



## 4th 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](http://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



## 4th 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 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](http://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 4th 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 ቅጅ/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](http://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 4th 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 <b><u>nine</u></b> new vocabulary words.	Complete the <b>Glossary pages</b> and quiz yourself.
2. Learn about key events and people that shaped the American Revolution.	Use the <b>QR code</b> to watch a video before you reach each article.
3. Read three articles about immigration in the United States.	Complete the <b>Notice and Wonder organizer</b> the <b><u>first</u></b> time you read each article.
4. Track your comprehension as you read each article.	Complete the <b>Stop and Jot organizer</b> the <b><u>second</u></b> time you read each article.
5. Answer questions about each article.	Complete the <b>Quiz</b> .
6. Build your <b>reading fluency</b> with daily practice.	Complete the <b>Fluency Practice</b> sheet for each day.
7. Strengthen your <b>grammar skills</b> with daily practice.	Complete the <b>Grammar Practice</b> sheet for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
Preview Vocabulary.  Watch “American Revolution Floccabulary.”  Read “Events Leading to American Independence.”  Complete Notice and Wonder organizer.  Complete Quiz.  Fluency Practice.  Grammar Practice	Review Vocabulary.  Read “Events Leading to American Independence.”  Complete Stop and Jot organizer.  Complete Quiz Corrections.  Fluency Practice.  Grammar Practice	Review Vocabulary.  Watch “Stamp Act & Sons of Liberty.”  Read “The Stamp Act of 1765.”  Complete Notice and Wonder organizer.  Complete Quiz.  Fluency Practice.  Grammar Practice	Review Vocabulary.  Read “The Stamp Act of 1765.”  Complete Stop and Jot organizer.  Complete Quiz Corrections.  Fluency Practice.  Grammar Practice	Review Vocabulary.  Watch “The Boston Massacre - Snow and Gunpowder.”  Read “Time Machine (1770): The Boston Massacre.”  Complete Notice and Wonder organizer.  Complete Quiz.  Fluency Practice.  Grammar Practice

# Day 1-Day 5

## 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 question at the end.

But when the battle of Troy broke out and Achilles went to fight, the very thing his mother had tried to prevent happened: during a siege on the city, one fateful arrow pierced his heel, his only mortal part, killing him.

Still, Achilles became revered as one of the greatest Greek heroes, for without him, the Greeks never would have defeated the Trojans. He lives on in our language also. We call a person's weakness his or her *Achilles' heel*, especially if that person seems otherwise invincible.

Lunge-Larsen, Lise. *Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology*. Illustrated by Gareth Hinds, Houghton Mifflin Harcourt, 2011, pp. 4–5.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	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

## Day 5

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

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## Day 1

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



- ☐ **3. Notice and Wonder about “Events Leading to American Independence.”**
- ☐ **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 “Events Leading to American Independence.”**
- ☐ **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: Events Leading to American Independence

## Events Leading to American Independence

By USHistory.org, adapted by Newsela staff on 05.03.17  
Word Count 585  
Level 550L



**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.
<b>allies</b>	noun	a person, group, or country that has joined with another for a particular purpose		
<b>elected</b>	verb	choose someone to hold public office or some other position by voting		
<b>parliament</b>	noun	the legislature, or lawmaking group, in the government of the United Kingdom (Great Britain)		




# Article: Events Leading to American Independence

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By USHistory.org, adapted by Newsela staff on 05.03.17  
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Word	Part of Speech	Definition	Picture	Sentence → Write your own sentence with the vocabulary word.
<b>allies</b>	noun	a person, group, or country that has joined with another for a particular purpose		
<b>elected</b>	verb	choose someone to hold public office or some other position by voting		
<b>parliament</b>	noun	the legislature, or lawmaking group, in the government of the United Kingdom (Great Britain)		



# Events Leading to American Independence

By UShistory.org, adapted by Newsela staff on 05.03.17

Word Count **585**

Level **550L**



An engraving from 1789 of the Boston Tea Party. American colonists, angered by England's imposed taxes, threw chests of tea into Boston Harbor. Photo from Library of Congress

In 1763, the Americans seemed happy enough. The Colonies were doing well. British King George III was not especially hard on them.

How, then, did everything change? Most American colonists thought of themselves as English citizens. Why did they want to break free from England?

Many things happened between the years of 1763 and 1776. The colonists thought that Britain was treating them badly. They did not want to pay new taxes.

On the other side, the British thought Americans were not paying their share. People living in England paid more taxes.

A few important events led to the revolution.

## The Royal Proclamation of 1763

What did the colonists think?  
The colonists thought

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What did the British think?  
The British thought

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The French and Indian War ended in 1763. Britain fought against the French who had some Native American allies.

The British gained a large amount of land in the Midwest. They did not want American colonists settling there. Some French and Native Americans were still living there. They might have been made mad and Britain didn't want fighting there.

The colonists did not believe them. They thought the British were trying to trick them.

Each side did not understand the other.

### British taxes on Colonies

Britain had let the Colonies rule themselves. Suddenly, Britain began controlling them.

The British had spent a lot of money on the French and Indian War, and other wars. Now they needed money. So, they said the Americans had to pay their share of taxes.

British citizens still paid higher taxes. Also, some of that money went to protect the Colonies.

The Americans saw it differently. Americans thought British soldiers were sent to watch them. They did not want to pay for that.

Also, the colonists had no elected officials in Parliament in England. They had no control over what the British government did.

### Stamp Act is passed

Parliament passed the Stamp Act in 1765. Colonists had to pay a tax on paper. Now, land documents and marriage licenses had to be on stamped paper. This special paper showed they paid the tax. Newspaper, dice and playing cards also were taxed.

The colonists refused to buy British goods. Parliament ended the Stamp Act the next year.

### New taxes: The Townshend Act of 1767

The British Parliament wanted to show who was boss. It passed a new law. This law said England had total control over the colonies.

The next taxes were on glass, paper and tea. As a result, the colonists stopped buying goods from England.



What was the main problem between the British and the Colonists?

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What did the British need?

How did they want to get it?

How did Americans feel?

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What did the stamp act do?  
Colonists had to

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How did the Colonists respond?

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How did the British Parliament take control?

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## The Boston Massacre

The people of Boston were furious about the taxes.

On March 5, 1770, they began throwing rocks at British soldiers.

The British fired. They killed five men. One of them was Crispus Attucks, who used to be a slave.



What did the townspeople in Boston do to the tea? Why?

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## The Boston Tea Party

In December 1773, townspeople in Boston disguised themselves as Native Americans. They attacked three ships. The tea would be worth about \$750,000.

## The Intolerable Act of 1766

Parliament was fed up with the Colonies. Parliament passed the Intolerable Act.

The law said the tea owners had to be paid back. It closed Boston Harbor until the tea was paid for. The law also stopped town meetings and gave the British governor more power.

On September 5, the First Continental Congress opened in Philadelphia. For the first time, Colonies joined together against the British.



# Events Leading to the American Independence

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



## Events Leading to American Independence

1763

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1766

1765

1767

1770



## Events Leading to American Independence

1773

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1774

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1776

Colonists write the Declaration of Independence and go to war with Great Britain.

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- 1 What is the MOST likely reason that the British ended the Stamp Act?
- (A) The British knew that the law was unfair.
  - (B) The colonists stopped buying British goods.
  - (C) Parliament told King George that it was wrong.
  - (D) The colonies formed an army to fight the British.
- 2 Read the introduction [paragraphs 1-5].
- Which paragraph gives information about HOW the British felt about taxes?
- 3 What British action caused the colonists to call for the First Continental Congress?
- (A) the Boston Massacre
  - (B) the Boston Tea Party
  - (C) the Intolerable Acts
  - (D) the Stamp Act
- 4 What is the purpose of the section "British taxes on Colonies"?
- (A) to explain how much money the British spent on wars
  - (B) to describe how the colonists ruled themselves
  - (C) to show the different views of the British and the colonists
  - (D) to list the reasons why Britain was unhappy with the Colonies
- 5 Why did the British increase taxes on the American colonies after the French and Indian War?
- (A) They needed money to help pay for the costs of the war.
  - (B) They needed to give money to the French after losing the war.
  - (C) They wanted to force the colonists to come back to Britain.
  - (D) They wanted to punish the colonists for declaring independence.
- 6 Look at the image at the top of the article.
- What does the image show?
- (A) British ships delivering paper to Boston Harbor
  - (B) British soldiers being sent to protect Boston Harbor
  - (C) colonists battling the British in Boston Harbor
  - (D) colonists throwing tea into Boston Harbor
- 7 Why did the British pass the Royal Proclamation of 1763 after the French and Indian War?
- (A) They did not want fighting in the land that they won during the war.
  - (B) They wanted to increase taxes on the colonists to make more money.
  - (C) They needed to punish the colonists for refusing to fight during the war.
  - (D) They believed that the land belonged to the French and Native Americans.

Look at the image near the bottom of the article.

What is the focus of this image?

- (A) British soldiers wore red and white uniforms.
- (B) British soldiers shot colonists in Boston.
- (C) Colonists were throwing rocks at British soldiers.
- (D) Colonists were unhappy about the Stamp Act.



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.

### Parts of Speech: Review

Part of speech	Definition	Examples
Noun	A noun is a word that refers to a <b>person, place, thing, or idea</b> .	<i>Both religious <u>groups</u> had been treated badly in <u>England</u> because of their <u>beliefs</u>.</i>
Verb	A verb is a word that shows <b>action</b> .	<i>Both religious groups <u>had been treated</u> badly in England because of their beliefs.</i>
Adjective	An adjective is a word that <b>describes a noun</b> .	<i><u>Both</u> <u>religious</u> groups had been treated badly in England because of <u>their</u> beliefs.</i>
Adverb	An adverb is a word that <b>describes a verb</b> , telling us how an action is being done.	<i>Both religious groups had been treated <u>badly</u> in England because of their beliefs.</i>

### Parts of a Sentence: Review

Part of speech	Definition	Examples
Subject (complete)	The (complete) subject of a sentence tells <b>who</b> or <b>what</b> the sentence is about.	<i><u>A group of Pilgrims</u> arrived in Massachusetts in 1620.</i>
Predicate (complete)	The (complete) predicate of a sentence tells all the details about what the subject <b>is</b> or <b>did</b> .	<i>A group of Pilgrims <u>arrived in Massachusetts in 1620</u>.</i>

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

First, circle the subject and underline the predicate.

"The colonists thought that Britain was treating them badly."

- NewsELA: "Events Leading to American Independence"

There are three **nouns**, two **verbs**, and one **adverb** in this sentence. What are they?

Nouns: \_\_\_\_\_

Verbs: \_\_\_\_\_

Adverb: \_\_\_\_\_

# 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
<b>Proper</b>	A <b>proper adjective</b> is a describing word that comes from a proper noun.	Americans thought <u>British</u> soldiers were sent to watch them.
<b>Descriptive</b>	A <b>descriptive adjective</b> shows the kind or quality of something or someone.	They did not want to pay <u>new</u> taxes.
<b>Quantitative</b>	A <b>quantitative adjective</b> shows how much of something there is.	They tossed <u>342</u> chests of tea into the water.
<b>Numeral</b>	A <b>numeral adjective</b> shows the number order something is.	For the <u>first</u> time, Colonies joined together against the British.
<b>Demonstrative</b>	A <b>demonstrative adjective</b> points out which person or thing is meant (like “this”, “that”, “those”, and “these”).	Also, some of <u>that</u> money went to protect the Colonies.
<b>Distributive</b>	A <b>distributive adjective</b> refers to each one of a group. There are only four: “each”, “every”, “either”, and “neither”.	<u>Each</u> side did not understand the other.
<b>Interrogative</b>	A <b>interrogative adjective</b> is used to ask a question.	<u>What</u> British action caused the colonists to call for the First Continental Congress?
<b>Possessive</b>	A <b>possessive adjective</b> makes it clear who or what the noun “belongs” to	On the other side, the British thought Americans were not paying <u>their</u> share.

## Practice

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

The colonists had no elected officials in Parliament in England. They had no control over what the British government did. Parliament passed the Stamp Act in 1765. Colonists had to pay a tax on paper. Now, land documents and marriage licenses had to be on stamped paper. This special paper showed they paid the tax. Newspaper, dice and playing cards also were taxed. The colonists refused to buy British goods. Parliament ended the Stamp Act the next year.

### Day 3

- ☐ **1. Preview Vocabulary.**
- ☐ **2. Watch** “Stamp Act & Sons of Liberty.”  
Open the camera app on your phone to scan the QR code and watch.



- ☐ **3. Notice and Wonder about** “The Stamp Act of 1765.”
- ☐ **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** “The Stamp Act of 1765.”
- ☐ **3. Complete Quiz Corrections.** Get the answers from your teacher and make corrections.

- ☐ **4. Fluency Practice**
  - ☐ Read the passage out loud.
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- ☐ **5. Grammar Practice**

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

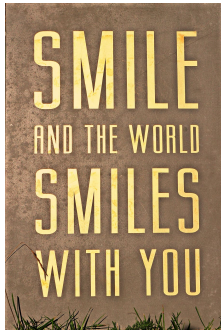
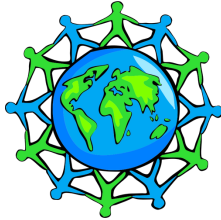

# Article: The Stamp Act of 1765

## The Stamp Act of 1765

By USHistory.org, adapted by Newsela staff on 03.22.17  
Word Count 489  
Level 610L



**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.
<b>motto</b>	noun	a short sentence or phrase that has a particular meaning		
<b>unity</b>	noun	the state of being of joined together		
<b>representation</b>	noun	the state of doing something on behalf of another or others		

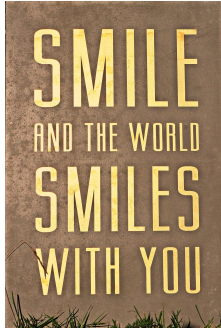
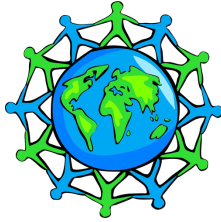

# Article: The Stamp Act of 1765

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# The Stamp Act of 1765

By UShistory.org, adapted by Newsela staff on 03.22.17

Word Count 489

Level 610L



An illustration titled "The repeal, or the funeral procession of Miss America Stamp" shows men in a funeral procession on the banks of the Thames River with a row of warehouses in the background, one of which is labeled "The Sheffield and Birmingham Warehouse Goods now ship'd for America." At the head of the procession, Dr. W. Scott stands at the open doors to the tomb, he holds the text to his sermon, a dog relieves himself on his leg. Two flag bearers follow, behind them stands George Grenville carrying a child-sized coffin, next in line are five men, in various states of distress, followed by two bishops. On the quay behind the bishops are two bales labeled "Stamps from America" and "Black cloth return'd from America." Three ships are moored in the river.

The United States of America was not always its own country. For a long time, America was under British rule. The king of England, King George II, ruled over the American colonists.

Settlers from England had formed 13 colonies in America. For more than 100 years, the British let the people mostly look after themselves.

That all changed in 1763. King George wanted more control over the American colonies.

## Colonists say taxes are unfair

Britain began taxing the colonists because it needed money. Britain had been in a long war with many countries in Europe. Fighting that war cost a lot of money.

For many years, the British let the people in the colonies

In 1763, how did King George change that?

Britain said colonists would be taxed to pay for British armies to protect them. The colonists said they did not need to be protected. They felt that the armies were just watching them. They did not want to pay for that.

The colonists did not think paying taxes was fair. They worked hard to start the colonies. They cut down trees and fought the Indians. They did not want to pay money after all they had done.

### **Some voices were kept out of Britain's government**

The colonists also did not like the way the British government worked. "No taxation without representation" became their motto.

This meant they should not pay taxes because there were no colonists in the British government. There was no one to speak for them when laws were being made.

### **Stamp Act is passed**

Britain passed a law in March of 1765 to get money from the colonists. It was called the Stamp Act. It said that any important piece of writing had to be written on stamped paper. This proved that the colonists had paid taxes.

For example, owning land could only be proven if it was written on this special paper.

The colonists did not like this. So, a meeting was organized to decide what to do. It was called the Stamp Act Congress.

### **Colonies say they will not pay**

In October 1765, the Stamp Act Congress met in New York.

The participants knew that Britain had a right to make laws in the colonies. After all, the colonies were still under the king's rule. But, they still did not want to pay.

In the end, most agreed that they should have a place in the government. If they did not, they did not want to give over their money.

### **Stamp Act goes away**

This meeting was important. For the first time, different colonies met to talk about solving common problems. The colonies would need this unity later to break free from England.

The colonists refused to buy goods from England. Soon, British shops were losing money. The British government knew it must do something. The Stamp Act was canceled the following year.

For a while, there was peace between the colonists and Britain. This would not last long. The American Revolution would take place in a few years

Why did the colonists think paying taxes was unfair?

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What was the Stamp Act?

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What did the Colonies think about the law?

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Which best describes what happened to the Colonies as a result of the Stamp Act?

They came together

It made them fight more

# The Stamp Act of 1763

## 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...?
<b>Text Features</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> Subheadings</li> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Caption</li> <li><input type="checkbox"/> <b>Bold</b>, <i>Italicized</i> words</li> <li><input type="checkbox"/> Map</li> <li><input type="checkbox"/> Diagram</li> </ul>		
<b>Text Structure</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chronological</li> <li><input type="checkbox"/> Problem/Solution</li> <li><input type="checkbox"/> Cause/Effect</li> <li><input type="checkbox"/> Compare/Contrast</li> <li><input type="checkbox"/> Description</li> </ul>		
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**The Stamp Act of 1765**

1763

March 1765

October 1765

1766

- 1 What was the MAIN reason why the colonists did not like the Stamp Act?
- (A) Britain did not have a right to make laws in the colonies.
  - (B) Britain made it harder for colonists to buy stamps for mail.
  - (C) Colonists did not want to follow laws they did not help to make.
  - (D) Colonists made their own stamped paper that they liked better.

- 2 Why was the Stamp Act Congress important?
- (A) It was the first time the different colonies joined together against Britain.
  - (B) It was the first time the different colonies agreed to buy goods from Britain.
  - (C) It was the last time the different colonies joined together to make laws.
  - (D) It was the last time the different colonies agreed about their problems.

- 3 Read the section "Colonists say taxes are unfair."  
Based on the section, what are "taxes"?

- (A) soldiers who need protection
- (B) soldiers who cut down trees
- (C) money paid to the government
- (D) money earned fighting a war

- 4 Read the sentences from the section "Some voices were kept out of Britain's government."

*"No taxation without representation" became their motto.*

*This meant they should not pay taxes because there were no colonists in the British government.*

Which option explains what the colonists meant by "representation"?

- (A) The colonists wanted more British people to come to America.
- (B) The colonists wanted more taxes on things that used paper.
- (C) The colonists wanted to make many new taxes on their own.
- (D) The colonists wanted to have a part in British government.

# 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. British King George III was not especially hard on them.

-----

2. The colonists thought that Britain was treating them badly.

-----

3. British citizens still paid higher taxes.

-----

4. Suddenly, Britain began controlling them.

-----

5. The Americans saw it differently.

-----

# Irregular Verbs

Day 4

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

Part of speech	Definition	Examples
Verb	A verb is a word that shows <b>action</b> .	<i>Both religious groups <u>had been treated</u> badly in England because of their beliefs.</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 <b>irregular</b> verbs, the tense changes the whole word. These verbs <b>do not</b> 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.

Suddenly, Britain \_\_\_\_\_ began (begin) controlling the colonies.

☐ regular ☒ irregular

The British had \_\_\_\_\_ (spend) a lot of money on the French and Indian War,

☐ regular ☐ irregular

and other wars. Now they \_\_\_\_\_ (need) money. So, they \_\_\_\_\_ (say) the

☐ regular ☐ irregular

☐ regular ☐ irregular

Americans had to pay their share of taxes. British citizens still \_\_\_\_\_ (pay)

☐ regular ☐ irregular

higher taxes. Also, some of that money \_\_\_\_\_ (go) to protect the Colonies.

The Americans \_\_\_\_\_ (see) it differently. Americans \_\_\_\_\_ (think) British

☐ regular ☐ irregular

☐ regular ☐ irregular

soldiers were sent to watch them. They \_\_\_\_\_ (do) not want to

pay for that.

## Day 5

- ☐ **1. Preview Vocabulary.**
- ☐ **2. Watch** “The Boston Massacre - Snow and Gunpowder.”  
Open the camera app on your phone to scan the QR code and watch.



- ☐ **3. Notice and Wonder about** “Time Machine (1770): The Boston Massacre.”
- ☐ **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** “Time Machine (1770): The Boston Massacre.”
- ☐ **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.
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  - ☐ Ask the person you read with to rate you using the checklist.

- ☐ **5. Grammar Practice**

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

# Article: The Boston Massacre


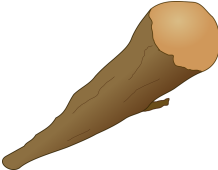

## Time Machine (1770): The Boston Massacre

By Boston Gazette, adapted by Newsela staff on 05.12.16  
Word Count 903  
Level 630L



David Bruce's 1770 engraving "The Boston Massacre" is reproduced in "The Boston Massacre" by David Bruce.

**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.
unarmed	adjective	not having weapons		
club	noun	a heavy stick with a thick end, often used as a weapon		
massacre	noun	the violent and cruel killing of a large group of people		


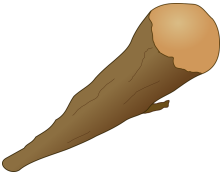
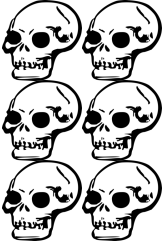
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By Boston Gazette, adapted by Newsela staff on 05.12.16

Word Count **903**

Level **630L**



Paul Revere's 1770 engraving "The Bloody Massacre perpetrated in King Street" Paul Revere

*This article was in the March 12, 1770, copy of The Boston Gazette. It is about the March 5th "massacre." The British soldiers were arrested. In court, John Adams was their lawyer. In 27 years, he would become the second President of the United States. He argued they acted in self defense. Captain Preston and most of the others were found not guilty. Two soldiers were found guilty of manslaughter. Their hands were branded. They did not go to jail.*

The town of Boston had a law that caused much trouble. The law said soldiers could live in peoples' homes in a time of peace. They said this was done to make more people safe. But this was causing fights between the people and the soldiers. Many said the soldiers were trying to start fights with people of the town.

This article is available at 5 reading levels at <https://newsela.com>.



What was the relationship like between the soldiers and the people of the town?

The relationship between the people and the soldiers was (good / bad) because

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On the evening of Monday, March 5th, some soldiers were seen parading through the streets and waving swords and rifles. They were hurting some of the people in Boston.

A few minutes after 9 o'clock four young men, named Edward Archbald, William Merchant, Francis Archbald, and John Leech Jr., came down Cornhill together. A soldier was swinging a large sword against the walls. There were many sparks. A mean looking soldier with a large club stood next to him. Edward Archbald warned Mr. Merchant to watch out for the sword. Just then the soldier turned round and cut Archbald on the arm and then stabbed at Merchant. Merchant hit the soldier with a short stick. The other soldier ran to get two more soldiers. They chased Archbald back through the alley. They hit him over the head. The noise brought people out into the street. John Hicks, a young boy, knocked the soldier down, but let him get up again. A large crowd of boys pushed the two soldiers back. In less than a minute 10 or 12 more soldiers came with swords and clubs, and rifles. They attacked the unarmed boys. The young people tried fighting back. Not being able to stop the soldiers who had rifles and swords, they ran off.

On hearing the noise, Samuel Atwood came up to see what was the matter. As the boys were running away, he met the 10 or 12 soldiers chasing them. He asked them if they were going to kill people? They answered Yes! Then two of them hit Mr. Atwood with a club. The soldiers started chasing the young men again. They finally found them. One of the soldiers walked toward a young man who had a thin stick in his hand.

But the young man, seeing a person near him with a sword and club ready to help him, waved his stick at the soldier. The soldiers quietly passed by him and marched over to another street. There they attacked other unarmed persons. There were loud cries and a lot of noise. Thirty or 40 persons, mostly young men, marched down King Street. Captain Preston leading some men with rifles came from the main fort. The soldiers pointed their rifles, telling people to go back to their homes. They continued to push the people away. They stabbed some with knives at the end of their rifles. This caused loud shouting. Some boys started throwing snow balls. The Captain ordered his soldiers to shoot. More snow balls were thrown. One soldier then fired. A man knocked the rifle from his hands. Rushing forward, he tried to hit the Captain with his club. The soldiers kept shooting. Some said 11 guns were fired.

Which sentence best describes what is described in this paragraph? Circle one.

The young people no longer wanted the soldiers in their homes and attacked the m

A fight broke out between the soldiers and the people in Boston.

The soldiers made the people stay inside their homes.



Which sentence best describes that the author is trying to explain? Circle one.

The soldiers should have left Boston.

The people should have left Boston.

The fight caused a lot of people to get hurt.



## Three Died On The Scene, Others Were Badly Injured And Died Later

Three men were killed. Two more were badly hurt. More were hurt trying to carry away the dead and wounded!

Mr. Benjamin Leigh, a manager at a factory, was able to make Captain Preston pull back his men.

The dead are Mr. Samuel Gray.

Crispus Attucks died.

Mr. James Caldwell, a sailor, was killed.

Mr. Samuel Maverick was learning to be a dice-maker. He was 17. He was shot. He died the next morning.

A young man named Christopher Monk was almost 17. He was learning to build ships. He was shot. They say he will die.

Another 17-year-old was shot. John Clark is learning to sail ships. They say he will die.

Mr. Edward Payne of this town, a merchant, was shot in the arm.

Mr. John Green, a tailor, was shot in the hip.

Mr. Robert Patterson, another sailor was hurt.

Mr. Patrick Carr, about 30 years of age, who worked with Mr. Field, leather pants-maker in Queen Street, was shot.

A lad named David Parker was wounded in the leg.

The people were very upset about this awful massacre. The bells were set a-ringing, and great numbers came to the tragic scene. Their feelings were deeply felt, but they could not explain it. While some were taking care of the dead and wounded, the rest were talking about what to do next.

The soldiers were ordered back to their barracks. They returned to where they lived by 1 o'clock. At 3 o'clock, Capt. Preston was arrested, as were the soldiers who fired their rifles, a few hours later.

Tuesday, the people of Boston met at Faneuil Hall and chose a group of 15 gentlemen. They will meet with the lieutenant-governor. They will ask him to send orders for the soldiers to leave Boston.

What is being described in this section of the article? Circle one.

Who was injured or killed during the fight

How the people and the soldiers changed after the fight

Why the fight started



How did the people feel about the massacre?

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Were there consequences for the soldiers? What were they?

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# Time Machine (1770): The Boston Massacre

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



## Time Machine (1770): The Boston Massacre

Evening  
March 5, 1770

9:00 PM  
March 5, 1770

After 9:00 PM  
March 5, 1770

1:00 - 3:00 AM  
March 6, 1770

Morning  
March 6, 1770

1 According to this article, the people of Boston were upset about a law they were forced to follow. What did the law say?

- (A) only British soldiers were allowed to carry weapons in the colonies
- (B) colonists were not allowed to defend themselves against British soldiers
- (C) British soldiers did not have to go to court for their crimes
- (D) colonists were forced to let British soldiers live in their houses

2 Read the first paragraph of the article.

*The town of Boston had a law that caused a lot of trouble. The law said soldiers could live in peoples' homes in a time of peace. They said this was done to make more people safe. But this was causing fights between the people and the soldiers. Many said the soldiers were trying to start fights with people of the town.*

What can readers learn from this paragraph?

- (A) why the soldiers and people in Boston were fighting
- (B) when the Boston Massacre happened
- (C) how many people were injured in the Boston Massacre
- (D) whether anyone tried to stop the fighting in Boston

3 Which statement is most likely true?

- (A) The people of Boston were already upset with British soldiers before the massacre happened.
- (B) This British soldiers and colonists got along prior to the massacre occurring.
- (C) The British soldiers were not happy to be in Boston but were following orders.
- (D) The people of Boston were happy to have the protection of British soldiers before the massacre happened.

4 Select the sentence that BEST explains one result of the Boston Massacre.

- (A) The town of Boston had a law that caused a lot of trouble.
- (B) One of the soldiers walked toward a young man who had a thin stick in his hand.
- (C) The soldiers quietly passed by him and marched over to another street.
- (D) The people were very upset about this awful massacre.

5 What was one important result of the massacre?

- (A) The British soldiers apologized for instigating the attack.
- (B) Colonists in Boston gathered together to discuss what they should do.
- (C) The British soldiers were found guilty in their trial and sent to prison.
- (D) The Boston colonists voted to change the unpopular law.

- 6 What is the MAIN idea of the section "Three Died On The Scene, Others Were Badly Injured And Died Later"?
- (A) People want the soldiers to be forced out of Boston.
  - (B) The dead and injured were mostly soldiers.
  - (C) Many people were killed or injured because of the Boston Massacre.
  - (D) Soldiers were punished after the Boston Massacre.
- 7 What was the author's purpose in writing the article?
- (A) to defend the colonists actions
  - (B) to support the British presence in the colonies
  - (C) to defend British taxes
  - (D) to support colonial representation in parliament
- 8 What is the article MOSTLY about?
- (A) how people spoke out against a law they did not like in Boston
  - (B) how there was a violent attack in Boston which hurt many people
  - (C) how people fought against their government in Boston
  - (D) how people had to let soldiers into their homes in Boston

# 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 <b>person, place, thing, or idea</b> .	Both religious <u>groups</u> had been treated badly in <u>England</u> because of their <u>beliefs</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	
colonist	+	- s	=	colonists
tax	+	- es	=	taxes
colony	+	- ies	=	colonies

VS

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

## Practice

**Directions:** Read through the text, “Events Leading to American Independence” 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
_____ <b>citizens</b> _____	_____ <b>1</b> _____	_____ <b>people</b> _____	_____ <b>1</b> _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



# Prepositions and Prepositional Phrases

Day 6

Part of speech	Definition	Examples
Preposition	A <b>preposition</b> 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>Both religious groups had been treated badly <u>in</u> England <u>because of</u> their beliefs.</i>

Part of sentence	Definition	Examples
Prepositional Phrase	A <b>prepositional phrase</b> 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>Both religious groups had been treated badly <u>in England because of their beliefs</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 text, circle underline the prepositional phrase. The first one is done for

preposition the and you.

1. For a long time, America was under British rule.
2. King George wanted more control over the American colonies.
3. Britain had been in a long war with many countries in Europe.
4. This meant they should not pay taxes because there were no colonists in the British government.
5. For example, owning land could only be proven if it was written on this special paper.



**You can do the activities on the next few pages to connect with your family and have fun!**

# Social-Emotional Learning 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. _____



# 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.

## 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?

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## Week 2 Goals and Daily Agendas

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

Monday	Tuesday	Wednesday	Thursday	Friday
Day 6	Day 7	Day 8	Day 9	Day 10
Review Vocabulary.  Read “Time Machine (1770): The Boston Massacre.”  Complete Stop and Jot organizer.  Complete Quiz Corrections.  Fluency Practice.  Grammar Practice	Preview Vocabulary.  Watch “The story behind the Boston Tea Party.”  Read “Time Machine (1773): The Boston Tea Party.”  Complete Notice and Wonder organizer.  Complete Quiz.  Fluency Practice.  Grammar Practice	Review Vocabulary.  Read “Time Machine (1773): The Boston Tea Party.”  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 question at the end.

### Scene 1: A Village on the Northwest Coast

*The people of the village pantomime various activities such as carving wood, fixing fishing nets, working on canoes, and mixing food. Raven stands in his tree to one side of the stage.*

**RAVEN:** Caa-awk, Caa-awk. My name is Raven. One of my jobs is to keep watch. That's why you see me on top of the tallest trees like this one. I can see better up here. Let me tell you a story about something I saw once long ago. It's a good story. It's about a monster and some brave people. It's a story about me too. Caa-awk, Caa-awk! That makes the story even better.

**VILLAGE CHIEF:** What a good day this is. I am glad we moved to this village.

**FIRST MAN:** I just hope that cannibal monster does not find us again.

Bruchac, Joseph. *Pushing Up the Sky: Seven Native American Plays for Children*. Illustrated by Teresa Flavin. Dial Books for Young Readers, 2000, p. 70.

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 articulately 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 on or try differently next time?

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## Day 7

- ☐ **1. Preview Vocabulary.**
- ☐ **2. Watch** “The story behind the Boston Tea Party.”  
Open the camera app on your phone to scan the QR code and watch.



- ☐ **3. Notice and Wonder about** “Time Machine (1773): The Boston Tea Party.”
- ☐ **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** “Time Machine (1773): The Boston Tea Party.”
- ☐ **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 Boston Tea Party

## Time Machine (1773): The Boston Tea Party



By Boston Gazette, adapted by Newsela staff on 05.10.16

Word Count 499

Level 740L



**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.
<b>assembled</b>	verb	gather together in one place for a common purpose or reason		
<b>cargo</b>	noun	items carried on a ship, aircraft, or motor vehicle		

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# Time Machine (1773): The Boston Tea Party

By Boston Gazette, adapted by Newsela staff on 05.10.16

Word Count **499**

Level **740L**



This 1846 lithograph by Nathaniel Currier was entitled "The Destruction of Tea at Boston Harbor"; the phrase "Boston Tea Party" had not yet become standard. Contrary to Currier's depiction, few of the men dumping the tea were actually disguised as Native Americans. Nathaniel Currier, Wikimedia Foundation

*Newsela Editor's Note: This article appeared in the December 20, 1773, edition of the Boston Gazette. It announced what came to be known as the Boston Tea Party. On December 16, colonists dumped 342 chests of tea into the Boston Harbor to protest the British tax on tea. Their motto was "No taxation without representation."*

This article is available at 5 reading levels at <https://newsela.com>.

Protest: something that you do to show that you think something is unfair.





Last Tuesday, December 14th people assembled at the old south meeting-house. They met to ask why the ship Dartmouth had not been sent back to London yet. The Dartmouth was carrying the East-India Tea from England. They found out that the owner of the ship had not tried to leave yet. They urged him to demand permission for the ship to leave. They waited until the next Thursday, December 16th. The owner of the ship told them he did not get permission. They encouraged him immediately to ask the leader of the town. Near sunset the owner informed them the governor would not let the ship leave. The governor did not want the ship to leave until the tea was unloaded and the tea tax was paid. A tax is money that goes to the government. This tax would go to the British government.

The people in Boston did not want to pay the British government because the British government was not helping them. The people were trying to return the tea safely to London. They thought the government was ruining that plan. They ended their meeting. Look what followed, though! A number of brave and committed men were determined to save their country from ruin. So, they emptied every chest of tea on board the three ships into the sea. They did not damage the ships. They emptied 342 chests of tea in less than four hours. The owners are pleased that their ships have been cleared. The people are congratulating each other on this happy event.

### **Captain Told Transporting His Cargo Of Tea Would Be Dangerous**

We hear that a ship bringing more teas had arrived in Delaware. However, the pilots had refused to bring her up the river to Philadelphia. Letters sent to the captain and passengers said it would be dangerous for them to continue. It would mean the certain end of both the ship and cargo. Because of this, it was said they had gone off. It was uncertain whether they went back to where they came from or to another port. The only thing certain was that they would not be permitted to land the tea in any part of that land.

We are informed that the people in Lexington, Massachusetts, decided not to use tea of any sort. This includes teas from the Netherlands or England. They burned every bit of tea in the town in one giant fire.

We are also informed that Charlestown is planning to follow their excellent example.

We suggest that people urge their governments to stop the use of tea. Without this, it will be hard to get rid of the tea.

Why couldn't the ship leave?

The ship couldn't leave until \_\_\_\_\_.

What was the tax for?

Why didn't the people want the British to get the tax?

What did the people do to the tea chests?



What did the people in Lexington, Massachusetts do with the tea in the town?

What did the people in Charlestown plan to do?

Which describes the best reason people didn't want tea? Circle one

Tea was a way for the British to collect money

They thought it didn't taste good

They thought it harmed the environment

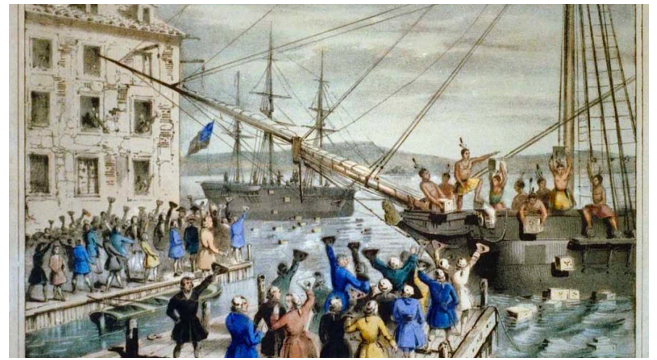
# Time Machine (1773): The Boston Tea Party

## Directions:

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



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## Time Machine (1773): The Boston Tea Party

Tuesday,  
December 14,  
1773

Thursday,  
December 16,  
1773

Late at night  
December 16,  
1773

December 20

- 1 When was this article published?
- (A) before the Revolutionary War, which started in 1775
  - (B) after the Revolutionary War, which started in 1775
  - (C) after America became an independent country from Britain
  - (D) before Britain colonized North America
- 2 According to the article, what was a result of the Boston Tea Party?
- (A) The Americans sent tea to England.
  - (B) The ship captains complained to the British government.
  - (C) The British government repaid tea taxes to the Americans.
  - (D) People in other American cities stopped using tea.
- 3 According to this article, why did colonists promise to stop drinking tea?
- (A) They decided they didn't like tea, and preferred coffee.
  - (B) They wanted to stop paying the British government.
  - (C) The British government told them to stop drinking tea.
  - (D) The British government decided to stop importing tea.
- 4 Read the introduction of the article [paragraphs 1-2, after the Newsela Editor's Note].  
Based on the article, which of the following statements is TRUE?
- (A) Some people wanted to sink the entire ship that carried the tea.
  - (B) Most ship captains just took their tea to ports in other major cities.
  - (C) The colonists did not want to damage anything except the tea.
  - (D) The owner of the ship tried to leave earlier but was not given permission.
- 5 What opinion does the author of this article show?
- (A) The author thinks the tea protesters are criminals.
  - (B) The author thinks the tea protesters are heroic.
  - (C) The author thinks Americans should not boycott tea.
  - (D) The author does not share any opinions.
- 6 Read the selection from the introduction.

*Last Tuesday people assembled at the old south meeting-house. They met to ask why the ship Dartmouth had not been sent back to London yet.*

What is the BEST definition of "assembled" in the first sentence?

- (A) yelled
- (B) gathered
- (C) shopped
- (D) disagreed

- 7 Why was the Boston Tea Party important?
- (A) It forced the British government to give Americans what they wanted.
  - (B) It was the only time colonists resisted British policies.
  - (C) It forced people in America to stop drinking tea forever.
  - (D) It was an act of resistance that contributed to the American Revolution.

- 8 Read the last sentences from the article.

*We suggest that people urge their governments to stop the use of tea. Without this, it will be hard to get rid of the tea.*

Which word or phrase would BEST replace "urge" in the first sentence above?

- (A) fight
- (B) ignore
- (C) encourage
- (D) interview

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

1. America was not in charge of itself, but was  
\_\_\_\_\_.
2. Colonists did not think it was fair to pay taxes  
\_\_\_\_\_.
3. American colonists had to obey British laws, but  
did not have any say \_\_\_\_\_.
4. The Stamp Act said that important documents had  
to be written \_\_\_\_\_.
5. The colonists began refusing to buy goods  
\_\_\_\_\_.

## Answer Bank

on stamped paper

in their creation

to the British

from England

under British rule

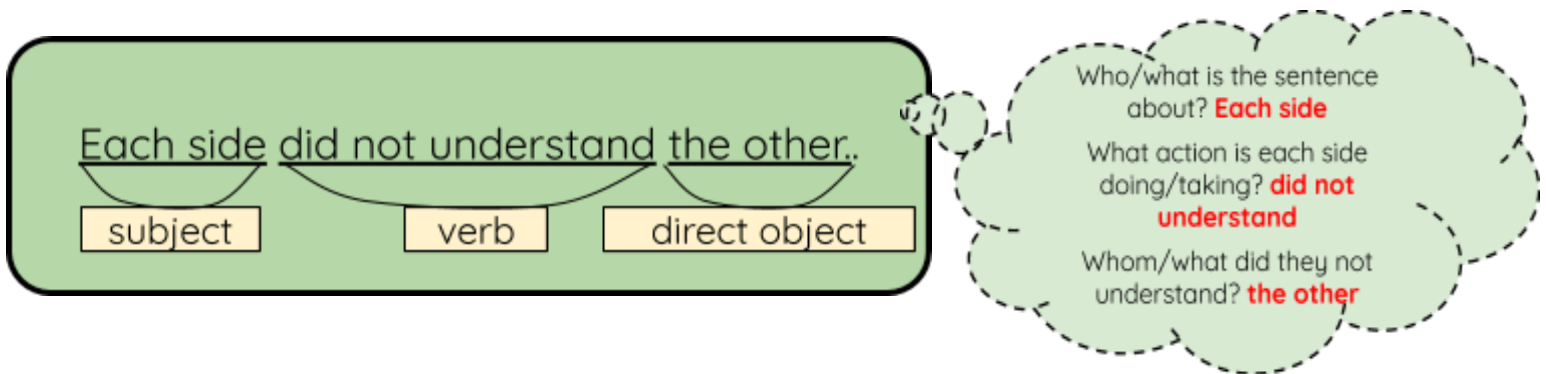
**Directions:** Write complete and accurate sentences about last week's NewsELA articles using the given prepositional phrase. The first one is done for you.

1. from England  
\_\_\_\_\_ Colonists originally from England established the original 13 colonies in  
America\_\_\_\_\_
2. to the colonies  
\_\_\_\_\_  
\_\_\_\_\_
3. under British laws  
\_\_\_\_\_  
\_\_\_\_\_
4. for King George III  
\_\_\_\_\_  
\_\_\_\_\_



Part of speech	Definition	Examples
Subject (complete)	The (complete) subject of a sentence tells <b>who</b> or <b>what</b> the sentence is about.	<i>A group of Pilgrims arrived in Massachusetts in 1620.</i>
Direct object	The noun or pronoun that <b>receives the action</b> of the verb. A <b>direct object</b> can be a word or phrase.	<i>Britain was treating <u>the colonists</u> poorly.</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 this week’s text, identify the subject, the verb(s), and the direct object(s).

- English settlers had formed 13 colonies in America.*
  - Subject:\_\_\_\_\_
  - Verb(s):\_\_\_\_\_
  - Direct Object(s):\_\_\_\_\_
- Britain began taxing the colonists because it needed money.*
  - Subject:\_\_\_\_\_
  - Verb(s):\_\_\_\_\_
  - Direct Object(s):\_\_\_\_\_
- The participants knew Britain had a right to make laws in the colonies.*
  - Subject:\_\_\_\_\_
  - Verb(s):\_\_\_\_\_
  - Direct Object(s):\_\_\_\_\_

## 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.

## Introduction

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

### Why did the colonists declare independence from Great Britain?

Cause Why did the colonists declare independence from Great Britain?	Effect
	The colonists declared independence from Great Britain.

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 below to outline your introduction.

Introduction Paragraph	
<p>Hook: Engage your reader with a question or descriptive sentence.</p> <p>_____</p> <p>_____</p>	
<p>Background information about the colonists' relationship with Great Britain.</p> <p>Great Britain won the _____</p> <p>_____.</p> <p>but the war cost _____</p> <p>_____.</p> <p>So, Great Britain wanted _____</p> <p>_____.</p> <p>This made the colonists _____</p> <p>_____.</p>	<p>Topic statement:</p> <p>The colonists decided to declare independence from Great Britain because _____</p> <p>_____</p> <p>_____</p> <p>and _____</p> <p>_____</p> <p>_____.</p>

## Essay Writing Activity

**Day 9**

Using your outline, write your introductory paragraph below:

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## Essay Writing Activity

### Outlining 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

<p style="text-align: center;">Chronological Order</p> <div data-bbox="370 527 537 688" data-label="Image"> </div> <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p style="text-align: center;">Compare/Contrast</p> <div data-bbox="1045 527 1289 688" data-label="Image"> </div> <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p> <div data-bbox="349 856 557 1066" data-label="Diagram"> </div> <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> <div data-bbox="1062 842 1273 993" data-label="Image"> </div> <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: **Why did the colonists declare independence from Great Britain?**

<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/>
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## Essay Writing Activity

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

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

Two main ideas that support thesis, in chronological order:

1. The colonists decided to declare independence from Great Britain because \_\_\_\_\_  
\_\_\_\_\_.
2. The colonists decided to declare independence from Great Britain because \_\_\_\_\_  
\_\_\_\_\_.

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 colonists decided to declare independence from Great Britain because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

1a. Evidence from the texts

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

According to \_\_\_\_\_,  
(title of text)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

This shows \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2a. Evidence from the texts

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

According to \_\_\_\_\_,  
(title of text)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

This shows \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In conclusion, the colonists believed \_\_\_\_\_

\_\_\_\_\_

which led them to decide \_\_\_\_\_.

## Essay Writing Activity

## Second Body Paragraph

**Topic Sentence:** The colonists decided to declare independence from Great Britain because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

1a. Evidence from the texts

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

According to \_\_\_\_\_,  
(title of text)

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

This shows \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2a. Evidence from the texts

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

According to \_\_\_\_\_,  
(title of text)

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

This shows \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In conclusion, the colonists believed \_\_\_\_\_

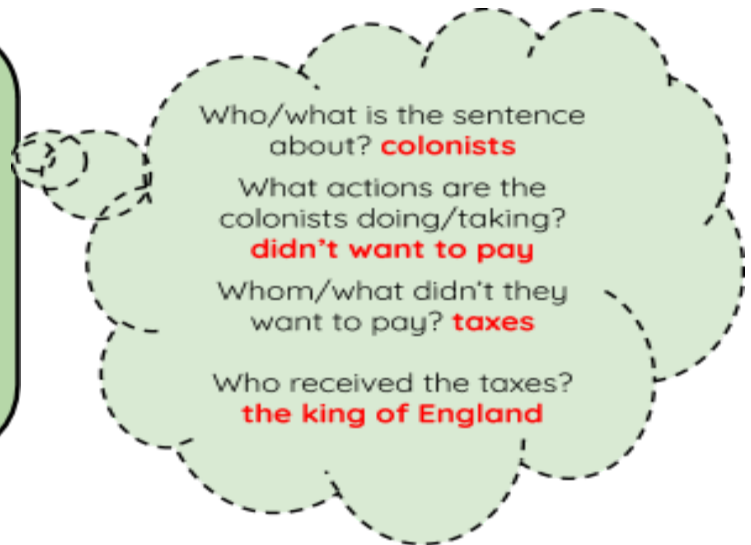
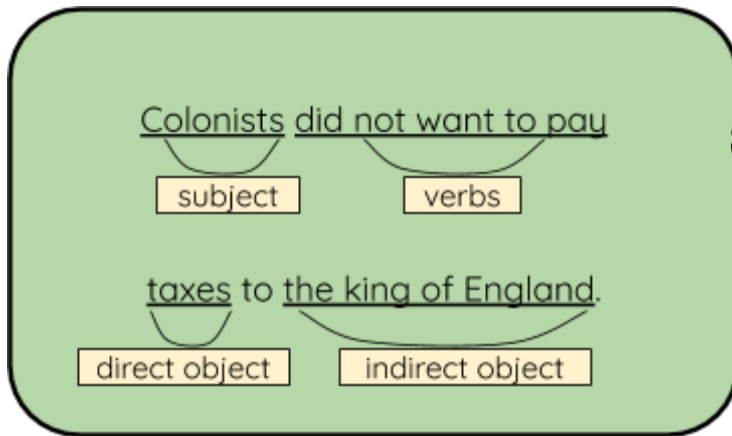
which led them to decide \_\_\_\_\_.

## 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 <b>receives the action</b> of the verb. A <b>direct object</b> can be a word or phrase.	<i>Britain was treating <u>the colonists</u> poorly.</i>
Indirect object	The indirect object is a noun or pronoun that <b>receives the action of the direct object</b> . Ask, "who or what will receive the direct object?"	<i>Colonists brought their complaints to <u>King George III</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 the text, identify the subject, the verb, the direct object, and the indirect object.

1. *The ship's owner demanded permission for the ship to leave.*

a. Subject: \_\_\_\_\_ b. Verb(s): \_\_\_\_\_

c. Direct Object: \_\_\_\_\_ d. Indirect Object: \_\_\_\_\_

2. *The people were trying to return the tea safely to London.*

e. Subject: \_\_\_\_\_ f. Verb(s): \_\_\_\_\_

g. Direct Object: \_\_\_\_\_ h. Indirect Object: \_\_\_\_\_

Part of speech	Definition	Examples
Preposition	A <b>preposition</b> 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>Both religious groups had been treated badly <u>in</u> England <u>because of</u> their beliefs.</i>
Direct object	The direct object is a noun or pronoun that <b>receives the action</b> of the verb. A <b>direct object</b> can be a word or phrase.	<i>Britain was treating <u>the colonists</u> poorly.</i>
Indirect object	The indirect object is a noun or pronoun that <b>receives the action of the direct object</b> . Ask, "who or what will receive the direct object?"	<i>Colonists brought their complaints to <u>King George III</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 Dartmouth \_\_\_\_\_ was carrying  
 \_\_\_\_\_ the East-India Tea \_\_\_\_\_ from England.

\_\_\_\_\_ Near sunset \_\_\_\_\_ the owner  
 \_\_\_\_\_ informed \_\_\_\_\_ them the governor  
 \_\_\_\_\_ would not let \_\_\_\_\_ the ship leave.

\_\_\_\_\_ The people \_\_\_\_\_ were trying to return  
 \_\_\_\_\_ the tea \_\_\_\_\_ to London.



**You can do the activities on the next few pages to connect with your family and have fun!**

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

Heartbeat Dance Party			
<b>Supplies</b>		<ul style="list-style-type: none"> <li>• Timer or clock with a second hand</li> <li>• Music and a place to dance</li> <li>• Something to write with</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Coping Skills</li> </ul>	<b>Goals</b>	<ul style="list-style-type: none"> <li>• I can identify how active my body is feeling.</li> <li>• I can use deep breathing to get my body and mind into a more relaxed state</li> </ul>
<b>How to Play</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Write down the number of beats in 30 seconds while you are calm.</li> <li>• 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.</li> <li>• Right after the song stops, check your heart rate again.</li> <li>• Write down the number of beats in 30 seconds after the dance party. <ul style="list-style-type: none"> <li>• Ask "How does your body feel right now?"</li> </ul> </li> <li>• 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.</li> <li>• Find your pulse again and write down the beats in 30 seconds after the deep breathing. <ul style="list-style-type: none"> <li>• Ask "How does your body feel right now?"</li> </ul> </li> <li>• Repeat the experiment as many times as you want with different breathing activities and coping skills!</li> </ul>		
<b>Reflection Questions</b>	<ul style="list-style-type: none"> <li>• What did you notice about your heart rate after the different activities?</li> <li>• What did you notice about how your body felt after the dance party and deep breathing?</li> <li>• When you notice you are feeling excited and you need to calm down, what could you do?</li> <li>• When you are feeling slow or sad, how could you help yourself feel better or more excited?</li> <li>• When would it be a good idea to do some deep breathing at home or at school? (before bedtime, before a test.</li> </ul>		

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

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

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## Week 3 Goals and Daily Agendas

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

Not long ago, when I was locked in a car with my grandparents for six days, I told them the story of Phoebe, and when I finished telling them—or maybe even as I was telling them—I realized that the story of Phoebe was like the plaster wall in our house in Bybanks, Kentucky.

My father started chipping away at a plaster wall in the living room of our house in Bybanks shortly after my mother left us one April morning. Our house was an old farmhouse that my parents had been restoring, room by room. Each night as he wanted to hear from my mother, he chipped away at that wall.

On the night that we got the bad news—that she was not returning—he pounded and pounded on that wall with a chisel and a hammer. At two o'clock in the morning, he came up to my room. I was not asleep. He led me downstairs and showed me what he had found. Hidden behind the wall was a brick fireplace.

The reason that Phoebe's story reminds me of that plaster wall and the hidden fireplace is that beneath Phoebe's story was another one. Mine.

Creech, Sharon. *Walk Two Moons*. 1994. HarperCollins, 2011.

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

## Day 15

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

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## 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 colonists decided to declare independence  
from Great Britain because \_\_\_\_\_

and \_\_\_\_\_

Explain why the change in the colonists' thought  
this was the best decision.

The colonists' believed \_\_\_\_\_

Therefore, they decided to \_\_\_\_\_



## Essay Writing Activity

Using your outline, write your conclusion paragraph below:

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## 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: 4.2a</u>			
I can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories.(Topic Sentence) <u>Standard: 4.2a</u>			
I can cite several pieces of textual evidence to support analysis of what the text says explicitly. (Evidence) <u>Standard: 4.2b</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: 4.2b</u>			
I can use linking and transition words in my sentences. <u>Standard: 4.2c</u>			
I can use precise language, including words I learned throughout this module. <u>Standard: 4.2d</u>			
I can write a clear conclusion statement that reinforces my central idea. <u>Standard: 4.2e</u>			
<b>Grade out of 21</b>			

**4th Grade American Revolution  
Product Menu**

**Directions:**

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

<p style="text-align: center;"><b>Relationship Ideas</b></p> <p><u>Video Tutorial:</u> Write a script and create a video that teaches someone your age or younger about the topic you researched. Be sure to include vocabulary specific to your topic.</p>	<p style="text-align: center;"><b>Relationship Ideas</b></p> <p><u>Informational Brochure:</u> Create a brochure for someone unfamiliar with the topic you read about. Summarizing the key points of the text(s), including the main idea and important details for each section. Be sure to use specific vocabulary related to the topic, as well as images like pictures, maps, graphs, etc. to support the text in your brochure.</p>
<p style="text-align: center;"><b>Relationship Ideas</b></p> <p><u>Puzzle:</u> Draw a diagram or a word web with pictures illustrating how the key ideas in your text(s) are related. Turn your web or diagram over and draw puzzle pieces. Cut out the puzzle pieces. Share your puzzle with someone else and explain to them how the ideas are related.</p>	<p style="text-align: center;"><b>Analysis of Argument</b></p> <p><u>Entertaining Music Video:</u> Write a catchy song with dance movements that convinces someone your age or younger to care about the topic you researched. Be sure to include vocabulary specific to your topic.</p>

# Independent and Dependent Clauses

Day 11

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 <b>independent clause</b> is a group of words that contains a subject and verb, and <b>expresses a complete thought</b> . It is able to stand alone as a sentence.	<i>This tax would go to the British government.</i>
Dependent clause	A <b>dependent clause</b> is a group of words that contains a subject and verb, and <b>does not express a complete thought</b> . It cannot stand by itself as a sentence.	<i>If this tax would go to the British government</i>

## Practice

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

### Answer Bank

The Dartmouth was carrying tea from England

As the sun was setting

Without stopping the use of tea

They did not damage the ships

because the British government was not helping them

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 <b>coordinating conjunction</b> 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>They said this was done to make more people safe, <b>but</b> this was causing fights between the people and the soldiers.</i>
Subordinating conjunction	A <b>subordinating conjunction</b> 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><b>As</b> the boys were running away, he met the 10 or 12 soldiers chasing them.</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 and the relationship between the sentences change?*

## Practice

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

1. The owner of the ship told them he did not get permission, **so** they encouraged him immediately to ask the leader of the town.

This is a \_\_\_\_\_ conjunction.

2. The governor did not want the ship to leave **until** the tea was unloaded and the tea tax was paid.

This is a \_\_\_\_\_ conjunction.

3. The people in Boston did not want to pay the British government **because** the British government was not helping them.

This is a \_\_\_\_\_ conjunction.

4. The people were trying to return the tea safely to London, **and** they thought the government was ruining that plan.

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 huddled<sup>1</sup> 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 fed<sup>2</sup> 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 story 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		



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

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*"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 fouled<sup>3</sup> 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?

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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. 

**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." 

**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. 

**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-teamed<sup>4</sup> 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.

What score is the narrator more focused on?

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Rotten: bad, spoiled, decaying



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

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What happened to Cole?

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

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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 blurted<sup>5</sup> 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,<sup>6</sup> leaving Brandon wide open. I faked a shot and bounce-passed the ball to him. He caught it and hesitated.<sup>7</sup>

"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?

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How do you think Brandon feels about this? Why?

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How do you think Brandon feels? Why?

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How do you think Cole feels? Why?

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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.

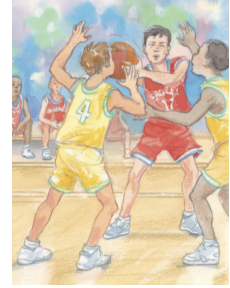


Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
<b>Text Features</b>  <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> <b>Bold</b> , <i>Italicized</i> words		
<b>Characters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

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

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	



## 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?

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# Simple and Compound Sentences

**A simple sentence...** is made up of one independent clause standing alone.

One independent clause

**A compound sentence...** is made up of at least two independent clauses, which are almost always separated by a comma and joined together by a coordinating conjunction.

One independent clause

,

Coordinating  
Conjunction

One independent clause

## Practice

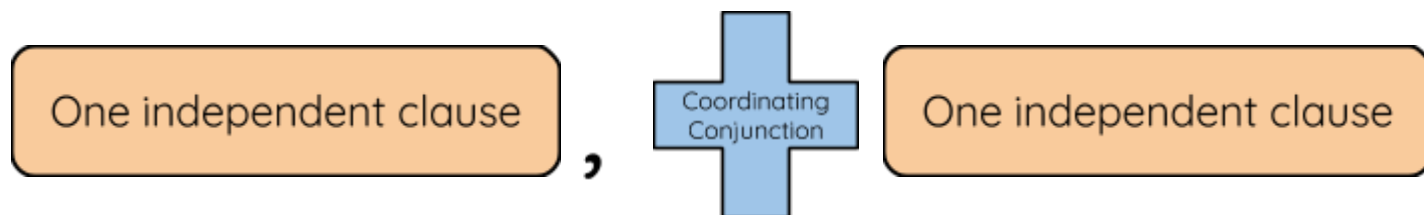
**Directions:** For the following sentences, identify them with an “S” for “Simple”, or a “C” for “Compound”. If it is a compound sentence, underline the coordinating conjunction.

- |  |          |          |
|--|----------|----------|
| 1. People assembled at the old south meeting-house last Tuesday.   | <b>S</b> | <b>C</b> |
| 2. They found out that the owner of the ship had not tried to leave yet, and they urged him to demand permission for the ship to leave.  | <b>S</b> | <b>C</b> |
| 3. We hear that a ship bringing more teas had arrived in Delaware, but the pilots had refused to bring her up the river to Philadelphia. | <b>S</b> | <b>C</b> |
| 4. The people in Boston did not want to pay taxes to the British government.   | <b>S</b> | <b>C</b> |
| 5. A tax is money that goes to the government, so this tax would go to the British government.   | <b>S</b> | <b>C</b> |

# Compound and Complex Sentences

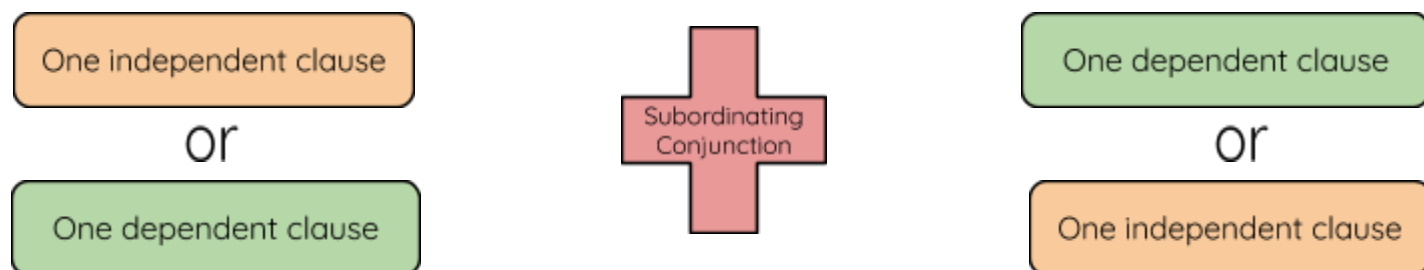
## A compound sentence...

is made up of at least two independent clauses, which are almost always separated by a comma and joined together by a coordinating conjunction.



## A complex sentence...

is made up of one independent clause **and** one or more dependent clauses connected by a coordinating conjunction.



### 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. The people in Boston did not want to pay the British government because the British government was not helping them.                  | <b>C</b> | <b>X</b> |
| 2. We hear that a ship bringing more teas had arrived in Delaware, but the pilots had refused to bring her up the river to Philadelphia. | <b>C</b> | <b>X</b> |
| 3. The people were trying to return the tea safely to London, and they thought the government was ruining that plan.                     | <b>C</b> | <b>X</b> |
| 4. Near sunset the owner informed them the governor would not let the ship leave until the tea was unloaded and the tea tax was paid.    | <b>C</b> | <b>X</b> |

## 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 Hagana 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!





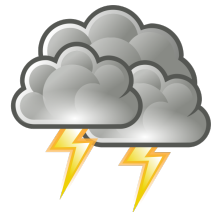
The earth shook.

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



"Everyone on the island rushed to help." by Jamison Ostone 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 story 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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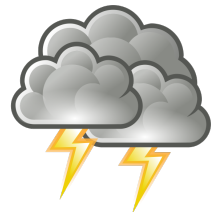
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rumbling	noun	A deep, continuous sound; the sound of thunder		



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

## 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<sup>1</sup> 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!"



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


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

What did Nineti see?

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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.

How do you think she felt? (Circle one)

Happy  
Sad  
Scared

*Snap!*

The giant fish continued to devour<sup>2</sup> the rock, but each time the fish heard the men approaching, it slipped into deep underwater caves to hide.

**sieze: to take with force**

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

What were the men trying to do?

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There at the outside kitchen, she saw a gathering of maidens<sup>3</sup> sitting in a circle, weaving mats and singing.

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?

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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*.<sup>4</sup> 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?

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[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?

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The maidens let their hair fall to the ground in mounds. With the speed of a sailfish,<sup>5</sup> they nimbly<sup>6</sup> wove the black tresses<sup>7</sup> 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?

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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, melodious<sup>8</sup> 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"<sup>9</sup> to their children and shared the tale of how, working together, the maidens miraculously<sup>10</sup> 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...?
<b>Text Features</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> Subheadings</li> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Caption</li> <li><input type="checkbox"/> <b>Bold, Italicized</b> words</li> </ul>		
<b>Characters</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feelings</li> <li><input type="checkbox"/> Actions</li> <li><input type="checkbox"/> Sayings</li> <li><input type="checkbox"/> Thoughts</li> </ul>		
<b>Setting</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Place</li> </ul>		
<b>Events</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What happened?</li> </ul>		
<b>Problem</b>		
<b>Solution</b>		

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

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	



## 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?

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# Putting It All Together

Day 15

**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. The governor did not want the ship to leave until the tea was unloaded and the tea tax was paid.   | S | C | X |
| 2. Americans thought British soldiers were sent to watch them.  | S | C | X |
| 3. The colonists thought that Britain was treating them badly, and they did not want to pay new taxes.  | S | C | X |
| 4. For a while, there was peace between the colonists and Britain.  | S | C | X |
| 5. Britain said colonists would be taxed to pay for British armies to protect them, but the colonists said they did not need to be protected. | S | C | X |
| 6. The people in Boston did not want to pay the British government because the British government was not helping them.                       | S | C | X |
| 7. The colonists did not like this, so a meeting was organized to decide what to do.  | S | C | X |
| 8. This special paper showed they paid the tax.   | S | C | X |
| 9. Parliament was fed up with the Colonies, so they passed the Intolerable Act.   | S | C | X |
| 10. It closed Boston Harbor until the tea was paid for.   | S | C | X |

**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:

<b>Emphasis</b> - gives extra importance to an idea	<b>Compare/Contrast</b> - shows similarity or difference	<b>Order</b> - shows the time order of events or ideas
<p>Especially      Absolutely Clearly          Particularly Definitely      Obviously</p> <p><i>Obviously, the people in Boston were furious about these new taxes.</i></p>	<p>Similarly      However Equally        On the other hand Just like       Despite</p> <p><i>They did not want to pay new taxes. <b>On the hand</b>, the British thought Americans were not paying their share.</i></p>	<p>First, second...      Following Finally                Before Previously            Last</p> <p><i><b>Before</b> the Revolutionary War, the Boston Tea Party demonstrated the frustration of the American colonists.</i></p>
<b>Addition</b> - adds extra information	<b>Cause/Effect</b> - shows why something happened or the result	<b>Example</b> - gives a specific example
<p>Also                Not only...but Too                also In fact            Additionally                       Furthermore</p> <p><i>British citizens still paid higher taxes. <b>Also</b>, some of that money went to protect the Colonies.</i></p>	<p>Because of        As a result In order to        Therefore Due to             Consequently</p> <p><i>The next taxes were on glass, paper and tea. <b>As a result</b>, the colonists stopped buying goods from England.</i></p>	<p>For example        Like Such as             For instance Including             Namely</p> <p><i>We are informed that the people in Lexington decided not to use tea of any sort, <b>including</b> teas from the Netherlands or England.</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.

- Parliament was fed up with the colonies. \_\_\_\_\_, it passed the Intolerable Act.
- The law said soldiers could live in peoples' homes in a time of peace to make more people safe. \_\_\_\_\_ this was causing fights between the people and the soldiers.
- \_\_\_\_\_, they chased Archbald back through the alley. Then, they hit him over the head.

**You can do the activities on the next few pages to connect with your family and have fun!**

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

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





# Early Finisher Tic-Tac-Toe



Show what you know with Tic-Tac-Toe. Choose three activities in a row; horizontal, vertical or diagonal. Do your best and then staple your finished work together.

## 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?



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## Week 4 Goals and Daily Agendas

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

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

## Day 16-Day 20

### 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 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.

I wondered why it was so easy for me to see that Phoebe's mother was worried and miserable, but Phoebe couldn't see it—or if she could, she was ignoring it. Maybe she didn't *want* to notice. Maybe it was too frightening a thing. I wondered if this was how it had been with my mother. Were there things I didn't notice?

Later that afternoon, when Phoebe and I went downstairs, Mrs. Winterbottom was talking with Prudence. "Do you think I lead a tiny life?" she asked.

"How do you mean?" Prudence said, as she filed her nails. "Do we have any nail polish remover?"

Phoebe's mother retrieved a bottle of nail polish remover from the bathroom.

"Oh!" Prudence said. "Before I forget—do you think you could sew up the hem on my brown skirt so I could wear it tomorrow? Oh, please?" Prudence tilted her head to the side, tugged at her hair in exactly the same way Phoebe does, and smooshed up her mouth into a little pout.

"Doesn't Prudence know how to sew?" I asked.

"Of course she does," Phoebe said. "Why?"

"I was just wondering why she doesn't sew her own skirt."

"Sal, you're becoming very critical."

Before I left Phoebe's that day, Mrs. Winterbottom handed Prudence her brown skirt with the newly sewn hem, and all the way home I wondered about Mrs. Winterbottom and what she meant about living a tiny life. If she didn't like all that baking and cleaning and jumping up to get bottles of nail polish remover and sewing hems, why did she do it? Why didn't she tell them to do some of these things themselves? Maybe she was afraid there would be nothing left for her to do. There would be no need for her and she would become invisible and no one would notice.

Creech, Sharon. *Walk Two Moons*. 1994. HarperCollins, 2011.

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

Day 20

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on 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

Day 17

## Essay Planning

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

Describe the characters in each story. How do they respond to challenge?

Compare the themes of both stories.

Character	How did the character respond to challenge?	What lesson did the character learn?
Derek	<p>Derek's challenge was _____</p> <p>_____</p> <p>_____.</p> <p>Derek succeeded when he decided to</p> <p>_____</p> <p>_____.</p>	<p>Derek succeeded when he realized</p> <p>_____</p> <p>_____.</p> <p>This reveals that Derek learned _____</p> <p>_____.</p>
Nineti	<p>Nineti's challenge was _____</p> <p>_____</p> <p>_____.</p> <p>Nineti succeeded when she decided to</p> <p>_____</p> <p>_____.</p>	<p>Nineti succeeded when she realized</p> <p>_____</p> <p>_____.</p> <p>This reveals that Nineti learned _____</p> <p>_____.</p>

Text	What are the themes of the text?
MVP	
Stop the Hungry Fish	

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><b>Hook:</b> Engage your reader with a question or descriptive sentence.</p> <p>_____</p> <p>_____</p>	
<p><b>Background information about each story.</b></p> <p>In the story "MVP," Derek learns _____</p> <p>_____</p> <p>when _____</p> <p>_____.</p> <p>In "Stop the Hungry Giant Fish," Nineti has to _____</p> <p>_____</p> <p>so that _____</p> <p>_____.</p>	<p><b>Topic statement:</b></p> <p>The theme of _____</p> <p>(title of text)</p> <p>is _____</p> <p>_____.</p> <p>while the theme of _____</p> <p>(title of text)</p> <p>is _____</p> <p>_____.</p>

Using your outline, write your introductory paragraph below:

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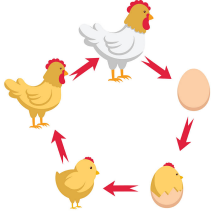
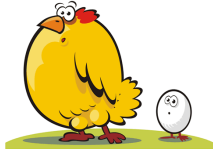
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## Body Paragraphs

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

<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: **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/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/> <hr/>
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## Essay Writing Activity

Day 18

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

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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. The theme of \_\_\_\_\_ is \_\_\_\_\_  
(Text #1)

\_\_\_\_\_.

2. The theme of \_\_\_\_\_ is \_\_\_\_\_  
(Text #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.



## First Body Paragraph

### Topic Sentence:

The theme of \_\_\_\_\_ is \_\_\_\_\_  
(Text #1)

#### 1a. Evidence from the texts

According to \_\_\_\_\_,  
(title of text)

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

#### 1b. Elaboration *how* does this evidence show that the colonists affected (positively/negatively)?

Derek realized \_\_\_\_\_  
\_\_\_\_\_  
when \_\_\_\_\_  
\_\_\_\_\_  
which shows \_\_\_\_\_.

#### 2a. Evidence from the texts

According to \_\_\_\_\_,  
(title of text)

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

#### 2b. Elaboration *how* does this evidence show that the colonists affected (positively/negatively)?

Derek decided to \_\_\_\_\_  
\_\_\_\_\_  
because he \_\_\_\_\_  
\_\_\_\_\_  
which shows \_\_\_\_\_.

As a result, Derek learned \_\_\_\_\_  
\_\_\_\_\_.

## Second Body Paragraph

### Topic Sentence:

The theme of \_\_\_\_\_ is \_\_\_\_\_  
(Text #2)

#### 1a. Evidence from the texts

According to \_\_\_\_\_,  
(title of text)

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

#### 1b. Elaboration *how* does this evidence show that the colonists affected (positively/negatively)?

Nineti realized \_\_\_\_\_  
\_\_\_\_\_  
when \_\_\_\_\_  
\_\_\_\_\_,  
which shows \_\_\_\_\_.

#### 2a. Evidence from the texts

According to \_\_\_\_\_,  
(title of text)

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

#### 2b. Elaboration *how* does this evidence show that the colonists affected (positively/negatively)?

Nineti decided to \_\_\_\_\_  
\_\_\_\_\_  
because she \_\_\_\_\_  
\_\_\_\_\_,  
which shows \_\_\_\_\_.

As a result, Nineti learned \_\_\_\_\_  
\_\_\_\_\_.

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

[illegible]

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:* \_\_\_\_\_

\_\_\_\_\_

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:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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

Day 19

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.

## Conclusion Paragraph

**Rewrite your topic statement:**

The theme of \_\_\_\_\_  
(title of text)

is \_\_\_\_\_  
\_\_\_\_\_.

while the theme of \_\_\_\_\_  
(title of text)

is \_\_\_\_\_  
\_\_\_\_\_.

Explain how these traits helped the characters succeed.

Derek learned \_\_\_\_\_

\_\_\_\_\_

when he \_\_\_\_\_

\_\_\_\_\_.

Nineti learned \_\_\_\_\_

\_\_\_\_\_

when she \_\_\_\_\_

\_\_\_\_\_.



Using your outline, write your conclusion paragraph below:

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# Essay Writing Activity

Day 19

## 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: 4.2a</u>			
I can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories.(Topic Sentence) <u>Standard: 4.2a</u>			
I can cite several pieces of textual evidence to support analysis of what the text says explicitly. (Evidence) <u>Standard: 4.2b</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: 4.2b</u>			
I can use linking and transition words in my sentences. <u>Standard: 4.2c</u>			
I can use precise language, including words I learned throughout this module. <u>Standard: 4.2d</u>			
I can write a clear conclusion statement that reinforces my central idea. <u>Standard: 4.2e</u>			
<b>Grade out of 21</b>			

**4th 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;"><b>Character Analysis</b></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;"><b>Character Analysis</b></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;"><b>Plot Development</b></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;"><b>Character Analysis</b></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>

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:* \_\_\_\_\_

**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 do the activities on the next few pages to connect with your family and have fun!**

Captain May I?					
Supplies		<ul style="list-style-type: none"><li>Two or More Players</li><li>A long space to move across- you might want to go outside!</li></ul>			
Skills	<ul style="list-style-type: none"><li>Accepting "No"</li><li>Asking Permission</li><li>Sportsmanship</li></ul>	Goals	<ul style="list-style-type: none"><li>I can ask for permission before I act.</li><li>I can accept no for an answer.</li><li>I can demonstrate good sportsmanship when playing a game with others.</li></ul>		
How to Play	<ul style="list-style-type: none"><li>Select a person to be the Captain first.</li><li>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.</li><li>The other players stand next to each other in a straight line.</li><li>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.</li><li>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.</li><li>If you move when it isn't your turn, you must take two steps backwards.</li><li>If a player asks to move and it isn't his or her turn, they must take two steps backwards.</li><li>The first player to get all the way to the Captain's side gets to be the Captain in the next round.</li></ul> <div>Captain may I...</div> <table><tr><td><ul style="list-style-type: none"><li>Take three big steps</li><li>Jump like a frog two times</li><li>Skip one time</li><li>Hop three times</li><li>Side step twice</li><li>Take 10 baby steps</li><li>Run forward for one second</li></ul></td><td><ul style="list-style-type: none"><li>Crab walk for two seconds</li><li>Leap one time</li><li>Walk on my tippy toes for two seconds</li><li>Bear crawl for</li><li>Hop on one foot two times</li><li>Stomp forward three times</li></ul></td></tr></table>			<ul style="list-style-type: none"><li>Take three big steps</li><li>Jump like a frog two times</li><li>Skip one time</li><li>Hop three times</li><li>Side step twice</li><li>Take 10 baby steps</li><li>Run forward for one second</li></ul>	<ul style="list-style-type: none"><li>Crab walk for two seconds</li><li>Leap one time</li><li>Walk on my tippy toes for two seconds</li><li>Bear crawl for</li><li>Hop on one foot two times</li><li>Stomp forward three times</li></ul>
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Reflection Questions	<ul style="list-style-type: none"><li>What happened when you asked for too move too far in one turn?</li><li>Why is it important to wait your turn to ask for permission?</li><li>Why is it important to ask permission before you act?</li></ul>				

Go Fish			
Supplies		<ul style="list-style-type: none"> <li>Two to Five Players</li> <li>A Deck of Cards</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>Addressing Others</li> <li>Respectful Voice Tone</li> <li>Active Listening</li> <li>Sportsmanship</li> </ul>	Goals	<ul style="list-style-type: none"> <li>I can use active listening skills to find out important information and help me reach my goal.</li> <li>I can use a respectful voice tone and address others respectfully.</li> <li>I can demonstrate good sportsmanship when playing a game with others.</li> </ul>
How to Play	<ul style="list-style-type: none"> <li>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.</li> <li>Players pick up their cards and look at them. Any matching pairs get put down in front of the player.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Play continues until all of the matches have been made and there are no cards left.</li> <li>The winner is the player with the most matching pairs of cards.</li> </ul>		
Reflection Questions	<ul style="list-style-type: none"> <li>Why do players need to pay attention to the game even when it is not their turn?</li> <li>How does it help you to use a person's name when you are asking them a question?</li> <li>How would you feel if another player said "go fish" to you using a mean tone of voice?</li> </ul>		



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