a conclusion paragraph. Complete Self-Editing Checklist. Revise Essay. Fluency Practice. Grammar Practice	Choose a product from the product menu to complete. Fluency Practice. Grammar Practice	Preview Vocabulary. Read “MVP.” Complete Notice and Wonder organizer. Complete Quiz. Fluency Practice. Grammar Practice	Review Vocabulary. Read “MVP.” Complete Stop and Jot organizer. Complete Quiz Corrections. Fluency Practice. Grammar Practice	Preview Vocabulary. Read “Stop the Hungry Giant Fish.” Complete Notice and Wonder organizer. Complete Quiz. Fluency Practice. Grammar Practice

Fluency Practice

Directions:

1. Day 11: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

A River of Words by Jen Bryant

Poetry suited Willie. Every night, he looked forward to sitting at his desk and writing a few new lines.

But after a while, he grew frustrated. He had pictures in his mind that didn't fit exactly into steady rhythms or rhymes. ...

"I want to write about ordinary things - plums, wheelbarrows, and weeds, the engines, children, and trees - things I see when I walk down my street or look out my window."

So Willie tried writing a new way. Instead of counting the beats or making the end-words rhyme, he let each poem find its own special shape on the page. . .

Now when he wrote poems, he felt as free as the Passaic River as it rushed to the falls. Willie's notebooks filled up, one after another.

"My boy is a good writer," his mother said. And it was true.

Bryant, Jen. *A River of Words: The Story of William Carlos Williams*. Illustrated by Melissa Sweet, Eerdmans Books for Young Readers, 2008, pp. 11–14.

Name:

Student Performance Checklist:	Day 11		Day 12		Day 13		Day 14	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

*Adult or peer

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time?

Day 11

- ☐ 1. **Watch** “Add a Logical Conclusion.” Open the camera app on your phone to watch.
- ☐ 2. **Write a conclusion paragraph.**



- ☐ 3. **Complete Self-Editing Checklist.**
- ☐ 4. **Revise essay.**

- ☐ 5. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. **Grammar Practice**

- ☐ 7. **Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 12

- ☐ 1. **Choose a product from the menu and complete the activity.**

- ☐ 2. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 3. **Grammar Practice**

- ☐ 4. **Reflect.** Did you meet your goal? _____

Essay Writing Activity

Concluding Paragraph

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

Re-state

Remind your reader of the purpose of the essay (in other words, restate the thesis).

Closure

Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.

Essay Writing Activity

Conclusion Paragraph

Rewrite your topic statement:

The United States' policies for immigration have affected Latino immigrants by

_____ and _____.

Explain how immigration laws have affected different people.

Immigration laws like _____

_____ and _____

have affected Latino immigrants _____

which led to _____

_____.

Using your outline, write your conclusion paragraph below:

Essay Writing Activity

Publishing the Essay

Instructions: Today, you will bring your essay together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- ☐ Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

Essay Rubric

Target	Not Yet (1)	Starting To (2)	Yes (3)
I can introduce my topic with a hook. <u>Standard: 3.2a</u>			
I can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories.(Topic Sentence) <u>Standard: 3.2a</u>			
I can cite several pieces of textual evidence to support analysis of what the text says explicitly. (Evidence) <u>Standard: 3.2b</u>			
I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. (Elaboration) <u>Standard: 3.2b</u>			
I can use linking and transition words in my sentences. <u>Standard: 3.2c</u>			
I can use precise language, including words I learned throughout this module. <u>Standard: 3.2d</u>			
I can write a clear conclusion statement that reinforces my central idea. <u>Standard: 3.2e</u>			
Grade out of 21			

Student Name: _____

3rd Grade Literature Product Menu

Directions:

1. Consider everything you have learned over the last few weeks about the characters and themes.
2. Choose one of the products to showcase your learning.
3. Create the product and share it with someone.

<p style="text-align: center;">Character Analysis</p> <p><u>Write a series of poems:</u> Choose a character from the novel. Write at least three poems that reveal what the character was like at the beginning, middle, and end of the novel. The poems should reflect the traits of the character and one of the themes in the novel.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>
<p style="text-align: center;">Plot Development</p> <p><u>Narrative:</u> Write an alternate ending to the story using details about the characters and events from the passage. You may choose to use dialogue in your new ending.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>

A **clause** is a group of words that contains a subject and a verb. They are the building blocks of sentences.

Part of sentence	Definition	Examples
Independent clause	An independent clause is a group of words that contains a subject and verb, and expresses a complete thought . It is able to stand alone as a sentence.	<i>The U.S. sent many workers back by force.</i>
Dependent clause	A dependent clause is a group of words that contains a subject and verb, and does not express a complete thought . It cannot stand by itself as a sentence.	<i>When the U.S. sent workers back by force</i>

Practice

Directions: Determine if the clauses in the answer bank are independent or dependent, and write them in the correct column.

Answer Bank

Some workers left on their own

If they hired Mexican workers to work their fields

When the law was passed in 1965

They could stay for a little bit of time and work

because it let American growers bring in farm workers

Independent Clause	Dependent Clause
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

A **conjunction** is a word that connects two words, clauses, or sentences. The **conjunction** helps to show the relationship between the two ideas.

Part of speech	Definition	Examples
Coordinating conjunction	A coordinating conjunction is used to join two independent clauses into one sentence. It shows that both ideas are equally important. The most common are: and, or, but, nor, for, yet, so	- <i>The United States was in a war, and many men were away from home fighting.</i>
Subordinating conjunction	A subordinating conjunction is used to join two words, phrases, or clauses where one idea is more important than the other, often an independent clause and a dependent clause.	- <i>Although they weren't supposed to, many braceros stayed in the United States.</i>

*Helpful hint: Here's a test to see if the conjunction is **coordinating** or **subordinating**:
If you were to take it out and make the clauses two separate sentences, would the meaning change?*

Practice

Directions: Determine if the bolded word in the sentence is a coordinating conjunction or a subordinating conjunction.

- After** they did their work, the braceros had to go back to Mexico.

This is a _____ conjunction.

- There were fewer well-paying jobs, **and** more workers were needed for low-paying jobs.

This is a _____ conjunction.

- They cannot find good jobs in their home countries, **so** they leave to find better jobs in the United States.

This is a _____ conjunction.

- The Bracero Program allowed workers from Mexico to come to the United States **because** there weren't enough people to fill low-paying jobs.

This is a _____ conjunction.

Day 13

- ☐ 1. Preview Vocabulary.

- ☐ 2. Notice and Wonder about “MVP.”
- ☐ 3. Complete Quiz. Go back in the text to find the answers.

- ☐ 4. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 5. Grammar Practice

- ☐ 6. Set a Goal. I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 14

- ☐ 1. Review Vocabulary.

- ☐ 2. Stop and Jot about “MVP.”
- ☐ 3. Complete Quiz Corrections. Get the answers from your teacher and make corrections.

- ☐ 4. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 5. Grammar Practice

- ☐ 6. Reflect. Did you meet your goal? _____

Story: MVP

MVP

By Clare Mishica
2015

Clare Mishica has written for Highlights. In this short story, a boy wants to be named the most valuable player of his team for scoring the most baskets during the championship game. As you read, take notes on how the narrator interacts with his teammates during the game.

8:00

1) The red numbers on the clock showed that there was one quarter left in the game. In just eight minutes, one team would win the seventh-grade championship. The score was tied at 24.

Our sweaty team huddled¹ around Coach Sanchez. "Pass it around and don't get boxed in," he warned. "When you're open, shoot."



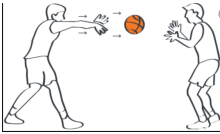
We stuck our hands into the middle. "Go, Eagles!"

Back on the floor, Brandon had the ball. I was open, but he passed it to Cole. Cole had a great turn-around jump shot, but I was a good shot, too. In fact, we each had six points so far. But Cole was more popular, and the team fed² him the ball.

7:00



Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write a sentence from the article with the vocabulary word.
huddled	verb	to crowd together closely		
fouled	verb	to break a rule in a sports game; usually done to another player		
fed	verb	to pass a ball to a player in a game		

Story: MVP

MVP
By Clare Mishica
2015

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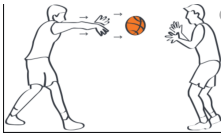
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7:00



Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence with the vocabulary word.
huddled	verb	to crowd together closely		
fouled	verb	to break a rule in a sports game; usually done to another player		
fed	verb	to pass a ball to a player in a game		



Name: _____ Class: _____

MVP

By Clare Mishica
2015


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8:00

- [1] The red numbers on the clock showed that there was one quarter left in the game. In just eight minutes, one team would win the seventh-grade championship. The score was tied at 24.

Our sweaty team huddled¹ around Coach Sanchez. "Pass it around and don't get boxed in," he warned. "When you're open, shoot."

We stuck our hands into the middle. "Go, Eagles!"

Back on the floor, Brandon had the ball. I was open, but he passed it to Cole. Cole had a great turn-around jump shot, but I was a good shot, too. In fact, we each had six points so far. But Cole was more popular, and the team fed² him the ball. 



"Every time I got the ball, the Kings double-teamed me." by Susan Spellman is used with permission.



Huddle



7:00

- [5] The Kings took possession of the ball and tied the score. Then Cole was fouled³ and sank his two free throws. That added two points to our team's score — and to the score in my head. It shouldn't have mattered, but for once I wanted to outscore Cole. I wanted to show the team that I could be the MVP — most valuable player.


The Kings dribbled down, but Jeff stole the ball and threw a long, hard pass to me. I saw Cole running toward the bucket, but no one was guarding me either. I dribbled in and shot. The ball swished through for two.

Cole slapped my hand. "Good shot, Derek."



What did the narrator want to show the team?

1. **Huddle (verb):** to crowd together closely
2. to pass the ball to a player in a game
3. to make a play that breaks a rule in a game

"Thanks," I said. I didn't worry about whether or not I should have passed the ball. Cole had his fair share of chances. 

What score is the narrator more focused on?

6:00

The score bounced back and forth: Eagles 30, Kings 32. Eagles 35, Kings 34. The score in my head kept bouncing, too: Derek 8, Cole 10. Derek 12, Cole 11.


5:00

[10] I ran down the court, trying to guard my man. I jumped straight up as he shot, and my hand knocked the ball just enough to send it off the backboard.

Cole got the rebound and dribbled down the court. He passed the ball to me and ran under the basket. I ignored him and shot, but the ball bounced off the rim.

"Cole was open," said Jeff.

"So was I," I muttered. But I felt rotten inside.

"Hey, it's no big deal," said Cole. "We're all trying to win this game. We're a team." 

Rotten: bad, spoiled, decaying




Why do you think the narrator felt 'rotten inside'?

4:00

[15] It happened fast. Cole was on the floor holding his ankle, his face twisted with pain.

Coach Sanchez was there in a second. "We'll put some ice on it," he said. "You're done playing."

Cole nodded, then Coach helped him to the bench.

Everyone cheered for Cole, and I felt my heart hammer in my ears. Now I was going to be the MVP without a doubt. 

What happened to Cole?

How do you think the narrator felt when Cole was taken out of the game?

3:00

[20] We were up by four. Brandon took the ball down and passed it to me. I jumped up to shoot from the side, but suddenly two King players were guarding me instead of one. I lost the ball.


The Kings dribbled down and passed the ball to one of their key players. Cole had held him to just four points. Justin, Cole's substitute, couldn't move as fast, and the King player scored.

"You can do it!" Cole shouted from the bench, but it didn't look good.

Every time I got the ball, the Kings double-teamed⁴ me. They figured that with Cole gone, they could shut me down and win. Cole had helped divide their attention before, and he'd guarded one of their best shooters. I'd never thought about how much that helped my game.



4. when two players guard one player in basketball

Now we were down by one. Our school had a shot at its first championship, but time was running out. All of a sudden, more than anything, I wanted our team to take home the trophy. 

2:00


"Time out!" called Coach Sanchez, and we ran off the floor.

[25]

"We need points, guys," said Coach as we crowded around him.

"Get it to Brandon," I blurted⁵ out. "They're leaving him open when they double-team me."

Everyone looked at Brandon. He hardly ever shot.

"Give it a try," said Coach. 

1:00

[30]

I took the ball down the court. Two Kings boxed me in,⁶ leaving Brandon wide open. I faked a shot and bounce-passed the ball to him. He caught it and hesitated.⁷

"Shoot!" I shouted.

Brandon let it fly — right into the bucket. We won by one huge point as the buzzer sounded. The gym exploded with cheers.


We were all jumping around when I spotted Cole on the bench.

"Hey," I said. "Great game."

[35]

"You, too," said Cole, slapping my back. "Great idea to pass it to Brandon. Congratulations on getting MVP."

I'd been waiting a long time to hear those words, but they didn't seem so important now. "Thanks," I said. "It was a team effort."

And I finally understood just what that meant. 

What was the team going to do to try to get more points?

How do you think Brandon feels about this? Why?



How do you think Brandon feels? Why?

How do you think Cole feels? Why?

What has the narrator learned from this game?

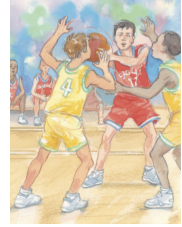
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5. **Blurt (verb):** to say something suddenly
6. to surround someone so that they can't move
7. **Hesitate (verb):** to pause before saying or doing something

MVP

Directions:


1. Read the text.
2. Stop and Jot what you notice and wonder about each element in the first column.

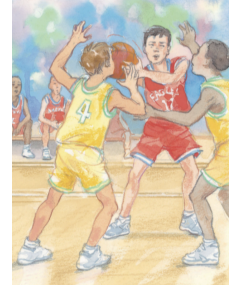


Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
Text Features <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, Italicized words		
Characters <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts		
Setting <input type="checkbox"/> Time <input type="checkbox"/> Place		
Events <input type="checkbox"/> What happened?		
Problem		
Solution		

MVP

Directions:

1. Reread the text.
2. When you see a  , Stop and Job about the text elements below.
3. Summarize the text.



Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	C Characters	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	S Setting	
<input type="checkbox"/> What is the major conflict in the text?	P Plot	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	P Problem	
<input type="checkbox"/> How do the characters <u>attempt</u> to solve the problem? <input type="checkbox"/> Are the characters successful ?	S Solution	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

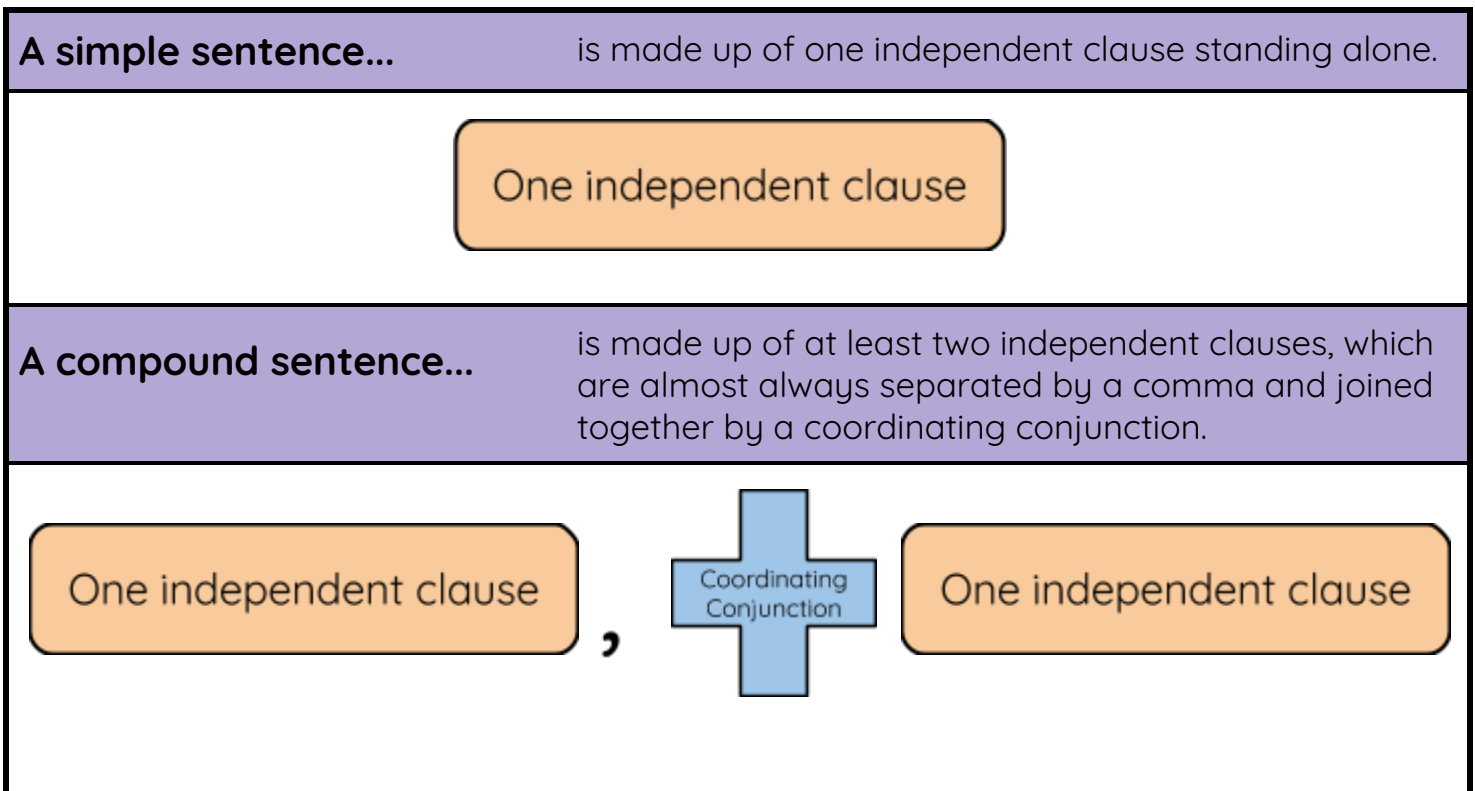
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central message of the story?
 - A. Working together can help you achieve great things.
 - B. Sports can help people make strong friendships.
 - C. It's important to always better yourself in sports.
 - D. Sports players should focus on having fun rather than winning.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I wanted to show the team that I could be the MVP — most valuable player." (Paragraph 5)
 - B. "He passed the ball to me and ran under the basket. I ignored him and shot, but the ball bounced off the rim." (Paragraph 11)
 - C. "Now we were down by one. Our school had a shot at its first championship, but time was running out." (Paragraph 23)
 - D. "'Get it to Brandon,' I blurted out. 'They're leaving him open when they double-team me.'" (Paragraph 26)
3. How does the narrator feel whenever Cole scores during the game?
 - A. He's happy that their team will likely win the championship.
 - B. He's worried that Cole is going to score more points than he will.
 - C. He's jealous that Cole is better at getting the ball than he is.
 - D. He's embarrassed that he's not proving himself to his teammates.
4. What happens to make the narrator understand the value of teamwork?
 - A. He helps his team win the game by giving the ball to Brandon.
 - B. He has a conversation with Cole about the importance of teamwork.
 - C. He is passed the ball by a teammate and scores a point.
 - D. He and his teammates help Cole off the court when he gets hurt.
5. Why is it important to the story that the narrator passes to Brandon?

Simple and Compound Sentences

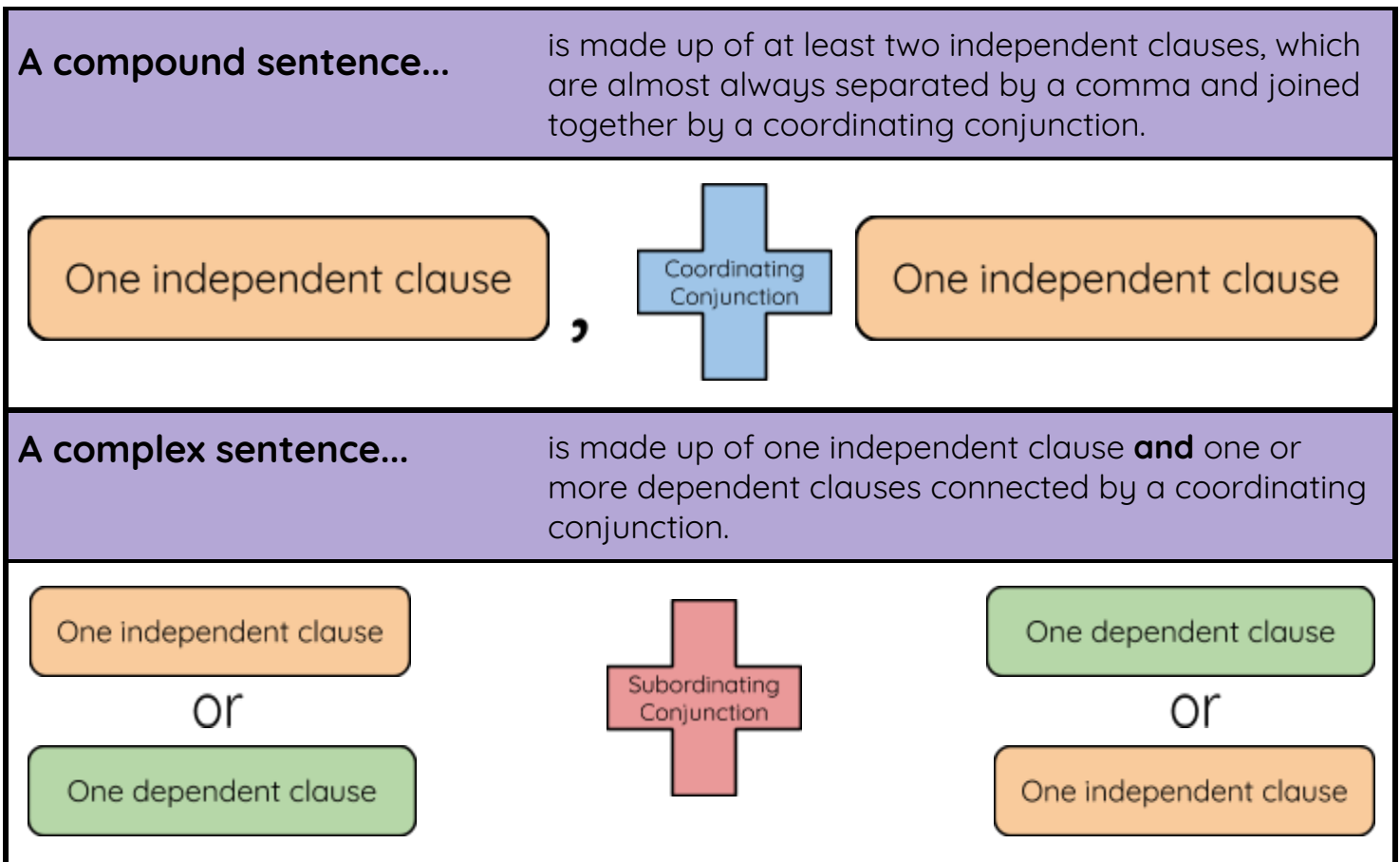
Day 13



Practice

Directions: For the following sentences, identify them with an “S” for “Simple”, or a “C” for “Compound”. If it is a compound sentence, underline the coordinating conjunction.

- | | | |
|--|---|---|
| 1. Many immigrants are feeling unwelcome today. | S | C |
| 2. Some workers left on their own, and the U.S. sent many workers back by force. | S | C |
| 3. The law still let American growers bring in foreign farmworkers. | S | C |
| 4. They were valued as workers, but they would not be treated as equals. | S | C |
| 5. People come for better jobs and opportunities, or they come because there are problems with money and unstable governments. | S | C |



Practice

Directions: For the following sentences, identify them with an “C” for “Compound”, or an “X” for “Complex”. Underline the conjunction in each sentence.

- | | | |
|--|----------|----------|
| 1. Other people did not like the law because it still let American growers bring in foreign farmworkers. | C | X |
| 2. They were valued as workers, but they would not be treated as equals. | C | X |
| 3. People come for better jobs and opportunities, or they come because there are problems with money and unstable governments. | C | X |
| 4. Even though they had permission at first, some immigrants stayed longer than they were supposed to.. | C | X |

Day 15

☐ 1. Preview Vocabulary.

☐ 2. Notice and Wonder about “Stop the Hungry Giant Fish.”

☐ 3. Complete Quiz. Go back in the text to find the answers.

☐ 4. Fluency Practice

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

☐ 5. Grammar Practice

☐ 6. Set a Goal. I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 16

☐ 1. Review Vocabulary.

☐ 2. Stop and Jot about “Stop the Hungry Giant Fish.”

☐ 3. Complete Quiz Corrections. Get the answers from your teacher and make corrections.

☐ 4. Fluency Practice

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

☐ 5. Grammar Practice

☐ 6. Reflect. Did you meet your goal? _____

Story: Stop the Hungry Giant Fish

Stop the Hungry Giant Fish

Based on a Legend from the Island of Guam

By Pam Calvert
2015

Pam Calvert is an award-winning children's author and has written for Highlights. Calvert's story is based on a legend from the Island of Guam, told by the original occupants of the island, the Chamorros. In the legend, a large fish threatens to eat the island. As you read, take notes on how Nineti responds to the threat of the fish.

[1] The earth trembled beneath Nineti's feet. She ran toward Hagatna Bay. Out of the water surged a giant parrotfish with a mouth like a gaping cave and a beak as sharp as spiraling coral. It splashed as its mighty jaws approached the jutting rock, and...

Chomp!





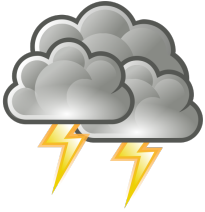
The earth shook.

"Eeeee!" Nineti cried. "I must warn the others!"



"Devour as the island rushed to help," by Jamison Odone is used with permission.

Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write a sentence from the article with the vocabulary word.
surge	noun	A sudden powerful forward or upward movement		
devour	verb	To eat hungrily or quickly		
nimble	adjective	quick or light in movement or action		
melodious	adjective	Having a pleasant tune		
rumbling	noun	A deep, continuous sound; the sound of thunder		

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Chomp!





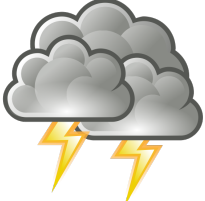
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"Everyone on the island rushed to help." by Jamison Odom is used with permission.

Directions: Use the words from the chart below to help you understand the article.

Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence with the vocabulary word.
surge	noun	A sudden powerful forward or upward movement		
devour	verb	To eat hungrily or quickly		
nimble	adjective	quick or light in movement or action		
melodious	adjective	Having a pleasant tune		
rumbling	noun	A deep, continuous sound; the sound of thunder		

Name: _____ Class: _____

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- [1] The earth trembled beneath Nineti's feet. She ran toward Hagatna Bay. Out of the water surged¹ a giant parrotfish with a mouth like a gaping cave and a beak as sharp as spiraling coral. It splashed as its mighty jaws approached the jutting rock, and...

Chomp!

The earth shook.

"Eeeee!" Nineti cried. "I must warn the others!"

- [5] She fled toward her village. Between gasps, she told the *maga'lahi*, the chief, that a giant sea creature was eating their island.

The chief gathered the men, who were known to possess great strength. They decided they could use their strength to seize the fish. 

The men jumped into their *flying proas* and soared out in the fast-sailing canoes to catch the beast. But the men could not find the fish, even though they could hear the rumbling of each bite.

Snap!

The giant fish continued to devour² the rock, but each time the fish heard the men approaching, it slipped into deep underwater caves to hide.

- [10] Heart pounding, Nineti ran toward the home of the *maga'haga*, the wisest woman in the village.

There at the outside kitchen, she saw a gathering of maidens³ sitting in a circle, weaving mats and singing.



"Everyone on the island rushed to help." by Jamison Odone is used with permission.

What did Nineti see?

How do you think she felt? (Circle one)


Happy
Sad
Scared

sieze: to take with force

What were the men trying to do?

1. **Surge (noun):** a sudden powerful forward or upward movement
2. **Devour (verb):** to eat hungrily or quickly
3. a girl or young woman

"A sea creature is eating our island!" Nineti cried. "What can we do so that our entire island does not end up in the belly of a fish?"

The wise old woman replied, "I have seen the great parrotfish that eats rock instead of coral. Come join us. Together we will think of a plan." She motioned Nineti to sit down with the others. As she sat, Nineti noticed that some of the best singers in the village were there. 

What was the fish doing to the island?

With every minute, the ground shook more violently as the parrotfish's chomping brought it closer. Nineti's heart beat faster.

[15]

Nineti tried to concentrate on the clean scent of the maidens' long hair, flowing like pools on the floor beside her. In order to keep the maidens' minds off the shaking, the maga'haga started to sing a new *Kantan Chamorrita*.⁴ Nineti listened as the women added verses about catching the attention of the village's strongest fishermen. One girl sang about catching him with her long hair. This gave Nineti an idea. Words formed in her head. She sang:



Weave, weave with fingers quick


the nets to catch this giant fish.

Let us use our flowing hair

to grant this life-saving wish...

What idea did Nineti have? What do you think they will use to try to catch the fish?

[20] A light flashed in the maga'haga's eyes. "Yes, child! You are wise!"

The old woman brought out a sharp shell knife and said, "We need to cut off our hair and weave it into a net if we are to defeat the creature. Let us work together. Quickly, quickly!" 

What did the maidens make?

The maidens let their hair fall to the ground in mounds. With the speed of a sailfish,⁵ they nimbly⁶ wove the black tresses⁷ into a web. Songs floated through the air until the powerful net was complete. Then together the maidens set off to find the great fish.

What did they use to make it?

But when the maidens arrived at the bay, there was no sign of the parrotfish. They saw only men shaking their heads, with faces full of worry.


[25] *Boom!* Another bite was felt underneath the island.

Nineti noticed lemon peels bubbling up from the water. "Look!" she said, pointing. "What is happening, Maga'haga?"

The old woman answered, "They must be from Pago Bay. The women there use lemon to wash their hair."

-
4. an ancient style of creating rhymes on the spot
 5. a fish with a high, sail-like fin on its back
 6. **Nimble (adjective):** quick and light in movement or action
 7. sections of a woman's long hair

Nineti's face grew hot, and she whispered, "But Pago Bay is on the other side of the island!"

The fish must have eaten a tunnel underneath their island and started to munch on the other side. The island would soon split in two! They needed to find a way to get the fish to swim back to Hagatna Bay. 

What did the fish do?

What did they think would happen to the island?

[30] The old woman shouted, "Hurry, girls! Use your beautiful voices. We will set a trap for the fish."

At once, the maidens sang a sweet, melodious⁸ song. Their hearts were full of love for their people and their island. Tears sprang up in Nineti's eyes as she sang.

Suddenly, the rumbling stopped.

A giant gurgling came up from the bay. The huge fish swam toward the soothing melody of the maidens' enchanting voices.

What did they need to do to fix it? (circle one)

They need the fish to eat a tunnel

They need to get the fish back to Hagatna Bay

They need to feed the fish lemons

[35] "It's time to throw the net!" the maga'haga said.


Together, the women hurled the net over the fish and pulled.

"Harder!" the maga'haga ordered.

But the fish was too strong.

Then the hundreds of men and children looking on rushed to the bay to help the women pull on the net.


How did the maidens set a trap for the fish?

And it was the combined strength of all the people on the island — men, women, and children — that was finally great enough to haul the enormous creature to shore. 

[40]

That night, Nineti shared in a feast of the huge parrotfish that fed all the people. Everyone was thankful and proud of the bravery of their women.

Who helped get the fish to shore?

For generations since, the native people have pointed out the narrow coastal "waist"⁹ to their children and shared the tale of how, working together, the maidens miraculously¹⁰ helped to save the island of Guam. 

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8. having a pleasant tune

9. The island of Guam is a U.S. territory in the Pacific Ocean, southeast of Japan and west of Hawaii. The island is 30 miles long and 8 miles wide, except in the middle, where it is only 4 miles wide (so it looks like a waist). The indigenous people of the island, the Chamorros, tell this legend to explain how the "waist" came to be—and to honor the bravery of the women on the island. (Information provided by Highlights Magazine)

10. **Miraculous (adjective):** very wonderful or amazing

Stop the Hungry Giant Fish




Directions:

1. Read the text.
2. Stop and Jot what you notice and wonder about each element in the first column.

Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
Text Features <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, <i>Italicized</i> words 		
Characters <ul style="list-style-type: none"> <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts 		
Setting <ul style="list-style-type: none"> <input type="checkbox"/> Time <input type="checkbox"/> Place 		
Events <ul style="list-style-type: none"> <input type="checkbox"/> What happened? 		
Problem		
Solution		

Stop the Hungry Giant Fish

Directions:

1. Reread the text.
2. When you see a  , Stop and Job about the text elements below.
3. Summarize the text.



Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters?	C Characters	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	S Setting	
<input type="checkbox"/> What is the major conflict in the text?	P Plot	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	P Problem	
<input type="checkbox"/> How do the characters <u>attempt</u> to solve the problem? <input type="checkbox"/> Are the characters successful ?	S Solution	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
 - A. Just so long as people work together, their voices can be their weapons.
 - B. Surviving a dangerous situation can become a useful story for other people.
 - C. Humans are stronger and cleverer than the animals that threaten them.
 - D. It's possible to overcome difficult challenges when people work together.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The giant fish continued to devour the rock, but each time the fish heard the men approaching, it slipped into deep underwater caves to hide." (Paragraph 9)
 - B. "The maidens let their hair fall to the ground in mounds. With the speed of a sailfish, they nimbly wove the black tresses into a web." (Paragraph 18)
 - C. "Their hearts were full of love for their people and their island. Tears sprang up in Nineti's eyes as she sang." (Paragraph 27)
 - D. "And it was the combined strength of all the people on the island — men, women, and children — that was finally great enough to haul the enormous creature to shore." (paragraph 35)

3. How does the description of the fish in paragraph 1 contribute to the story?
 - A. It reveals that it is common for parrotfish to threaten the island.
 - B. It emphasizes how big and dangerous the fish's mouth is.
 - C. It shows how impossible it will be to defeat the fish.
 - D. It stresses how intelligent the fish is.

4. How does Nineti's song following paragraph 15 contribute to the story?
 - A. It reveals the solution to catching the fish.
 - B. It emphasizes how beautiful the maidens are.
 - C. It shows how strong the women of Guam are.
 - D. It stresses how important weaving is to the women.

5. How do the women respond to the threat of the giant fish?

When you have two smaller simple sentences that have similar ideas, you can **combine them** to make a longer compound or complex sentence. This helps to make your writing clearer, more precise, and more interesting to read.

To combine sentences, you can...

Connect simple sentences with a coordinating conjunction.

The Kings dribbled down.
Jeff stole the ball.

The Kings dribbled down, **but** Jeff stole the ball.

If you're using the same subject or predicate, put them together.

Jeff stole the ball.
Jeff threw a long, hard pass to me.

Jeff stole the ball **and** threw a long, hard pass to me.

If the sentences have some of the same information, turn one into a dependent clause.

I wanted our team to take home the trophy.
I wanted it more than anything.

More than anything, I wanted our team to take home the trophy.

Practice

Directions: Combine the sentences for each into one sentence using one of the methods above.

1. Cole shouted to me from the bench. He said, "You can do it!" He didn't look too positive.

My new sentence: _____

2. He passed the ball to me. He ran under the basket.

My new sentence: _____

3. We scored a point. The buzzer sounded. After that, the gym was full of cheers.

My new sentence: _____

Transition words are words or phrases you can use to show your reader how one idea is connected to the next. They help the reader to understand the relationship between clauses or sentences. There are many types of transition words, but we'll focus on the following types:

Emphasis - gives extra importance to an idea	Compare/Contrast - shows similarity or difference	Order - shows the time order of events or ideas
<p>Especially Absolutely Clearly Particularly Definitely Obviously</p> <p><i>Many Americans want immigrants to feel welcome, especially now.</i></p>	<p>Similarly However Equally On the other hand Just like Despite</p> <p><i>Most Democrats have the same ideas on immigration. However, most Republicans do not.</i></p>	<p>First, second... Following Finally Before Previously Last</p> <p><i>Finally, I understood just what that meant.</i></p>
Addition - adds extra information	Cause/Effect - shows why something happened or the result	Example - gives a specific example
<p>Also Not only...but Too also In fact Additionally Furthermore</p> <p><i>Cole had a great turn-around jump shot, but I was a good shot, too. In fact, we each had six points so far.</i></p>	<p>Because of As a result In order to Therefore Due to Consequently</p> <p><i>In order to keep the maidens' minds off the shaking, the maga'haga started to sing a new Kantan Chamorrita.</i></p>	<p>For example Like Such as For instance Including Namely</p> <p><i>It limited the number of people who could come from Latin America, including Mexico.</i></p>

Practice

Directions: For the following sentences, choose a transition word from the list above that makes sense and shows the relationship between the two sentences.

- More workers were needed for low-paying jobs. _____, more Latin Americans came to the United States to fill them.
- There are several reasons more women and children started immigrating to the United States. _____, there were problems with unstable governments.
- Some people think undocumented immigrants should be able to stay legally. _____, some people think they should be sent out of the country.

You can use the activities on the next couple of pages to connect with your family.

Coping Skills Scientist			
Supplies		<ul style="list-style-type: none"> • A naturally occurring frustrating situation or sad feelings • This activity is for helping students feel better when they are met with challenging situations. 	
Skills	<ul style="list-style-type: none"> • Coping Skills • Managing Stress and Frustration 	Goals	<ul style="list-style-type: none"> • I can try different coping skills and see which ones work the best for me. • I can use coping skills to regulate my emotions when I'm stressed, sad, or angry.
How to Play	<ul style="list-style-type: none"> • You are going to be a coping skills scientist! • Today, when something is challenging and you feel overwhelmed, stressed, or angry, you are going to try a new coping skills. • Some will be more helpful than others, so keep trying until you find one that works for you. • You can start with the coping skills on this list, and you can add more! <p style="text-align: center;">Extension</p> <ul style="list-style-type: none"> • Make a list or draw pictures of the coping skills that work for you and keep them near by when you are likely to need them. <p style="text-align: center;">Coping Skills to Try</p> <ul style="list-style-type: none"> • Blow on your hands • Take 5 slow, deep breaths • Do three yoga stretches • Rub your hands on a soft blanket • Say three things that you are grateful for • Sing to your favorite song • Put both hands on the wall and push hard like you're trying to move the wall • Take a walk outside 		
Reflection Questions	<ul style="list-style-type: none"> • Which coping skills did you like? Why? Did they help you feel better? • Which coping skills did you dislike? Why not? Did they help you feel better? • Do any of the coping skills work better for different feelings? 		

One Hand Each			
Supplies		<ul style="list-style-type: none">• At least two players. If you have more, players can take turns working in pairs.• A shoe with laces or a jacket with a zipper• Stopwatch or phone with a timer	
Skills	<ul style="list-style-type: none">• Teamwork• Communication• Respectful Voice Tone	Goals	<ul style="list-style-type: none">• I can work with a partner to achieve a common goal.• I can communicate with my partner to help us reach the goal together.• I can use a respectful voice tone to better communicate with people around me.
How to Play	<ul style="list-style-type: none">• Start by finding a partner.• You and your partner will work to accomplish different goals, but you will each only be able to use one hand!• Time yourselves to see how long it takes to tie a shoe.• Untie the shoe and see if you can beat your time the second time around!		
	<div>Other Tasks You Can Try Together</div> <div><div><ul style="list-style-type: none">• Stringing beads• Making something out of playdough• Washing hands• Wringing out a washcloth</div><div><ul style="list-style-type: none">• Fold a shirt or laundry• Zip a jacket• Sweep the floor• Rip a paper</div></div>		
Reflection Questions	<ul style="list-style-type: none">• What kind of words help you and your partner accomplish your goal?• Did you get faster as you tried the tasks again? Why?• Do you think it got easier to accomplish different tasks as you worked with your partner longer? Why or why not?• How would this activity go differently if you weren't aloud to talk to each other?• How do you think it would go it you yelled at each other while you worked together?		



Early Finisher Tic-Tac-Toe

Did you finish your work early?



- Show what you know with Tic-Tac-Toe.
- Choose three activities in a row; horizontal, vertical or diagonal.

Reading

☐ Compare and contrast the setting of the book you are reading and where you live.

Reading

☐ Name 5 important events in the story. Bonus: Illustrate them

Writing

☐ If you could be anywhere in the world today, where would you be? Why?

Writing

☐ What does freedom mean to you? Do you feel you are free? Why or why not?

Writing

☐ If you had 3 wishes, what would you wish for? Why?

Reading

☐ Make an award for the book you are reading. What award would it win? Why?

Reading

☐ Describe the main character of your book using 6 adjectives. Bonus: Have someone draw your character using those adjectives. Were they close to getting it?

Reading

☐ Write 3 facts and 3 opinions about the book you are reading.

Writing

☐ What are 10 of your favorite things? What makes them special to you?



Week 4 Goals and Daily Agendas

Goals for the Week	How will I reach these goals?
1. Reread one story.	Complete the Stop and Jot organizer the <u>second</u> time you read each article.
2. Track your comprehension as you read each story.	
3. Answer questions about each story.	Complete the Quiz .
4. Collect evidence and plan an essay.	Complete the Essay Planning Organizer .
5. Write an essay.	Complete the Essay Planning Organizer .
6. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
7. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.
8. Show what you learned about the characters and themes in the stories you read.	Complete a product from the menu.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 16	Day 17	Day 18	Day 19	Day 20
Review Vocabulary. Read “Stop the Hungry Giant Fish.” Complete Stop and Jot organizer. Complete Quiz Corrections. Fluency Practice. Grammar Practice	Annotate Painted Essay Plan essay. Watch “Introduce a Topic More Clearly.” Write an introduction paragraph. Fluency Practice. Grammar Practice	Watch “Match Body Paragraph to the Introduction.” Write body paragraphs. Fluency Practice. Grammar Practice	Watch “Add a Logical Conclusion.” Write a conclusion paragraph. Complete Self-Editing Checklist. Revise Essay. Fluency Practice. Grammar Practice	Choose a product from the product menu to complete. Fluency Practice. Grammar Practice

Fluency Practice

Directions:

1. Day 16: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

"This Is Just to Say" by William Carlos Williams

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold

**Bryant, Jen. *A River of Words: The Story of William Carlos Williams*.
Illustrated by Melissa Sweet, Eerdmans Books for Young Readers,
2008, inside front cover.**

Name:

Student Performance Checklist:	Day 16		Day 17		Day 18		Day 19	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

*Adult or peer

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time?

Day 17

- ☐ 1. Annotate Painted Essay
- ☐ 2. Complete Essay Planning.

- ☐ 3. **Watch** “Introduce a Topic More Clearly.” Open the camera app on your phone to watch.
- ☐ 4. **Write an introduction paragraph.**



- ☐ 5. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. **Grammar Practice**

- ☐ 7. **Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 18

- ☐ 1. **Watch** “Match Body Paragraph to the Introduction.” Open the camera app on your phone to watch.
- ☐ 2. **Write body paragraphs.**



- ☐ 3. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 4. **Grammar Practice**

- ☐ 5. **Reflect.** Did you meet your goal? _____

Directions:

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
 - a. Introduction: RED
 - b. Thesis: GREEN
 - c. Point 1: YELLOW
 - d. Point 2: BLUE
 - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1
Supporting Paragraph	
transition	
Supporting Paragraph	
Conclusion	

Directions:

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

Exemplar Essay

Directions: Read the following essay.

Have you ever really thought about what your coach or piano teacher means when they say, “Come on! I want to see you put your heart into it!”? The word *heart* is an interesting word because it can be used both literally and figuratively when we speak, when we read, or when we write. When the word is used literally, it refers to the human heart, that organ that beats as it pumps blood to all of your other body parts. When the word is used figuratively, it refers to the emotion that shows caring, effort, and involvement in other people’s lives and your own.

Sometimes, the word *heart* is used literally. Christiaan Barnard, a South African heart surgeon, said, “It is infinitely better to transplant a heart than to bury it to be devoured by worms.” He was saying that when you die, it is much better to donate your heart to a living person than to bury it. In this quotation, Barnard was using the word *heart* literally to refer to the organ in a person’s body. He wanted people to reuse their real, beating hearts to save another person’s life.

At other times, *heart* is used figuratively. For example, when Confucius said, “Wherever you go, go with all your heart,” he wasn’t talking about the heart that beats inside your body. He was saying that a person has a choice of taking his heart with him when he goes somewhere. For example, when a student enters a classroom on the first day of school, he can choose to do his essay or his math assignment with all his heart or with very little effort invested. If Confucius was talking about the literal heart, he would have been saying something very silly, like a person had the option of taking his physical heart out of his body when he was going somewhere or doing something. In saying that we need to go somewhere with our full effort and emotional involvement, with our whole heart, Confucius was using the word *heart* in a figurative way.

In conclusion, the word *heart* can be used both literally, as in Christiaan Barnard’s quotation, and figuratively, as in Confucius’ quotation. It is up to the reader to put his or her whole heart into the reading to determine the speaker’s intended meaning.

Essay Writing Activity

Essay Planning

Instructions: Your end goal will be to construct a 4-paragraph essay to the question below.

Name two character traits that helped the characters in the stories succeed. Why are these traits important for success?

Character	How did the character succeed?	What trait does this reveal about the character?
Derek	Derek succeeded when he realized _____ _____. Derek succeeded when he decided to _____ _____.	This reveals that Derek is _____. _____. Derek also showed _____. _____.
Nineti	Nineti succeeded when she realized _____ _____. Nineti succeeded when she decided to _____ _____.	This reveals that Nineti is _____. _____. Nineti also showed _____. _____.

Character	Why were these traits important for the character's success?
Derek	
Nineti	

Today, you will write your introductory paragraph.



Remember! An introductory paragraph should include the following:

- Hook: Catch your reader's attention!
- Introduce: Introduce your audience to the topic.
- Topic Statement: State your essential idea about the topic, and preview your supporting points.

Use the organizer on the next page to outline your introduction.

Introduction Paragraph	
<p>Hook: Engage your reader with a question or descriptive sentence.</p> <hr/> <hr/>	
<p>Background information about each story.</p> <p>In the story "MVP," Derek learns _____</p> <hr/> <p>when _____</p> <hr/> <p>In "Stop the Hungry Giant Fish," Nineti has to _____</p> <hr/> <p>so that _____</p> <hr/>	<p>Topic statement:</p> <p>Both characters show _____</p> <p style="text-align: right;">(trait #1)</p> <p>and _____</p> <p style="text-align: right;">(trait #2)</p> <p>to help them succeed.</p>

Essay Writing Activity



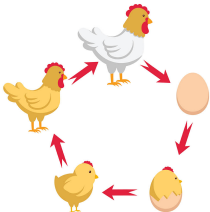
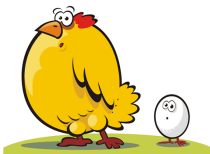
Using your outline, write your introductory paragraph below:

Essay Writing Activity

Body Paragraphs

Instructions: Today, you will outline your body paragraphs, but first, you need to decide if you are organizing your essay in chronological order or compare/contrast.

Essay Structure Choices

Chronological Order	Compare/Contrast
 <p>Chronological order means to explain events in the time sequence that they happened.</p>	 <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Consider the essay question: **Name two character traits that helped the characters in the stories succeed. Why are these traits important for success?**

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

Essay Writing Activity

Instructions: Now you will outline your body paragraphs for a chronological order essay. Ask yourself: what are the two main ideas that answer the question?

Two main ideas that support thesis, in chronological order:

1. Both characters show _____ to help them succeed.
(trait #1)

2. Both characters show _____ to help them succeed.
(trait #2)

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs. Rewrite them as complete sentences, then add evidence from the texts that support those ideas on the next page.

Remember! A body paragraph follows ToS.E.E.E.C:



- ToS: Topic sentence introduces what the paragraph is about.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- C: Conclusion summarizes the idea of your paragraph.

Essay Writing Activity

First Body Paragraph	
<p><u>Topic Sentence:</u></p> <p>Both characters show _____ to help them succeed. (trait #1)</p>	
<p>1a. Evidence from the texts</p>	<p>1b. Elaboration <i>how</i> does this evidence show that the colonists affected (positively/negatively)?</p>
<p>According to _____, (title of text)</p> <p>“ _____ _____ _____ _____”</p>	<p>Derek realized _____ _____</p> <p>when _____ _____,</p> <p>which shows _____.</p>
<p>2a. Evidence from the texts</p>	<p>2b. Elaboration <i>how</i> does this evidence show that the colonists affected (positively/negatively)?</p>
<p>According to _____, (title of text)</p> <p>“ _____ _____ _____ _____”</p>	<p>Nineti realized _____ _____</p> <p>when she _____ _____,</p> <p>which shows _____.</p>
<p>As a result, _____ was important for Derek and Nineti's success because</p> <p>_____</p> <p>_____.</p>	

Essay Writing Activity

Second Body Paragraph	
<p><u>Topic Sentence:</u></p> <p>Both characters show _____ to help them succeed. (trait #2)</p>	
<p>1a. Evidence from the texts</p>	<p>1b. Elaboration <i>how</i> does this evidence show that the colonists affected (positively/negatively)?</p>
<p>According to _____, (title of text)</p> <p>“ _____ _____ _____ _____”</p>	<p>Derek decided to _____ _____</p> <p>because he _____ _____</p> <p>which shows _____.</p>
<p>2a. Evidence from the texts</p>	<p>2b. Elaboration <i>how</i> does this evidence show that the colonists affected (positively/negatively)?</p>
<p>According to _____, (title of text)</p> <p>“ _____ _____ _____ _____”</p>	<p>Nineti decided to _____ _____</p> <p>because she _____ _____</p> <p>which shows _____.</p>
<p>As a result, _____ was important for Derek and Nineti’s success because</p> <p>_____</p> <p>_____.</p>	

Essay Writing Activity

Using your outline, write BOTH of your body paragraphs below:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Simple sentences can often be boring for a reader, or leave them wanting more details. Just like combining sentences, **expanding sentences** can make your writing clearer, more precise, and more interesting to read.

To expand sentences, you can...

Add specific adjectives, adverbs, and figurative language to paint a picture for your reader

Out of the water surged a scary parrotfish.

Out of the turbulent water surged a giant parrotfish with a mouth like a gaping cave and a beak as sharp as spiraling coral.

Add details that answer “where”, “why”, “when”, or “how”

I realized how Cole had helped me.

(when?) In that moment, I realized how Cole had helped (how?) defend me from other players (where?) on the court.

Practice

Directions: The sentences below are boring and lack detail. Expand these sentences in a way that makes sense based on “Stop the Hungry Giant Fish”.

1. Nineti ran to tell her village.

My expanded sentence: _____

_____.

2. The men sailed to catch the fish.

My expanded sentence: _____

_____.

3. The fish was eating the island.

My expanded sentence: _____

_____.

Sometimes we can get carried away with our writing and end up with sentences that are long and confusing! When this happens, we need to work on **condensing sentences**. This makes our sentences shorter and easier to read without losing any important information.

To condense sentences, you can...

Eliminate any repetitive words or adjectives that don't add important information

The player caught the ball, dribbled the ball, and shot the ball. The player scored three points.

The player caught, dribbled, and shot the ball for a three-point shot.

Count the Commas - If there are more than three and you're not making a list, you might have a run-on. Separate your clauses into multiple sentences.

Jeff stole the ball, and then he passed it to me, and then I shot the ball, and then I made it into the basket, and then we got the points!

Jeff stole the ball **and** passed it to me. I took a shot and made it into the basket. We got the points!

Practice

Directions: Condense the sentences to make them more readable and less repetitive.

1. The fish had a really big, enormous, huge mouth that was gigantic.

My new sentence: _____

2. She ran over to the village, and then she told the villagers what happened, but then when they were sailing out they couldn't find the fish, so they decided to try a different way, so they asked the wise women what to do.

My new sentence: _____

3. Nineti tried to concentrate and focus her mind on the fresh, clear, clean scent of the maidens' long wavy flowing beautiful hair.

My new sentence: _____

Day 19

- ☐ 1. **Watch** “Add a Logical Conclusion.” Open the camera app on your phone to watch.
- ☐ 2. **Write a conclusion paragraph.**



- ☐ 3. **Complete Self-Editing Checklist.**
- ☐ 4. **Revise essay.**

- ☐ 5. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. **Grammar Practice**

- ☐ 7. **Set a Goal.** I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

Day 20

- ☐ 1. **Choose a product from the menu and complete the activity.**

- ☐ 2. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 3. **Grammar Practice**

- ☐ 4. **Reflect.** Did you meet your goal? _____

Essay Writing Activity

Concluding Paragraph

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

Re-state

Remind your reader of the purpose of the essay (in other words, restate the thesis).

Closure

Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.

Essay Writing Activity

Conclusion Paragraph

Rewrite your topic statement:

Both characters show _____
(trait #1)

and _____
(trait #2)

to help them succeed.

Explain how these traits helped the characters succeed.

Derek showed _____

when he _____

This was important to his success because

Ninetti showed _____

when she _____

This was important to her success because

Essay Writing Activity

Using your outline, write your conclusion paragraph below:

Essay Writing Activity

Publishing the Essay

Instructions: Today, you will bring your essay together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- ☐ Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

Essay Rubric

Target	Not Yet (1)	Starting To (2)	Yes (3)
I can introduce my topic with a hook. <u>Standard: 3.2a</u>			
I can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories.(Topic Sentence) <u>Standard: 3.2a</u>			
I can cite several pieces of textual evidence to support analysis of what the text says explicitly. (Evidence) <u>Standard: 3.2b</u>			
I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. (Elaboration) <u>Standard: 3.2b</u>			
I can use linking and transition words in my sentences. <u>Standard: 3.2c</u>			
I can use precise language, including words I learned throughout this module. <u>Standard: 3.2d</u>			
I can write a clear conclusion statement that reinforces my central idea. <u>Standard: 3.2e</u>			
Grade out of 21			

Student Name: _____

3rd Grade Literature Product Menu

Directions:

1. Consider everything you have learned over the last few weeks about the characters and themes.
2. Choose one of the products to showcase your learning.
3. Create the product and share it with someone.

<p style="text-align: center;">Character Analysis</p> <p><u>Write a series of poems:</u> Choose a character from the novel. Write at least three poems that reveal what the character was like at the beginning, middle, and end of the novel. The poems should reflect the traits of the character and one of the themes in the novel.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>
<p style="text-align: center;">Plot Development</p> <p><u>Narrative:</u> Write an alternate ending to the story using details about the characters and events from the passage. You may choose to use dialogue in your new ending.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>

Putting It All Together

Directions: For the following sentences, identify them with an “S” for “Simple”, a “C” for “Compound”, or an “X” for “Complex”. Then, underline any independent clauses once, dependent clauses twice, and circle any conjunctions.

- | | | | |
|--|---|---|---|
| 1. More workers were needed for low-paying jobs, so more Latin Americans came to the United States to fill them. | S | C | X |
| 2. Fewer people were living in the United States without permission. | S | C | X |
| 3. It is hard to know exactly why the number went down. | S | C | X |
| 4. Many came to the United States with the government's permission, but some have stayed longer than they were supposed to stay. | S | C | X |
| 5. As a result of the war, American farmers needed more workers. | S | C | X |
| 6. Not long after the war, people wanted the workers to go home. | S | C | X |
| 7. Trump wants to keep others from entering because he says they might be dangerous. | S | C | X |
| 8. This is not the first time people have tried to keep immigrants out. | S | C | X |
| 9. Some people were happy to have immigrants who worked hard, but Congress saw things differently. | S | C | X |
| 10. Before 1917, millions of immigrants from Europe had come to the United States. | S | C | X |

Putting It All Together

Directions: Decide if each sentence or group of sentences should be combined, condensed, or expanded, using a transition word if appropriate. Rewrite your new and improved sentence on the line below it.

1. Nineti ran toward the bay.

My new sentence: _____

2. The men shook their heads. Their faces looked worried. They were worried about the fish. They didn't know what to do now.

My new sentence: _____

3. Nineti tried to concentrate. She tried to focus on the smell of the singer's hair. She tried to focus on the fresh, clean scent.

My new sentence: _____

4. The maidens cut off their hair, and then weaved it into a net as they sang their song, and ran to the bay to see if they could catch the fish, and couldn't find it when they got there.

My new sentence: _____

5. The singers sang a song.

My new sentence: _____

6. The fish ate a gigantic tunnel under one side of the island, swam to the other side of the island, took an enormous bite out of that side, and was trying to eat his way through the whole island.

My new sentence: _____

You can use the activities on the next couple of pages to connect with your family.

Captain May I?			
Supplies		<ul style="list-style-type: none"> Two or More Players A long space to move across- you might want to go outside! 	
Skills	<ul style="list-style-type: none"> Accepting "No" Asking Permission Sportsmanship 	Goals	<ul style="list-style-type: none"> I can ask for permission before I act. I can accept no for an answer. I can demonstrate good sportsmanship when playing a game with others.
How to Play	<ul style="list-style-type: none"> Select a person to be the Captain first. The Captain stands at one side of the room or far away outside. You need to be close enough so everyone can see and hear each other. The other players stand next to each other in a straight line. Players take turns asking if they can move in different ways- don't ask for something to big, because the Captain may say "no." If the Captain says "no," the player answers "Okay" and waits for their next turn to ask again. The goal of the players is to get to the other side, but you have to get permission from the Captain before you can move. For example, the first player can ask "Captain, may I take three big steps?" The Captain can pick yes or no to each player. The Captain's goal is to keep the line as equal as possible, so everyone reaches the other side at the same time. If you move when it isn't your turn, you must take two steps backwards. If a player asks to move and it isn't his or her turn, they must take two steps backwards. The first player to get all the way to the Captain's side gets to be the Captain in the next round. <p style="text-align: center;">Captain may I...</p> <ul style="list-style-type: none"> Take three big steps Jump like a frog two times Skip one time Hop three times Side step twice Take 10 baby steps Run forward for one second Crab walk for two seconds Leap one time Walk on my tippy toes for two seconds Bear crawl for Hop on one foot two times Stomp forward three times 		
Reflection Questions	<ul style="list-style-type: none"> What happened when you asked for too move too far in one turn? Why is it important to wait your turn to ask for permission? Why is it important to ask permission before you act? 		

Go Fish			
Supplies		<ul style="list-style-type: none"> Two to Five Players A Deck of Cards 	
Skills	<ul style="list-style-type: none"> Addressing Others Respectful Voice Tone Active Listening Sportsmanship 	Goals	<ul style="list-style-type: none"> I can use active listening skills to find out important information and help me reach my goal. I can use a respectful voice tone and address others respectfully. I can demonstrate good sportsmanship when playing a game with others.
How to Play	<ul style="list-style-type: none"> The person who had the last birthday deals each player five cards and places the rest of the cards in the middle of the players. Players pick up their cards and look at them. Any matching pairs get put down in front of the player. The person to the left of the dealer goes first. The player picks a number from their hand. They have to address another player and ask using a respectful voice tone if they have a card with the same number. You may need to practice addressing others using their names and using respectful voice tones. The player who they asked looks at their hand. If they have the number they were asked for, they say "yes" with a respectful voice tone and hand the card to the player who asked. The first player gets to put down their match. If they do not have that card, they say "Go fish" in a respectful voice tone. And the player to their left gets to have a turn. Once a player has matched all of the cards in their hands, they pick up a new card from the top of the deck to continue playing. Play continues until all of the matches have been made and there are no cards left. The winner is the player with the most matching pairs of cards. 		
Reflection Questions	<ul style="list-style-type: none"> Why do players need to pay attention to the game even when it is not their turn? How does it help you to use a person's name when you are asking them a question? How would you feel if another player said "go fish" to you using a mean tone of voice? 		

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