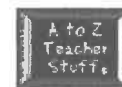


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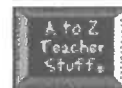
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Block 1 classroom names

E K G F Q T J P
 A K E Z K G L L C T P S
 Y L N S T Y O Q A N E H R B J N
 I Q U U X D T N E S A W O I Q I F U X T
 J C J S T V S A A B U B Q S N X N N E X R Q
 D K M D B S X N X N M L F F S A O I A V C Z P K
 F G H O C O F D E K E G A S Y D T T K L O B I A
 X U A Q R N M G B T X R P K L E G Y Y V X X Q L
 O T P S G G J A M J H M F W L S X H L E E R B I
 S Z Q O U U A O B W X G A S A A D Y A J I G J N
 K M M W K I A N X N A F I L Z E V A H C X E L A
 E O A L E X Z A N D E R N C R P K L G S T M
 R G C N J O Y K C J W K Y K O O P W Y P D E
 N A V I R K C F K P A P G C M L H N O C
 J W R L T Q R E H P O T S I R H C L
 E X M W H W A Q V U R H P K G L
 D B R N A Y A R B R V B Y C
 T K G A E L H J F N E D
 A F T R L A P P L F
 G I G R E S I T
 N V K X A T
 I V H Y
 A Z

ALEXZANDER
 ALEXCHAVEZ
 NAKYLA
 DANIEL
 KALINA
 MORGAN
 IVAN
 MATTEE
 GUTZMER
 HAILEY
 KNIGHTEN
 KNUTSON
 SAGE
 BRAYAN
 RYAN
 CHRISTOPHER
 TRINITY
 BREE
 JAYDA
 ALLYSSON
 LEAH
 MALCOM

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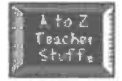
NAME: _____ DATE: _____

Block 2 Classroom Names

| | | |
|---|-----------------------|---------------------|
| H A L | | T U Y |
| I L Z M O Z | | E G B F L B |
| G M E U H I E R D | | I U O N W E Z W C |
| Z O R C C E M G J | | D T A D G Z A D U |
| W Y M E T I I T L V | | G R Q F N L Q N Y V |
| M A F N A M E C C O | | E O I A A M V D Q O |
| M N M A S Y Y G A R E | B O I B T D U W E L S | |
| L I S O L R Q Y K I O M U Z F H R V N R J G | | |
| N P Y E J Z K Y G S Y A N K O O X E Y W | | |
| S S G P I I E B T D D Y T J W | | |
| H R E O A U I E I | | |
| H T T L C R O R C A U L C | | |
| O C O Y A L Z K W Q U N I Y I | | |
| O H W T M J N F L J L C D L G K N R Q | | |
| U B S W M L C F E L E O N A R D O H N E M | | |
| E U R O W Y C I E D Q I R C L Z C A P W Y | | |
| I J R T P Q N N A L D Y J N D M O B N Y Y G B | | |
| E A F Z C Y Q M M N D A A Y Q F I J F W X | | |
| R K I Y A K J Z U A V O U D N T L T C A A | | |
| E F U H Q H W K M Z R V O N L D D A Z | | |
| H A I A S I S B Z E X Q A K V Q C | | |
| K M G S O I V K W Y Y J I | | |
| W B Y K Q I L S T | | |
| | O Q C | |
| | O W P | |

CRISTIAN
 ALLINAH
 ISAIAH
 RIGOBERTO
 DANIEL
 NAYOMI
 LEONARDO
 JORDYNN
 MADILYNN
 JACOB
 MYLES
 DNAMBI
 KACIE
 ERIC
 ZANDER
 DEICY
 ANGEL
 KIYA
 AYDEN
 JORDAN
 TOMMYLEE
 AZUCENA

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NAME: _____ DATE: _____

Block 3 Classroom Names

B N Y
 J O C V M J T E L
 J E Z V O I P Q W W A M Y
 P P V F N X M C B J R D Y T M D I
 M I R G L V X M E K J Q I D S R K Z I
 G G V V I C A M W N A N N A Z U S R L O V
 F A U W Q L Z Z C T J C X K Y O O U B M F
 W H J Q Z R U E A E W L V Q T F V
 F B C G E E I S Y C P H S D E X E
 B R I V A E A C F Q X U L F N P L Y Y B Q T L T B
 B R E N I Z O W W H P L E Z A K W M X L S I L V X
 U O O B K C J X J X I A E R H K B G F U Z J P L D
 P N L A M D L T R U B J I N N P P T Y J A L L R V B H
 R T K M O W N R O L V X K W J E M D K B X J W N C A L
 U N O T L O C E N R E H Y K A T A L E N F H V D U Y N
 F K D E D S D F E G N M C S R T L O K H D I R
 H R Q B T W A Y A N Z O E H O O V G O M O
 B J U N M W G H X H A B S Z M L S C L J N
 K N W O O W B I M S
 F A N I E R M J A C I D
 N R D S V W N J R Z O Y L E M E E G T S E
 Q F L I V I E R N A H T A N O J I N E L N
 X P A E I O Y V K C J O B D B J N I D
 X O C K G T W H R E D N A X E L A
 J B K W B Y Z K B J K G J
 R R I M N U S X O
 I J A

JONATHAN
 GENESIS
 KARLA
 ANGEL
 LAIKYN
 VICENTE
 ABIGAIL
 LIVER
 ALEXANDER
 JACOB
 JAYLEEN
 BRENIZ
 VICTOREAH
 SUZANNA
 BAYRON
 ESTEPHAN
 EMELY
 MACI
 ELIZABETH
 ADEN
 COLTON

Name _____


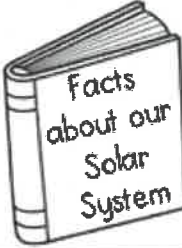







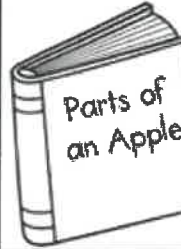

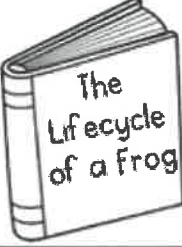








Author's Purpose

Directions. Read the titles on each book.

Decide what the author's purpose is and color according to the code.

| To persuade | To Inform | To Entertain |
|---|---|--|
|  |  |  |



| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Name _____

Date _____

May Writing Prompt

It's almost summer! Write about what you want to do this summer.

Name: _____

Date: _____

Making Inferences in a Fictional Text

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge. Read the passage below and answer the inference questions that follow.

clues in text + what you know = inference

The Hazelnut Child



Once upon a time, before the continent of Europe was given that name, there lived a couple who had no children. They wished every day for a child, even if he were no bigger than a hazelnut. At last, their wish was granted, and they had a child who was the size of a hazelnut, just as they had said. They loved the child very much and they took excellent care of him. When the hazelnut child turned fifteen, his parents asked what he would become, now that he was of an age to work. "I would like to be a messenger," said the child. His mother laughed and asked, "How can you possibly be a messenger? Your tiny feet would take an hour to carry

you the distance anyone else could cover in a minute." "Give me a message to carry," said the boy, "and see how quickly I return." So his mother told him to go the house of his aunt in the neighboring village and bring back a comb. "I'll be back before you know," said the boy. His mother held the front door open for her son, and off he went on his journey. He found a man on horseback who was headed for the next town. The boy **crept** up the horse's leg, crawled under the saddle, and began to pinch the horse's back. Rearing up, the horse took off at breakneck speed and wouldn't slow down, no matter how hard the rider pulled at its reins. When they reached the neighboring village, the hazelnut child quit pinching the horse, and it slowed enough that the boy was able to climb back down its leg. His aunt was delighted to see him and gave him the comb he asked for. The hazelnut child returned home on the back of another horse and presented his mother with the comb. "But how did you get home so quickly?" she asked. He did not answer her question, but only said, "You see, I told you messenger was the **profession** for me." Using his newfound skill, the hazelnut child hitched a ride on a stork that was heading south for the winter and landed in a faraway country. There, he met the king, who was **astonished** by this tiny creature who rode storks as if they were horses. The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself. The boy hitched the diamond to his stork and flew home, and he and his parents lived in peace and **prosperity** for the rest of their lives.

Name: _____

Date: _____

Making Inferences in a Fictional Text

Defining Key Vocabulary

Directions: Use context clues to match each vocabulary word to its definition.

| | |
|-------------------|---|
| crept | a paid occupation or job |
| profession | wealth or good fortune |
| astonished | moved slowly and quietly to avoid being noticed |
| prosperity | greatly surprised or impressed |

Making Inferences

Directions: Complete the chart by writing a quote from the text (on the left) or an inference you can make (on the right).

| | The text states... | This most likely means... |
|---|--|--|
| 1 | "They wished every day for a child, even if he were no bigger than a hazelnut." | <p>What can you infer about the couple who later became the hazelnut child's parents?</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| 2 | <p>Write a quote from the story that supports this inference.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The hazelnut child was determined to prove that he could accomplish his goals, despite his small size.</p> |
| 3 | "The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself." | <p>What can you infer about the king?</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Parts of Speech



NOUNS

| PARTS OF SPEECH | DEFINITION | EXAMPLES |
|----------------------------|-------------------------------|--------------------|
| NOUNS | Name a person, place or thing | David, chair, park |
| MY EXAMPLES (List 4 nouns) | | |
| <div></div> <div></div> | | |

VERBS

| PARTS OF SPEECH | DEFINITION | EXAMPLES |
|----------------------------|----------------|------------------|
| VERBS | Show an action | eat, dance, talk |
| MY EXAMPLES (List 4 verbs) | | |
| <div></div> <div></div> | | |

ADJECTIVES

| PARTS OF SPEECH | DEFINITION | EXAMPLES |
|---------------------------------|-----------------|----------------|
| ADJECTIVES | Describe a noun | hot, two, huge |
| MY EXAMPLES (List 4 adjectives) | | |
| <div></div> <div></div> | | |

Parts of Speech



ADVERBS

| PARTS OF SPEECH | DEFINITION | EXAMPLES |
|------------------------------|-----------------|------------------------|
| ADVERBS | Describe a verb | quickly, loudly, badly |
| MY EXAMPLES (List 4 adverbs) | | |
| <div></div> <div></div> | | |

PRONOUNS

| PARTS OF SPEECH | DEFINITION | EXAMPLES |
|-------------------------------|--------------------------|------------------|
| PRONOUN | Take the place of a noun | he, she, it, you |
| MY EXAMPLES (List 4 pronouns) | | |
| <div></div> <div></div> | | |

PREPOSITIONS

| PARTS OF SPEECH | DEFINITION | EXAMPLES |
|-----------------------------------|----------------------------|---------------------|
| PREPOSITION | Show position or direction | above, down, across |
| MY EXAMPLES (List 4 prepositions) | | |
| <div></div> <div></div> | | |

Grammar: Game

Indefinite Adjective Tic-Tac-Toe

1. Play with a partner. Take turns selecting an indefinite adjective from the word box.
2. Use the indefinite adjective in a sentence. If your partner agrees that you used it correctly, put an *X* or an *O* on the tic-tac-toe grid. If not, do not make a mark, and allow your partner to take a turn.
3. Take turns playing until someone gets three *X*'s or three *O*'s in a row.
4. Play the game three more times.

| How Many | | How Much | |
|----------|---------|----------|----------|
| many | several | much | not much |
| some | few | some | a little |
| a lot of | no | a lot of | no |

| | | | |
|--|--|--|--|
| | | | |
| | | | |
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| | | | |
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Grammar: Reteach

Gardens**Grammar Rules: Adjectives**

Possessive adjectives come before a noun. They show who possesses, or owns, something.


My plants grow well.
Their plants do not grow well.
His plants have pretty flowers.

Indefinite adjectives also come before a noun. Use these when you are not sure of the number.

Many people like plants.
Most people like growing plants.
Several friends grow plants.

Write the correct adjective to complete each sentence.

1. Mark and Pedro planted a community garden. _____ garden grows fast. [His/Their]
2. We also started a garden. We love _____ new fresh vegetables. [our/her]
3. My sister cooks all our meals with vegetables from the garden. _____ meals are delicious. [Most/Their]
4. Tai has made desserts from _____ fruits that grow there too. [your/several]
5. I planted corn. _____ corn grew tall. [My/Many]

 **With a partner, take turns acting out a scene with yourself and other characters. Then, use possessive and indefinite adjectives to narrate the scene.**

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- possessive adjectives
- indefinite adjectives
- subject pronouns

Editing and Proofreading Marks

| | |
|----|---------------|
| ^ | Add. |
| ↵ | Take out. |
| ⤵^ | Move to here. |
| ^, | Add comma. |
| ⊙ | Add period. |

Today I went to a birthday party for Kim, a girl in ^{my} ~~his~~ class. I was nervous because I am new at school. The other kids have known each other for much years. You are really good friends.

Fortunately, the party was many fun! Kim's mom had arranged a scavenger hunt. He gave pairs of us a list of clues. Their buddy was a boy named Sunil. He made a great team!

Some clues were pretty hard. One clue said to take five steps north. Sunil said, "No problem—this way is north." She is so good at directions! It didn't take us many time to find the treasure. Best of all, it had forgotten all about being nervous.

To be used with the April 27, 2020, issue

Name: _____

Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

Don't Fall for a Fake Pages 2-3

- 1 Which detail explains how misinformation spreads so quickly?
 - A "But the challenge was a fake."
 - B "On apps like YouTube and TikTok, it's easy for bad info to go viral."
 - C "The goal of these viral hoaxes is to change people's opinions ..."
 - D "Don't share it."
- 2 A first step to deciding whether something posted online is true is to consider _____.
 - A if any pictures are provided with it
 - B in which language it is written
 - C which of your friends saw it first
 - D where it is posted
- 3 Which is a main idea of the sidebar?
 - A If something sparks a question, look into it.
 - B Only professionals can spot fake information.
 - C Questions don't lead to answers.
 - D Students don't learn enough research skills.

Uncovering the Past Pages 4-5

- 4 Part A The students' main goal was to _____.
 - A honor the lives of enslaved people
 - B make sure Prut would be forgotten
 - C complete a project for school
 - D learn about the history of slavery
- 5 Part B Which detail best supports the answer to question 4?
 - A "... thanks to fifth-graders from the Renbrook School."
 - B "... we [want to] show people in West Hartford how enslaved people helped our community ..."
 - C "They were shocked by what they learned."
 - D "The council members agreed."

- 6 According to the sidebar "Slavery In America," which event happened last?
 - A The U.S. declared its independence.
 - B Slavery was banned in the U.S.
 - C The Revolutionary War began
 - D The Emancipation Proclamation was signed.

Making Major-League History Page 6

- 7 Which statement would be most important to include in a summary of the article?
 - A Alyssa Nakken helps players before the game.
 - B A catcher is a position in baseball.
 - C Nakken is the first female coach in the history of professional baseball.
 - D Nakken was the captain of her college team.
- 8 Nakken would likely agree that _____.
 - A focus and dedication lead to success
 - B it's impossible to do what you love for a living
 - C girls can't have a career in baseball
 - D coaching is not as exciting as playing a sport

The Wheel Deal! Page 6

- 9 Which sentence best summarizes the article?
 - A The wheel was invented during ancient times.
 - B Armor can protect the body.
 - C This suit led to a new Olympic sport.
 - D A suit with wheels is used to zoom down hills.

Are We Ready for Driverless Cars? Page 7

- 10 Which detail suggests that Cathy Chase may support driverless cars in the future?
 - A "... I've worked to make roads safer."
 - B "One day driverless cars may lower that number, but not for a long time."
 - C "There have been several accidents involving these vehicles."
 - D "For example, self-driving cars rely on cameras and sensors to help them ..."

Name: _____

Close-Reading Questions

Refer to “Don’t Fall for a Fake” to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. What is misinformation? Include an example.

2. What are some reasons people spread hoaxes?

3. What is the purpose of the section “Stop and Think”?

Name: _____

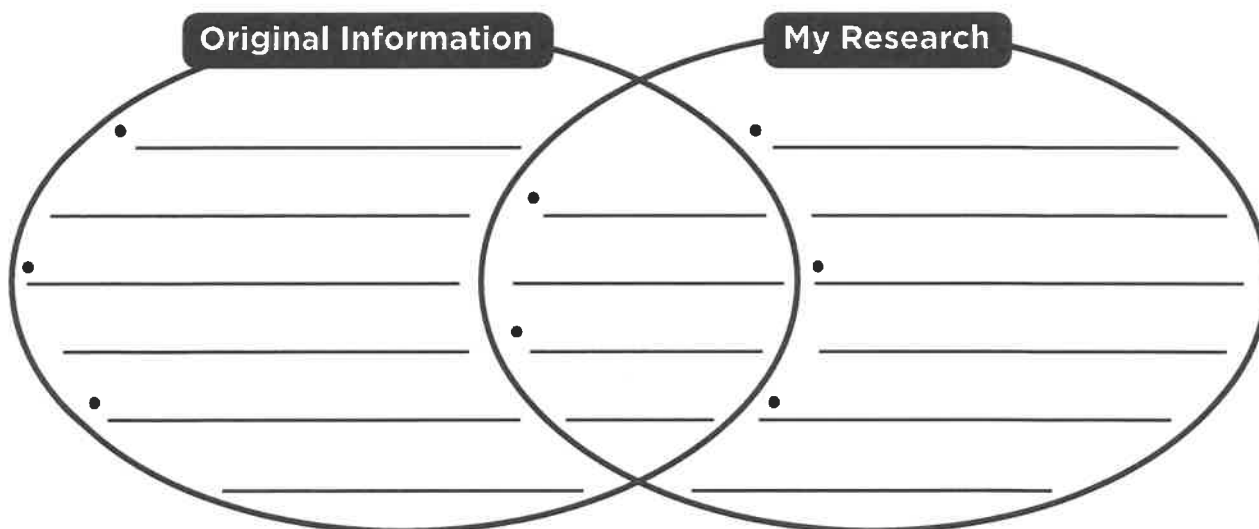


Fact or False?

After reading "Don't Fall for a Fake," use the checklist below to determine whether information you recently saw online is reliable or not.

- 1 What did you see online? _____
- 2 Where did you see the information? _____
- 3 What questions can you ask yourself to help you verify that the information is accurate?
• _____
• _____
• _____
- 4 What keywords can you search to find out additional information about this topic?

- 5 Do a quick online search using your keywords. Enter the topic of the article and the word *news* into your web browser's search box. Have other websites written about this topic? ☐ Yes ☐ No
- 6 Compare and contrast results of your research with the original information.



- 7 Was the information you first saw accurate? Explain.

Name: _____

Close-Reading Questions

Refer to “Uncovering the Past” to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. What does it mean to be enslaved?

2. What inspired students at Renbrook School to take action?

3. How does “Slavery in America” relate to the article?

Name: _____

Text Evidence
Common Core RI.4.1

3, 2, 1 Reflection

After reading "Uncovering the Past," record three new facts you learned, two things you want to learn more about, and one question you have about the article.

3 Facts I Learned

1. _____

2. _____

3. _____

2 Things I Want to Learn More About

1. _____

2. _____

1 Question I Have

1. _____

Strategies for Teaching About Slavery

The article “Uncovering the Past” contains information about slavery, which can be a difficult topic to introduce and teach. Here are some strategies and additional resources to help you teach students about this important part of American history.

- Addressing slavery in the classroom can be difficult for both teachers and students. The topic can evoke sadness, rage, confusion, guilt, shame, or denial, and the dynamics may vary depending on the makeup of your classroom and your own background. You may feel more prepared for class discussions if you bolster your knowledge of slavery—and of the white supremacy that sustained it.
- Review classroom expectations about respect, listening, and disagreeing. The organization Facing History and Ourselves has student-centered teaching strategies that can be used with any content: facinghistory.org/resource-library/teaching-strategies
- Use primary sources to help students understand the experiences of enslaved people. Field trips to historical sites, museums, plantations, or other local places of interest can help students understand how slavery has affected their communities.
- Avoid simulations such as mock auctions or games about the Underground Railroad, which can be harmful. They can minimize the horrors of slavery and traumatize students.
- Notice that the article uses the term “enslaved people” rather than “slaves.” This language emphasizes that those forced into bondage were first and foremost human beings. You can point this out to students as an example of how language choices matter.
- If students use any discriminatory language, take the opportunity for a lesson on hate speech. If students mention any misinformation, identify the misinformation and clarify facts.
- The article can lead students to think critically about many issues, including prejudice, stereotyping, tolerance, and responsibility. Encourage students to reflect on how learning about this topic can help them shape a more just, respectful, and caring world.

Additional Resources

- Teaching Tolerance has a framework for teaching about slavery, a podcast, and webinars: tolerance.org/frameworks/teaching-hard-history/american-slavery
- More than 100 primary sources with text-dependent questions are available: tolerance.org/classroom-resources/texts/hard-history/slavery
- The Pulitzer Center has curriculum resources and links to *The New York Times*’ 1619 Project: pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum
- The American Federation of Teachers has lesson plans, resources, and a webinar: sharemylesson.com/collections/american-slavery-lesson-plans-teaching-hard-history

Answering Tough Questions From Kids

The article “Uncovering the Past” can lead students to think critically and ask questions about slavery in American history. Here are some questions your students may ask and some background knowledge to help you navigate this difficult topic.

- **How did slavery in America get started?** Slavery in all the places that are now the United States began with the enslavement of indigenous people. European colonists expanded slavery by forcibly taking Africans to the Americas. In 1619, the Jamestown colonists bought 20 to 30 enslaved Africans from English pirates. Although Africans had already been living in the Americas, transported mainly by the Portuguese and Spanish, many historians point to the ship’s arrival 400 years ago to be the beginning of American slavery. By the end of the trans-Atlantic slave trade in the early 1800s, about 12.5 million men, women, and children would be taken from their homes in Africa.
- **Why was enslavement allowed to happen?** The main purpose of American slavery was to make money for enslavers. Enslavers used the many types of highly skilled work of enslaved people to make money for themselves. Slavery was central to the development and growth of the colonial economies and what is now the United States. Enslaved people in the North were forced to work on farms and in homes. They were also forced to help build the early cities of Boston and New York, work on the docks, and do skilled labor, such as blacksmithing and shoemaking. The labor of enslaved people was seen as essential to economies of the South, especially on cotton plantations. The business of selling enslaved people was also critical in the South. Additionally, protections for slavery were written in the founding documents of the United States. Enslavers controlled the federal government, Supreme Court, and Senate from 1787 through 1860. They made laws or court rulings that protected the practice of slavery.
- **If other people saw what was going on, why didn’t they do anything about it?** Many people, both white and black, worked individually and in groups to end slavery. They fought to change the laws that protected enslavement. Eventually, national disagreements about slavery became so strong that 11 Southern states separated from the United States in an attempt to form their own country. This led to the Civil War, which started in 1861.
- **Why were Southern states willing to go to war to protect the practice of slavery?** Slavery was essential to the success of the Southern economies. Enslaved people were seen as property and represented wealth. If slavery ended, enslavers would lose both property and labor. That labor was crucial to farming and many other industries. The end of slavery would bring about a financial crisis for the South. The North’s economy was less dependent on the labor of enslaved people, so the end of slavery would have had less impact on the North.
- **Can people still be enslaved?** In the U.S., slavery is banned under the 13th Amendment to the Constitution. Most other countries also have laws against slavery. But in some parts of the world, people are still forced to work with no pay and little or no freedom. Groups like the United Nations are fighting to end modern slavery. An important reason for studying the past is to understand why events happened and learn about how the present is influenced by the past. By studying facts, we can make sure we create a safe and equal future for all people.

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Sources: Tolerance.org; The New York Times 1619 Project

Name: _____

Opinion Writing
Common Core W.4.1

Plan an Essay

Read the debate on page 7. What do you think? Use this graphic organizer to plan a five-paragraph essay that explains your opinion. Then write your essay on another sheet of paper.

Introduction

Tell readers about the topic and state your opinion. Assume that they haven't read the debate.

Reasons

Come up with two reasons that support your view.

1. _____

2. _____

Evidence

Note facts or examples that support your reasons.

1. _____

2. _____

Counterargument

List an argument from the other side of the debate. Then respond to it.

Opponents say _____

However, _____

Conclusion

Summarize your opinion. You might end with a question or a suggestion for your readers.
