

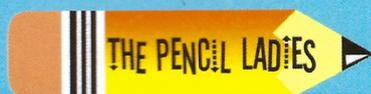
Bridging Connections

GRADES
6-9



MULTILEVEL, HANDS-ON READING AND WRITING ACTIVITIES

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EDUCATION CONSULTANTS

INTRODUCTION

The purpose of this workbook is not only to explain **how** to make a connection between reading and writing but to explain **why** making that connection is important.

Why:

- **Organizational Patterns of Text**
 - Improve reading comprehension skills
 - Make sense of the information in a piece of writing
- **Mysteries**
 - Encourage readers to be critical thinkers
 - Gather information
 - Ask questions
 - Analyze information
 - Find solutions
- **Poetry**
 - Readers continue development as creative thinkers
 - Readers recognize imagery and effect
 - Writers experiment with word order and word patterns
 - Writers express feelings and thoughts
- **Figurative Language**
 - Creates an image/picture in the reader's mind
 - Boring topics become more exciting, fun and interesting to reader
 - Writers use words to elicit emotion
 - Writers use words to create vivid imagery
- **Fact or Opinion, Inferences, Tone**
 - Encourage readers to question and discover the truth
 - Makes a connection between the literal meaning of text and the intended meaning
 - Use events and character's words and actions as evidence to draw a conclusion
 - Reflects the attitude of the writer
- **Letters to Words: Building Vocabulary**
 - Improves vocabulary, resulting in more adept readers and writers
- **Context Clues**
 - Improve fluency, comprehension, and vocabulary
- **Homophones and Homonyms**
 - Improve the understanding of context clue in sentences containing words with more than one meaning
 - Improve the misuse and misspelling of homophones when used in context

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Patterns of Organization

Compare and Contrast

Cause and Effect

Descriptive, Expository, and Chronological Order (Sequencing)

Problem and Solution: Mysteries & Puzzles



Organizational Patterns of Text
The Why

Organizational Patterns in a piece of writing show the relationships between words, sentences, and paragraphs through the use of transition words.

Common Organizational Patterns:

- *compare and contrast
- *cause and effect

- *chronological order/sequencing
- *problem and solution

Patterns of organization provide:

- structure
- logical progression
- clear, logical organization
- effective communication
- completeness of ideas
- focus and direction
- higher order thinking/reading comprehension skills

- *identify supporting details
- *identify author's purpose
- *identify main idea
- *find supporting details
- *draw conclusions/make inferences

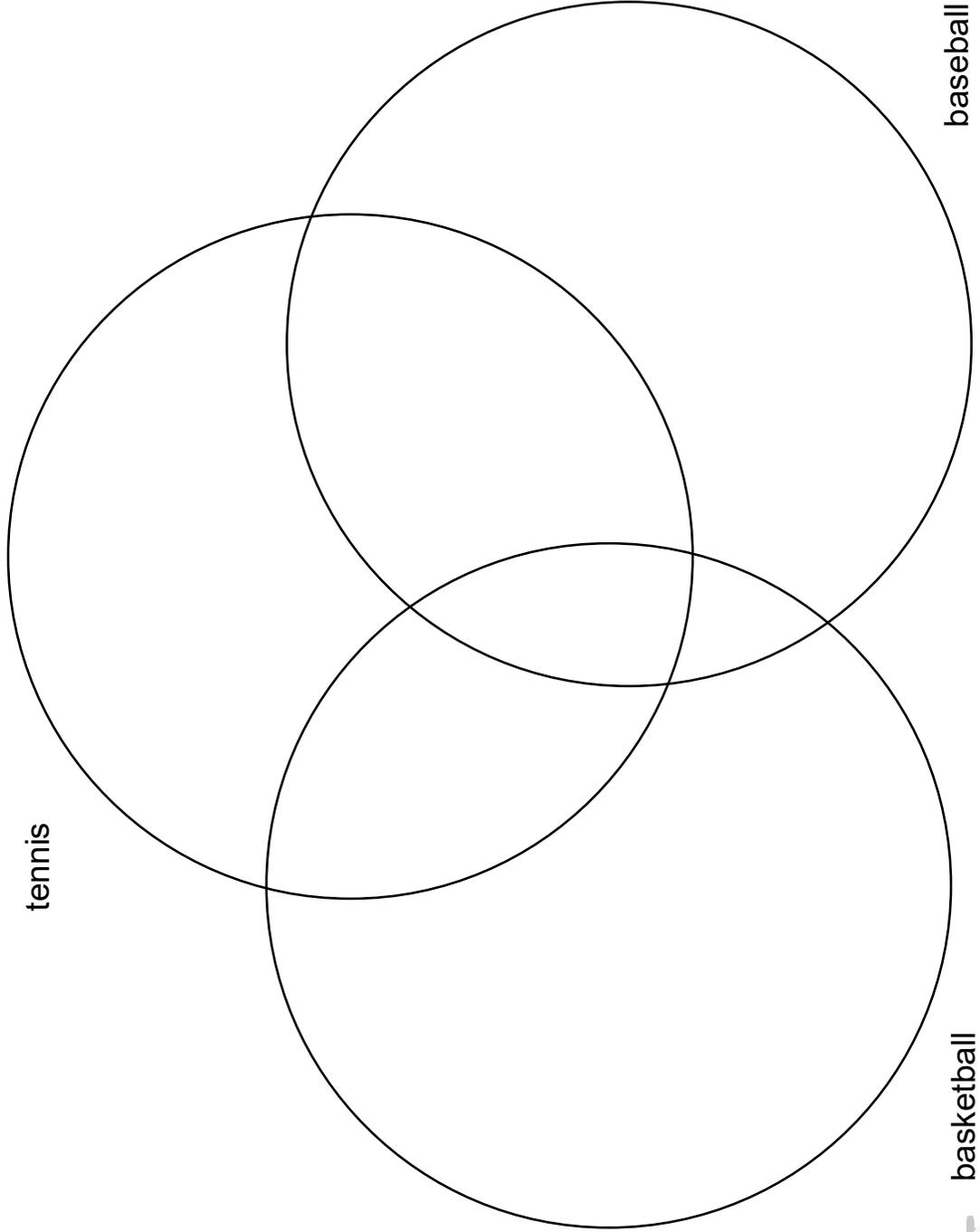
- *distinguish fact and opinion
- *distinguish cause and effect
- *compare and contrast
- *sequence steps/procedures

Lack of organizational patterns in a text results in confusion as the reader struggles to make sense of information.



Compare and Contrast Triagram

Now that you have practiced sorting the dog/bird/cat Venn Triagram, practice on your own with the sports triagram and then write your own compare and contrast paragraph.



- net _____
- ball _____
- singles _____
- hit the ball _____
- coaches _____
- racket _____
- court _____
- match _____
- basket _____
- innings _____
- doubles _____
- quarters/halftime _____
- teams _____
- runs _____
- shoot the ball _____
- bases _____
- points _____
- goals _____
- bat _____
- field _____
- fouls _____
- outs _____
- free throws _____
- officials _____
- fault/double fault _____
- glove _____
- love _____
- uniforms _____
- _____
- _____

TRANSITIONS CHART

ADDITION

also
furthermore
in addition
likewise
moreover

CONTRAST

however
instead
nevertheless
on the contrary
yet

CONCLUDING

all in all
all things
considered
clearly
in collusion
overall
to summarize

EXAMPLE

additionally
evidence of this
for example
for instance
furthermore
(just) imagine
in this case
with this in mind

SEQUENCE

afterward
at first
at the same time
first of all
immediately
in the meantime
later
meanwhile
next
previously
then
to begin with
simultaneously

CONSEQUENCE

as a result
consequently
for this (very)
reason
therefore

COMPARE

also
in comparison
likewise
similarly
(when) compared to

EMPHASIS

above all
absolutely
especially
for instance
particularly
positively
specifically
without a doubt

Organizational Patterns of Text

Descriptive, Expository, and Chronological Order (Sequencing)

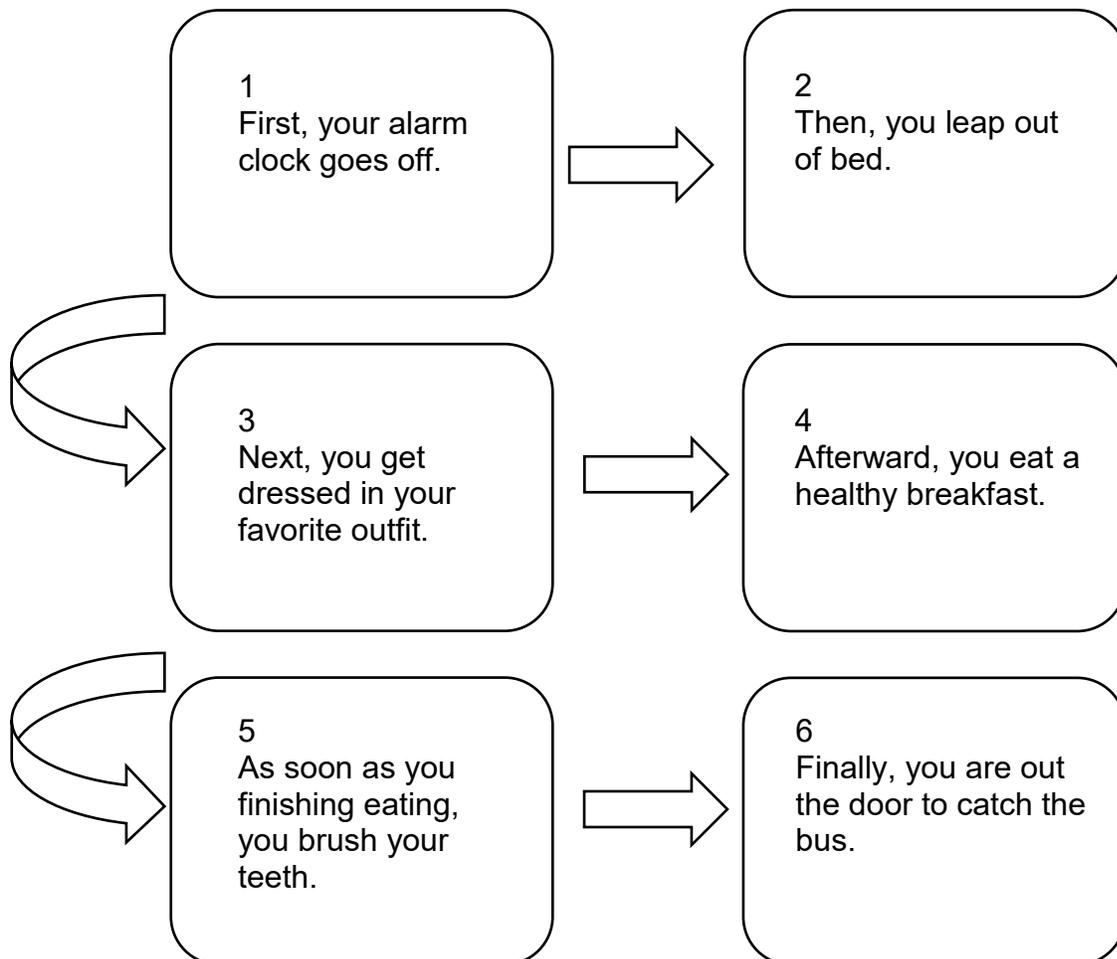
Transitions which show a time relationship (such as order of events or steps in a process) tell us when something happened in relation to when something else happened. These transitions may be used in the following types of writing: expository, persuasive, and narrative.

about
after
third(ly)
prior to
immediately
following
in the meantime
next
preceding

first (of all)
second(ly)
today
tomorrow
yesterday
next week
frequently
before
initially

until
meanwhile
afterward
as soon as
finally
whenever
eventually
not long after
on (date)

soon
later
now
during
when
while
often
then
last



Mysteries: The Why

This section provides high-interest stories/mysteries to motivate and challenge readers. Each mystery will keep students focused and engaged while challenging student reasoning skills.

As students read the mysteries, they will analyze situations and facts, as well as predict outcomes.

Mysteries encourage readers to be critical thinkers who:

- ❖ gather and consider facts prior to making a judgment
- ❖ ask questions
- ❖ find solutions
- ❖ analyze information and ideas
- ❖ look for evidence/proof to support conclusions
- ❖ distinguish between facts, opinions, and irrelevant information (red herrings)
- ❖ complete graphic organizers
- ❖ sequence events

Higher level/critical thinking skills: Students have the opportunity to:

<u>Understand:</u>	predict explain	classify discuss	infer compare
<u>Apply:</u>	classify	solve	examine
<u>Analyze:</u>	compare/contrast examine evidence distinguish between fact and red herrings (false information)	cause/effect investigate	explain identify
<u>Evaluate:</u>	decide	justify	prioritize choose
<u>Create:</u>	compile	solve	predict arrange rearrange

How to use mysteries:

There are several ways to use this section of the workbook. Students may solve the mysteries:

- ❖ Individually
- ❖ As partners
- ❖ In small groups
- ❖ As a whole class (teacher reads the mystery)

Note: Sometimes it is helpful to encourage students to sketch the crime scene

This section of the workbook provides an opportunity for discussion and higher-level thinking skills. Because of the predicting and inferencing required while solving a mystery, the interpretation of evidence should be open for discussion. After discussing the evidence that supports a student's solution, and if the student makes a good argument for his answer, then accept that answer. The entire purpose of the Mysteries Section is to encourage students to think about what they have read, so they may comprehend reading material better.

***Hint: It is recommended to do one mystery a week.**

Missing Bicycle

One month to the day, Alex had gotten a shiny, new yellow bicycle for his 8th birthday. Alex rode his new bike to town and occasionally to school. Sometimes he earned money by running errands for his elderly neighbor, Mrs. Merrell. She would give him a list of groceries to pick up at the local market. The money Alex received from his trips to the market helped him afford a combination lock to secure his new bike. On this particular day, his parents refused to let him ride his bike because of the threat of thunderstorms in the area, so he locked the bike out of sight under the carport. Around 6 p.m. the storms passed, so Alex ran out of the house only to find his combination lock open and his bike missing.

Read the clues and help Alex find who took his new bike.

Clues:

- Alex was afraid he might forget the combination to his lock, so he told a few of his closest friends.
- John, Hudson, Nolan and Tyler all knew Alex's combination.
- Mrs. Merrell saw the bike in the carport at 5 p.m.
- Tyler was on a two-week trip to Disney Land.
- Nolan was always telling Alex he also wished he had a yellow bike.
- Hudson was seen riding a black bicycle to the park.
- Nolan was at his sister Anna's birthday party.
- Tyler does not know how to ride a bike.
- Hudson and John do not own bikes.
- Nolan and Hudson did not steal the bike.

The Non-Proposal

Joe and Laura had been dating for four years. Laura wanted to get married, but Joe was noncommittal and happy with the relationship as it existed.

Ready to give up on Joe and pursue a relationship with Bob, Laura decided to give Joe one more opportunity to propose. She planned a romantic dinner for their fourth dating anniversary in the hopes Joe would pop the big question, accompanied by a sizable diamond engagement ring.

Joe arrived early which gave Laura even more hope, considering Joe was never early for anything. He helped her cook the meal and even offered to set the table. When she entered the dining room, he had romantically decorated the table with flowers and candles. Laughing and enjoying each other's company as they ate, Joe suddenly got out of his chair and down on the floor. He appeared to be looking for something under the table. The anticipation was almost more than Laura could handle until Joe, kneeling beside her chair, handed her a piece of corn that had fallen from his plate. Laura, being furious, shoved Joe back to the floor causing his head to hit a nearby chair and killing him.

Laura freaked out and decided to cover up his accidental death. First, she put the kernel of corn in his mouth to make it appear he had choked to death. Then, she put him in her car and drove to a secluded wooded area dumping his body in a ditch.

The next day she received a phone call from the police informing her that Joe's body had been found, and she needed to get to the crime scene immediately. Shocked he had been found so soon, Laura jumped in her car.

Driving to the crime scene, she practiced what she would say and how she would react. Unfortunately, all that practice was in vain because the moment she exited her car, she was arrested and handcuffed.

Complete the Reading Detective Report and then answer the following question.

How did the police know to arrest Laura? _____

Reading Detective Report

Characters/Suspects
Setting: Description of place, time, surroundings, mood

Text Evidence: Relevant/Applicable Clues

Text Evidence: Red Herrings: Misleading or Distracting Clues

Who Done It?: Solution/Conclusion

Explain what evidence lead you to this solution? Use text evidence.

Pets and People

Some people are dog lovers, then again some are cat lovers. Generally, people love their pets and have a connection to them. Adalyn, Landon, Dylan and Ella each own a different pet.

Find the pet that belongs to each person by reading the clues and completing the chart.

- Ella's pet eats less than Landon's pet.
- Adalyn's pet swings from trees.
- Landon's pet is used as a service animal for the blind.
- Dylan's pet loves to sit in his lap for a day of petting.
- Adalyn's pet sometimes wears clothes.
- Landon's pet likes to play fetch.
- Ella's pet does not like hooks.
- Dylan's pet would like to eat Ella's pet.

	Adalyn	Landon	Ella	Dylan
fish				
monkey				
dog				
cat				

Adalyn owns a _____.

Landon owns a _____.

Ella owns a _____.

Dylan owns a _____.

Mystery of the Blood Stains

Detective Gotcha was sent to Florida on an extremely important case. Because the case was going to take a couple of weeks, the detective invited his wife and two children for a mini vacation.

The detective checked his family into a luxury hotel before he left to work on the case.

Every day for two weeks, Detective Gotcha's family would spend the day at the beach enjoying the sun and the sand. What they did not know was that the closer Gotcha got to solving the case, the threats of harm to his family became more intense.

In the evenings, Gotcha would join his family at a famous seaside restaurant for dinner. He vigilantly watched the guests surrounding him in order to protect his family. Unfortunately, he was unable to protect them from the blood-sucking insects that attacked them while they sat on the beach.

On the final night of their vacation, Gotcha secured their hotel room knowing tonight would be the last night anyone could make good on their threats of harming his family. The detective struggled to sleep due to the buzzing of insects that had slipped into the room. The buzzing became so awful, that at one point, the detective began swatting at anything that moved.

The next morning Gotcha opened his eyes to tiny blood stains on the ceiling and walls. As he checked on his children and wife, who were unharmed, he wondered how the blood had gotten in the room and who it belonged to.

How did the blood get on the ceiling and walls? _____

Who did the blood belong to? _____

Sneaky Campers

Each year several organizations from local schools pack up their summer apparel, load a bus, and set out for South Padre Island for a week-long camp. The long hours on the bus trip are filled with upbeat music and lots of teenage talk. After arriving at the hotel, some of the boys and girls began plotting to outsmart their chaperones and counselors by sneaking out of the hotel for a quick stroll on the beach and a moon lit swim. When one of the counselors, Ms. Strickland, made the rounds for room check at 10:00 p.m., she discovered several boys and girls missing from their rooms.

Help the counselor solve the mystery of the sneaky campers.

Clues:

- ❖ Clara and Lucy left a pile of sand at the door of their hotel room.
- ❖ Thomas is allergic to salt water.
- ❖ Peyton is Elana's cousin and is easily influenced by Lucy.
- ❖ Anthony and Joseph's fathers are chaperones at the camp and their kids would be mortified to break the rules.
- ❖ Zack is on the swim team and loves the beach.
- ❖ Alice's hair is wet, sandy and salty.

Campers	Evidence of Breaking the Rules	Evidence of Following the Rules

Which girls disobeyed the counselors? _____

Which boys disobeyed the counselors? _____

The Veterinarian Office Break-In

Dr. Taylor, the local veterinarian, opened his office at 7:30 on Monday morning to a scene of total chaos. Someone had broken into his office and freed all the animals from their cages. There were dogs and cats chasing each other around the office. Several birds were flying around as the cats swatted at them. Dr. Taylor's staff began to arrive and were in disbelief at the sight of craziness. Everyone began to grab animals but could not figure out which cage each animal belonged to.

Help Dr. Taylor and his staff get the animals back in their correct cages. There is a total of nine cages stacked three across and three levels high.

Clues:

- Wags' cage is to the right of Waldo's cage.
- BJ likes being in the center, so he can keep an eye on all the animals around him.
- Wiggler's cage is directly above Pablo's cage.
- Waldo's cage was below Sadie and Sal's cages.
- JR's cage is in the bottom right corner.
- Waldo is in the cage between Wags and Wiggler.
- Sal's cage is on the top level but is not above Wiggler.
- Sassy's cage was directly above Waldo's cage.
- All the animals whose names begin with "S" are birds.
- All the animals whose names begin with "W" are cats.

Animal Cages

Rich's Ring

Mrs. Brenda Rich reported her diamond ring had been stolen at her dinner party on October 12th. She had invited her niece, Terri Tomorrow, her best friend, Andene Armstrong and her fiancé, Mason Trant.

Everyone arrived at Brenda's house at 6:00 p.m. and was seated in the living room. Brenda returned to the kitchen to finish the last-minute preparations for the meal. While in the kitchen, she removed her diamond ring and placed it on the counter near the calendar hanging on the wall.

During dinner, everyone had a wonderful time. They discussed Andene and Mason's upcoming destination wedding in Hawaii. Brenda was excited about the trip to Hawaii but wondered how the couple could afford such a lavish wedding, considering Andene and Mason were both unemployed. Terri was disappointed she would be unable to attend the wedding due to financial reasons.

After dinner, everyone helped clear the table and clean the kitchen. All of the guests left at 10:00 p.m. Brenda returned to the kitchen at 11:00 p.m. for a glass of water and realized her ring was missing.

When the detective arrived, he noticed a notepad on the counter where Brenda had left her ring. Someone had written on the pad the following numbers: 3-4-9-10-11.

The detective asked Brenda if she had written the numbers on the pad, but she had not. After further investigation, the detective realized the numbers and location of the pad were the answer to the theft.

Which suspect stole the ring? Terri, Andene or Mason? _____

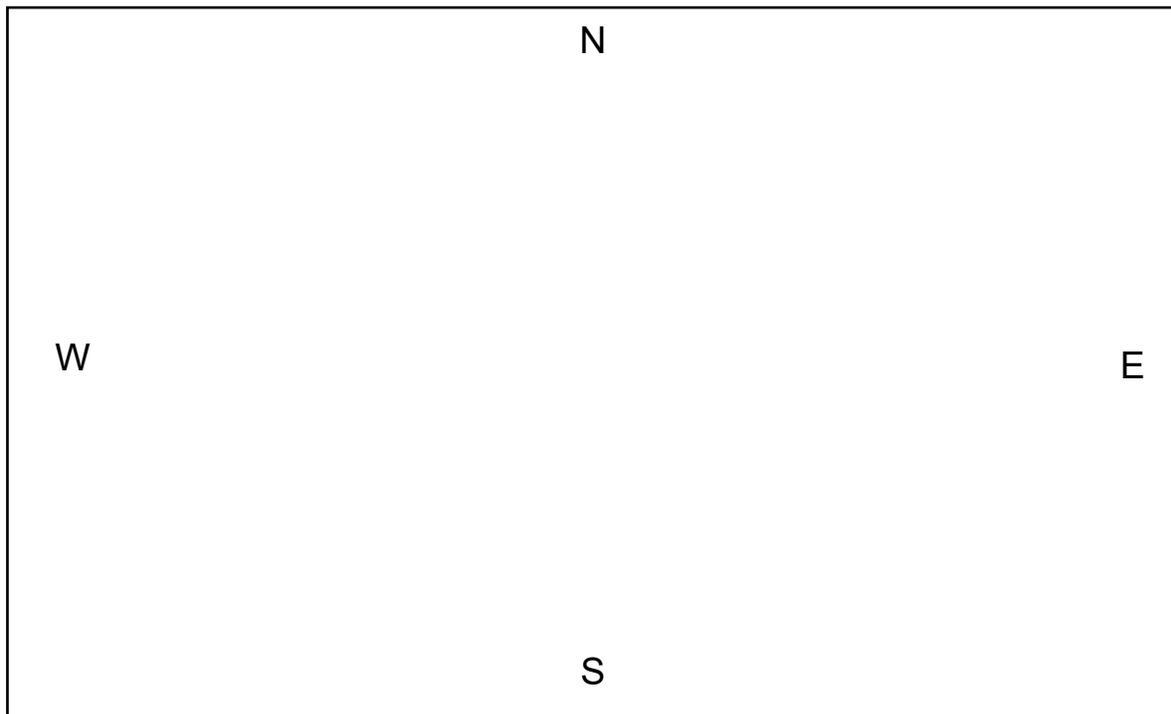
Numbers	
3	
4	
9	
10	
11	

Where Is Birdie Field?

Natalie is to play softball at Birdie Field on Saturday at 4:00, but she is not sure where the field is located. She checks her computer and prints the following written directions:

- Birdie Field is located at the intersection of Cardinal Lane and Sparrow Drive.
- Cardinal Lane is west of Blue Jay Boulevard which runs north to south.
- Cardinal Lane runs parallel to Blue Jay Boulevard.
- Chickadee Street and Parrot Street are perpendicular to Cardinal Lane.
- Chickadee Street is north of the field and Parrot Street is south of Chickadee Street.
- Sparrow Drive intersects Chickadee and Parrot Street on the west side of Blue Jay Boulevard.

Create a map in the space provided that will help Natalie locate the softball field.



The Missing Rare Coin

Robert Reeves, owner of a scuba diving school, returned from the Caribbean with a rare find. He and several other divers had been diving near an old shipwreck when something shiny caught Reeves' eye. Upon examination, Reeves discovered an extremely rare, valuable coin dating back to the 1400s. During lunch with several of his friends and relatives, Robert brought out a lock box with the rare gold coin. After everyone had had a chance to examine the coin, Reeves placed the coin back on the lock box beside his plate.

Objective: Review the list of lunch guests then use the clues to figure out the seating arrangement of the guest at the lunch table. Finally, use the seating arrangement to answer the questions.

Lunch guests:

Michelle – Robert's down-and-out sister

Cole – Reeves' unemployed brother-in-law

Edith – Robert's ex-wife and mother of their two children

Lucinda – Reeves' fiancé, (he had argued with her earlier that day)

Levi – Robert's scuba diving partner

Clues:

- Michelle sits at the opposite end of the table from Reeves.
- Cole sits next to Reeves.
- Edith sits beside Lucinda.
- Lucinda sits to the right of Michelle.
- Cole and Levi sit on the same side of the table.
- Cole over eats and pops a button off his favorite shirt.
- All the guests help Cole look for his lost button under and around the table, except Edith who continues to eat.

- Reeves finds the lost button, and Cole leaves the table to repair his shirt.
- While Cole is out of the room, Reeves brings out his lock box and allows everyone to examine his rare gold coin.
- Reeves places the coin back on the lock box beside his plate.
- Michelle screams there is a worm in her salad and knocks her salad bowl on the floor.
- Everyone attempts to find the worm and clean up the spilled salad.
- The guests return to their places to finish their meal when suddenly Reeves discovers the rare coin is GONE.
- Reeves accuses one of his guests that is sitting on either side of him.



Complete the Reading Detective Report and then answer the following question.

Who took Reeves' rare coin? _____

Explain your answer.

Who is Romeo Catcher's Girlfriend?

Romeo Catcher is the heart-throb of all the local high school girls. He has dated many girls but is friendly with most of the girls at Heart Throb High School. He has always preferred tall girls with black hair, and most of his ex-girlfriends have had blue eyes and long hair. His most recent girlfriend moved to town not long ago and lives close to his house. She is also the star basketball player and is taller than Romeo.

Help find the name of Romeo's girlfriend.

Objective:

Students are to put all the clues together to discover the name of Romeo's girlfriend.

Students are to identify **red herrings** and eliminate the misleading information.

(A **red herring** is something, especially a clue, that is intended to be misleading or distracting from an important issue. This literary device leads readers to a false conclusion.)

Cut apart clue cards (on dotted lines). After cutting apart clue cards complete the Mystery Puzzle Chart.

Romeo's girlfriend has black hair.	Mia Moore lives on Breakup Street.
Eva Diamond and Romeo text and call each other all the time.	Romeo's previous girlfriend was Juliet Love.
Mia met Romeo three weeks ago.	Juliet Love lives on Breakup Street and has long black hair.

Romeo lives on Lover's Lane.	Eva Diamond has blue eyes and blonde hair and has just moved to town.
Mia Moore is 6'1" tall.	Kayla Kay has blue eyes.
Romeo's new girlfriend lives on Breakup Street.	Bella Rose has known Romeo several years and has brown hair and hazel eyes.
Mia Moore has long black hair and is quite fond of Romeo.	Eva Diamond lives on Lover's Lane.
Romeo's new girlfriend is very tall and has blue eyes.	Kayla Kay lives on Peach Street.
Kayla Kay met Romeo three weeks ago.	Juliet Love has brown eyes and is 5'11" tall.

See next page and complete Mystery Puzzle by completing the chart.

Romeo's Mystery Puzzle Chart

Complete the following chart and then answer the questions.

Prospective Girlfriend's Name	Street Name	How Long She Has Known Romeo	Color of Hair and Length	Height	Eye Color

Who is Romeo's girlfriend? _____

What text evidence did you find that lead to this conclusion? _____

Who's Who and Who Plays What?

Keira and Alexis love to play sports, as do Ian and Chase. Each boy and girl have decided to play a different sport: tennis, football, volleyball and baseball. The students' ages are 13, 14, 15, and 16, and their last names are Wilson, Lansford, Sheppard and Nickels. The coaches for the four sports are Johnson, Reynolds, Wright, and Graham.

The athletic department was flooded by a heavy rain and most of its paperwork has been destroyed. Based on the remaining paperwork, help the coaches match up the student's age, last name, sport and coach.

Read the following clues, then use the chart on the following page to complete the chart below.

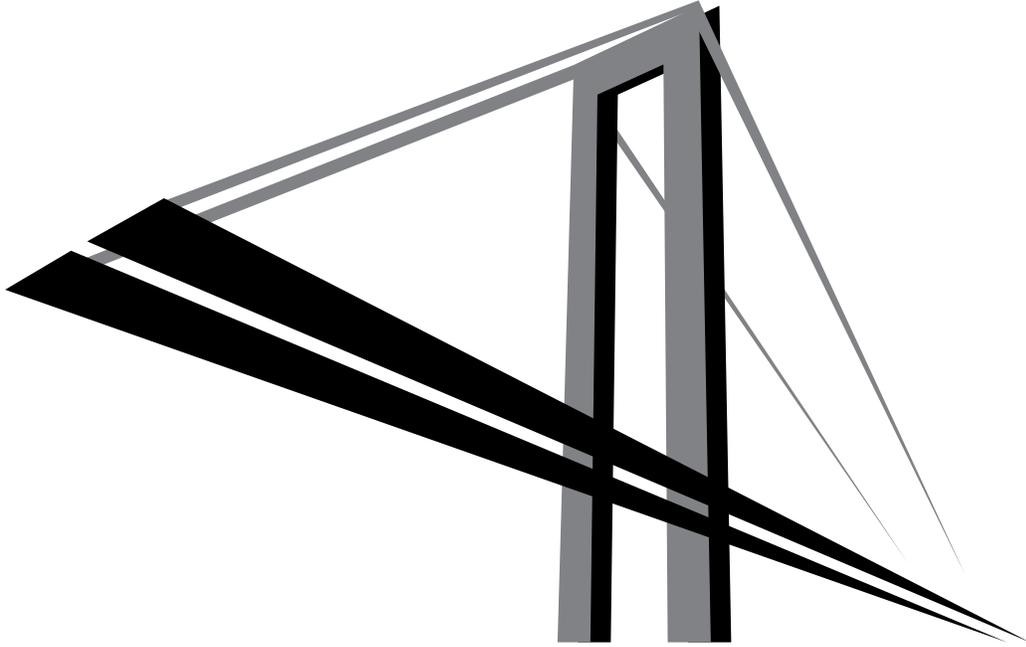
1. Alexis is a year older than the girl who is playing volleyball.
2. Coach Reynold's athlete is three years older than Sheppard.
3. Lansford is confident his sport and Graham's sport will both win district.
4. Wilson bought a racket for her sport.
5. Coach Wright's athlete is not playing baseball.
6. Ian is older than Graham's and Johnson's athlete.
7. Chase is neither the youngest nor the oldest.

Complete this chart.

Name/Athlete	Sport	Coach	Age

	Wilson	Lansford	Sheppard	Nickels	Tennis	Football	Volleyball	Baseball	Johnson	Reynolds	Wright	Graham	13	14	15	16
Keira																
Alexis																
Ian																
Chase																
Tennis																
Football																
Volleyball																
Baseball																
Johnson																
Reynolds																
Wright																
Graham																
13																
14																
15																
16																

Poetry



Poetry The Why

Why use poetry in the classroom?

Reading:

- ❖ Allows reader to be a creative thinker
- ❖ Allows reader to build vocabulary
- ❖ Allows reader to identify figurative language that creates imagery and effect
- ❖ Allows reader to identify theme
- ❖ Allows reader to recognize elements of poetry (such as rhyme)
- ❖ Allows reader to make connections to poetical theme
- ❖ Allows reader to experience a different style of text

Writing:

- ❖ Allows writer to improve writing skills
- ❖ Allows creative thinking
- ❖ Allows writer to engage in the use of figurative language to create imagery and effect
- ❖ Allows writer to experiment with word order and word patterns
- ❖ Allows writer to express feelings and thoughts
- ❖ Allows writer to build vocabulary

Additional poetry practice is included in the **TONE** section of this book. This will allow for extended practice in identifying types of poems and poetry elements.

Tone Words

admire(ing)- adore; respect; appreciate
angry- mad; furious
apprehensive- concerned; suspicious; uncertain; uneasy
apologetic- sorry; remorseful
awe- amazement; astonishment
bewilderment- confusion
bleak- without hope; dreary; depressing
blunt- outspoken; straightforward; candid
candid- honest; straightforward; blunt
condescending- looking down on other people; feeling superior; arrogant
critical- finding fault; belittling
despair- hopelessness; desperation
determined- not giving up
disgusting- yucky; nasty; awful
empathetic- understanding; compassionate; sympathetic
formal- appropriate behavior; respectful; orderly
frustrated- discouraged; defeated; upset because of not being able to do something
hopeful- optimistic; looking forward to something; confident; upbeat
humorous- funny; amusing
irreverent- disrespectful; rude
joyous- happy; cheerful; joyful
matter-of-fact- truthful; straightforward
melancholy- sad
nostalgic- sentimental; thinking about the past; wishing for something from the past
objective- fair; without prejudice; open-minded
optimistic- hopeful; cheerful
outraged- offended; shocked; angered
passionate- excited; enthusiastic; loving
perplexed- confused
remorseful- regretful; guilty; ashamed; sorry
reverent- respectful; treating others with honor and respect
respectful- courteous; considerate
sarcastic- saying the opposite of what you mean as a way of being unfriendly or making a point
sentimental- nostalgic; thinking about feelings such as remembering the past
serious- not joking; sincere
skeptical- disbelieving; doubtful; suspicious
straightforward- truthful; candid; blunt
suspense, suspenseful- anticipation; uncertainty; wondering what will happen next
sympathetic- concerned; compassionate; caring; sensitive to others feelings
whimsical- playful; funny; comical; unusual; weird

Common Prefixes

Prefix	Meaning	Examples
un-	not, opposite of	unlikely, unequal, unaware, unbelievable
re-	again	revise, replay, redo, report
in-, im-, il-, ir-	not	innocent, inactive, impossible, immature, illogical, illegal, irrelevant, irregular
dis-	not, opposite of	disconnect, disrespect, dishonest
en-, em-	cause to	entangle, enable, empower
non-	not	nonsense, nonrefundable, nonfiction
in-, im-	in, into	inside, inject, implant
over-	too much	overconfident, overwork, overeat
mis-	wrong(ly)	misuse, mistake, misinform, misbehave
sub-	under, below	submarine, subway, submerge
pre-	before	precede, preexisting, preheat, prepay
inter-	between	internal, international, intermission, interact
fore-	before	forecast, fortune, foreground
de-	opposite of	deactivate, decrease, deflate, dehydrate
semi-	half	semicircle, semicolon, semiconscious

Common Suffixes

Suffix	Meaning	Examples
-s, -es	noun: plurals	dogs, tests, horses, boxes
-ed	verb: past tense	dressed, painted, walked
-ing	verb: present participle; progressive verb tense	eating, drinking, running, shouting
-ly	adverb or adjective	weekly, scholarly, happily, sadly
-er, -or	noun: someone who does something verb: action	director, reporter, player ponder, dishonor
-ion, -tion, -ation, -ition	noun- act or process	tension, abduction, attention, vacation, rendition
-able, -ible	adjective- ability to be done; worth	doable, comfortable, solvable, incredible
-al, -ial	adjective	natural, territorial
-y	adjective	teary, grainy, funny
-ness	noun	fullness, kindness
-ity, -ty	noun	novelty, honesty, necessity
-ment	noun	development, document
-ic	adjective	generic, poetic
-ous, -eous, -ious, -ose	adjective	joyous, courageous, gracious
-en	verb	sharpen, moisten, strengthen

Breaking It Down Guided Practice

Directions: During your reading, identify an unfamiliar, multisyllabic word. Then complete the following graphic organizer to help figure out the word's meaning. (This organizer has already been completed for you.) Now practice as a class by selecting another unfamiliar, multisyllabic word and fill in the shapes below (where the sample answers are provided).

Sentence

During their science lab, students used microscopes to view the body structure of a mosquito.

Word to Explore:

microscopes

Parts + Meaning

micro -- small

scope -- to see

s -- more than one

Definition

Scientific instruments to view small items.

New sentence using the word

Using microscopes, my class studied earthworms.

Letters to Words: Building Words

Letters to Words/Building Words is a hands-on activity in which students manipulate letter boxes by adding and moving the letters around to build new words. There is one or more mystery words for each activity.

Instructions:

After completing the word chart then sort the words on the sorting chart looking for patterns:

- ❖ Sort by rhyming words
- ❖ Sort by the same prefix/beginning (misplace)
- ❖ Sort by the same suffix/ending (dancing)
- ❖ Sort by the same root (misplaced)
- ❖ Sort by compound words (upstairs)
- ❖ Sort by the number of syllables
- ❖ Sort by changing letters in a word to make a new word (bet, set)
- ❖ Sort by words that sound alike, but are spelled differently and have a different meaning (to, two, too)

Make copies of the 3 pages of sorting charts (or have students draw out on their own paper) to be used with Letters to Words: 4 through 8.

Example:

2-letter words	3-letter words	4-letter words	5-letter words	6-or-more letter words
be	sat bat bet	best kale	bells stalk stall stale	basket basketball stalls

a	a	e	b	b	k	l	l	s	t
---	---	---	---	---	---	---	---	---	---

Sorting Charts

rhyming words	same prefix	same suffix	same root	build new words	Words that sound alike, but spelled differently	compound words	number of syllables
sat bat		bells stalls		bat=bet		basketball	<u>2 syllables</u> basket <u>3 syllables</u> basketball