Thank you for downloading this preview of The Miraculous Journey of Edward Tulane Book Unit. Other book units may be found at http://www.teacherspayteachers.com/Store/Gay-Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructive response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

The Miraculous Journey of Edward Tulane
By Kate DiCamillo

Genre ~ Adventure and Fantasy

Grade Level Equivalent: 4.5

Lexile Measure®: 700L
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## Lesson Plans at a Glance

### [Two Week Plan]

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<th>Day</th>
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~ Page 5 © Gay Miller ~
Chapter 1

condescend (verb) - to act as if one were of superior rank or station, treating others as inferior; patronize

condescending (adjective)

synonyms: look down on, talk down to, humiliate, disdain

Abilene’s father would then turn in the direction of Edward’s ears and speak slowly, repeating what he had just said for the benefit of the china rabbit. Edward pretended, out of courtesy to Abilene, to listen. But, in truth, he was not very interested in what people had to say. And also, he did not care for Abilene’s parents and their condescending manner toward him.

Chapter 2

inanimate (adjective) - not having or showing the characteristics associated with life; lifeless

synonyms: lifeless, nonliving, inorganic

The rabbit, too, was experiencing a great emotion. But it was not love. It was annoyance that he had been so mightily inconvenienced, that he had been handled by the maid as cavalierly as an inanimate object — a serving bowl, say, or a teapot.

Chapter 3

excruciating (adjective) - very painful; causing agony

excruciatingly ~ Adding –ly turns adjectives into adverbs.

20 Vocabulary Words
Two Focus Word for Each
Reading Selection
1-2 [condescend and inanimate]

words in the box that are synonyms of condescend.

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<td>Esteem</td>
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<tr>
<td>Appreciate</td>
<td>approve</td>
<td>patronize</td>
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~~~~~~~~~~~~~~~

2. Is condescend used correctly in the sentences below? True or False

_____ The queen spoke to her subjects in a condescending manner.

_____ He condescended no further discussion of the price.

~~~~~~~~~~~~~~~

3. Fill in the word web with synonyms for inanimate.

\[ \text{inanimate} \]

\[ \text{[Blank]} \]
Vocabulary Review
Write a synonym for each word listed:

1. neon ____________________
2. provoke ____________________
3. threshold ____________________
4. insistent ____________________
5. intrusive ____________________
6. technical ____________________
7. reap ____________________
8. ferocious ____________________
9. awash ____________________
10. shuffle ____________________

Chapters 1-2 [condescend and inanimate]

1. Circle six words in the box that are synonyms of **condescend**.

   look down  admire  disdain
   value  humiliate  regard
   esteem  talk down to  disrespect
   appreciate  approve  patronize

2. Is **condescend** used correctly in the sentences below? True or False

   _____ The queen spoke to her subjects in a **condescending** manner.
   _____ He **condescended** no further discussion of the price.

3. Fill in the word web with synonyms for **inanimate**.
Vocabulary Review

Write a synonym for each word listed:

(Answers will vary.)

1. neon  chemical element
2. provoke  prompt
3. threshold  entrance
4. insistent  adamant
5. intrusive  interfering
6. technically  officially
7. reap  profit from
8. ferocious  savage
9. awash  full of
10. shuffle  shamble

Chapters 1-2 [condescend and inanimate]

1. Circle six words in the box that are synonyms of condescend.

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2. Is condescend used correctly in the sentences below?
True or False

___ T ____ The queen spoke to her subjects in a condescending manner.

___ F ____ He condescended no further discussion of the price.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

3. Fill in the word web with synonyms for inanimate.

nonliving  inanimate  not having or showing the characteristics associated with life
lifeless
Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains 16 constructive responses exercises. The constructive response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

[Two setting organizers are provided at the end of this section. They may be used at any point.]

Types of Questions Key

- detail / inference
- main idea / summarizing / theme
- character / setting / plot / events
- word meaning / figurative language
- text structure
- point of view
- different forms of the same story
- compare and contrast
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students fill in the organizers only.
## Common Core State Standards Reading: Literature

### 3rd Grade

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<td>Chapters 16-18 ~Problem and Solution Chain</td>
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<td>Plot Development Chart</td>
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<td>Comparing Settings</td>
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</tbody>
</table>
1. Which three phrases best summarize Chapters 1-2?
   a. crafted in France, dressed in beautiful suits, pocket watch
   b. well cared for, watching reflection in glass, 11th birthday
   c. waiting for Abilene, dinner, bedtime stories
   d. loving owner, maid and dog mishaps, upcoming trip

2. The setting is important to the story because---.
   a. Edward came from France.
   b. Edward gets to go on trips.
   c. Edward has a happy life in an affluent home.
   d. Edward is placed in the dining room where mishaps take place.

3. Which word best describes Edward’s personality?
   a. conceited
   b. silly
   c. thoughtful
   d. playful

4. Chapters 1-2 are told from which point of view?
   a. 1st
   b. 2nd
   c. 3rd from Abilene’s perspective
   d. 3rd from Edward’s perspective

5. Read this passage.
   It was Pellegrina who was responsible for Edward’s existence. It was she who had commissioned his making, she who had ordered his silk suits and his pocket watch, his jaunty hats and his bendable ears. . .

   The word commissioned most likely means
   a. rented
   b. contracted
   c. composed
   d. constructed

6. Read this passage.
   She left Edward on the shelf at a most awkward and inhuman angle — his nose was actually touching his knees; and he waited there, with the dolls twittering and giggling at him like a flock of demented and unfriendly birds, until Abilene came home from school and found him missing and ran from room to room calling his name.

   • Underline the simile.
   • Circle the onomatopoeic words.

7. Read this passage from the end of Chapter 2.
   The Rosie Affair and the Vacuum-Cleaner Incident — those were the great dramas of Edward’s life until the night of Abilene’s eleventh birthday when, at the dinner table, as the cake was being served, the ship was mentioned.

   Which literary device does this line contain?
   a. cliffhanger
   b. flashback
   c. figurative language
   d. dialect

   Explain why you selected this answer.

8. Read this line from the end of Chapter 2.
   . . . he had been handled by the maid as cavalierly as an inanimate object — a serving bowl, say, or a teapot.

   Which literary device does this line contain?
   a. simile
   b. metaphor
   c. idiom
   d. alliteration

   Explain what the line means.
1. Which three phrases best summarize Chapters 1-2?
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   It was Pellegrina who was responsible for Edward’s existence. It was she who had commissioned his making, she who had ordered his silk suits and his pocket watch, his jaunty hats and his bendable ears...

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   - Underline the simile.
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   Which literary device does this line contain?
   a. cliffhanger
   b. flashback
   c. figurative language
   d. alliteration

   Explain why you selected this answer.
   The chapter ends with the reader wanting to know more.

8. Read this line from the end of Chapter 2.
   . . . he had been handled by the maid as cavalierly as an inanimate object—a serving bowl, say, or a teapot.

   Which literary device does this line contain?
   a. simile
   b. metaphor
   c. idiom
   d. alliteration

   Explain what the line means.
   The maid had handled Edward without respect. To her, he was just another object to clean.
Chapters 1-2 ~ Constructive Response – Cause and Effect

Complete the cause and effect chart to explain the events in Chapters 1-2. Then use the facts from your chart to write a page explaining the series of events.

- Pellegrina is from France.
- A new maid is hired.
- A dog gets into the house.
- In the winter it becomes dark early in the evening.
- During dinner, Edward is treated like a member of the family.

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Complete the cause and effect chart to explain the events in Chapters 1-2. Then use the facts from your chart to write a page explaining the series of events.

Pellegrina is from France. Pellegrina commissions a beautiful china rabbit to be made for her granddaughter from her native home.

A new maid is hired. The maid carelessly vacuums Edward and moves him to the doll shelf.

A dog gets into the house. The dog finds Edward, grabs him in his jaw, and shakes him violently.

In the winter it becomes dark early in the evening. Edward is able to see his reflection in the glass, so he can admire his beauty.

During dinner, Edward is treated like a member of the family. Edward sits at the dinner table. Father repeats things that Edward doesn't hear.

**CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
The Queen Mary

Construction began on the Queen Mary in 1930 in Clydebank, Scotland. Because the Cunard Line wanted the Queen Mary to be lavish with no expenses spared, construction halted for several years during the Great Depression. Once construction began again, a name had to be appointed. One of the directors at Cunard decided on the name Queen Victoria, after one of England’s greatest queens. The director went to King George V to get his blessing on the ship’s name. The director simply said he wanted to name the ship after England’s greatest queen. King George V responded that his wife Mary would be honored. So, the ship was named Queen Mary.

On May 27, 1936, the Queen Mary set out on her maiden voyage from Southhampton, England. The elegant ship was equipped with five dining rooms, a grand ballroom, squash courts, and swimming pools. For the next three years, the Queen Mary carried the famous and rich. With World War II changing the world, the Queen Mary was changed as well. In September 1936, she was stripped of her finery and painted a camouflaged gray color. The Queen Mary could transport 16,000 troops at a record breaking speed of 30 knots.

After the war ended, the Queen Mary was transformed back to her original glory. On July 21, 1947 she began transporting passengers. Finally in 1965, the Cunard Line had to sell the Queen Mary. On October 31, 1967, she made her final cruise to Long Beach, California where she is today.

You can now spend a night in the Queen Mary as she is a floating hotel. She also hosts fine restaurants and is a wonderful place for parties.

Information and Photo Sources

- https://en.wikipedia.org/wiki/RMS_Queen_Mary
- https://commons.wikimedia.org/wiki/File:Queen_Mary_New_York.jpg
Chapters 3-5 ~ Constructive Response – Comparing Settings

Compare the real Queen Mary to the Queen Mary of the story.

- Queen Mary
- ___________________________
- ___________________________
- ___________________________
- ___________________________
- ___________________________
- ___________________________
- ___________________________
- ___________________________
- ___________________________

- Queen Mary from the Story
- ___________________________
- ___________________________
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- ___________________________

Some constructive response questions are chapter specific. Other questions may be used at several points in the book.

Why do you think the author decided to include a real ship in the story?
- ___________________________
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CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Chapters 3-5 ~ Constructive Response – Comparing Settings

Compare the real Queen Mary to the Queen Mary of the story.

The Real Queen Mary
• Most impressive passenger ship of its kind in the 1930’s.
• Rich and famous people traveled to Europe on this ship.

The Queen Mary from the Story
• The ship itself is not described, but the reader can get a feel for its elegance.
• People aboard the ship are dressed grandly. [elderly lady with three strings of pearls wrapped around her neck]
• Edward is sitting on a deck chair enjoying the sea breeze.

Why do you think the author decided to include a real ship in the story?

Answers will vary.

The author more than likely wanted the reader to know that Abilene’s family was wealthy. They were traveling to London in a manner that only the rich did at the time. This will make Edward’s travels from a grand lifestyle to living at the bottom of the ocean more pronounced.

As the book progresses, glimpses of the 1930s will be present: the poverty of the Great Depression, a hobo’s life jumping the trains, Bryce playing a harmonica for tips, etc. The Queen Mary is also a symbol of the 1930s at the rich extreme. The contrast of Edward moving from one economic class to another is one of the factors that change his character.

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
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# Edward's Travel Journal

[Ongoing throughout the book]

<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSS.ELA-LITERACY.RL.4.1</th>
<th>CCSS.ELA-LITERACY.RL.5.1</th>
<th>CCSS.ELA-LITERACY.RL.6.1</th>
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</thead>
<tbody>
<tr>
<td>4th</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>5th</td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
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<tr>
<td>6th</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
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<thead>
<tr>
<th>Grade</th>
<th>CCSS.ELA-LITERACY.RL.5.5</th>
<th>CCSS.ELA-LITERACY.RL.6.5</th>
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<tr>
<td>5th</td>
<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
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<td>6th</td>
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<th>Grade</th>
<th>CCSS.ELA-LITERACY.W.4.9.A</th>
<th>CCSS.ELA-LITERACY.W.5.9.A</th>
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</thead>
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<tr>
<td>4th</td>
<td>Apply grade 4 Reading standards to literature (e.g., &quot;Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].&quot;)</td>
<td>Apply grade 5 Reading standards to literature (e.g., &quot;Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]&quot;).</td>
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<td>5th</td>
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Have students keep a journal of Edward's travels.

This is a great way to practice summarizing. Students are limited to the boxes, so summaries must be relatively short.

Once the book is assembled, the even numbered pages on the left side of the pages will be for settings. Here students write a summary of the events that took place in the setting. On the odd numbered pages on the right side of the book are the characters that Edward meets in the settings. This is for writing personality traits of the characters.

Making the Journal

Your pages must be duplicated on the front and the back exactly the same as the vocabulary booklets. I ran my pages front and back directly from the printer. This is a simple process with only eight pages. Simply place the page that has been printed on one side back into the printer for the reverse side to be printed. Once all the pages have been printed arrange them in numerical order and staple down the middle to form the book.

To print the 12 page (3 Pieces of Paper) comprehension book back-to-front follow this guide:

Pages 12 & 1 front with Pages 2 & 11 on back
Pages 10 & 3 front with Pages 4 & 9 on back
Pages 8 & 5 front with Pages 6 & 7 on back
# Root Words Common Core Alignment

<table>
<thead>
<tr>
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<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Prefixes, Suffixes, &amp; Root Words</strong></td>
<td><strong>CCSS.ELA-LITERACY.L.4.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.B</strong> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
</tr>
<tr>
<td><strong>Dictionary &amp; Glossary Skills</strong></td>
<td><strong>CCSS.ELA-LITERACY.L.4.4.C</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4.C</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.C</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
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</tbody>
</table>
Root Word List from The Miraculous Journey of Edward Tulane

<table>
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<tr>
<th>Root Word Lists</th>
<th>Words from Edward Tulane</th>
<th>More Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>mis/mit [to send]</td>
<td>admit, commission, dismiss</td>
<td>emit, intermission, missile, mission, omit, remit, submit, transmit</td>
</tr>
<tr>
<td>fort/forc [strong]</td>
<td>comforted, reinforce</td>
<td>fortification, enforce</td>
</tr>
<tr>
<td>pos/pose [to put]</td>
<td>position, poses</td>
<td>proposal</td>
</tr>
<tr>
<td>sens/sent [to feel]</td>
<td>nonsense, sensing</td>
<td>sentiment, resentful, sensible, sensational, consensus</td>
</tr>
</tbody>
</table>

This unit practices with four root words.
Option #1 Root Word Organizers

Two different styles of root word organizers are provided containing the same information. This page shows the first option, the second option follows. I recommend that you look at both before you make copies to see which fits your teaching style the best.

- Print the organizer/cards onto heavy-weight paper or cardstock.
- Students will fill in the missing information in the blank spaces including:
  - Students should write words containing the root.
  - Students should then write each word’s definition.
  - Finally students should write sample sentences using the words.
- Cut out the cards.
- Punch a hole on the place marked.
- Secure the cards together with brads or book rings.
**Option #2 Root Word Organizers**

You can have students glue just the top cover page directly into interactive notebooks and have students write definitions and/or sentences containing the words on the pages in the interactive notebooks. Another option is to run off both the top cover page and bottom page of the organizer and glue them together. This option provides the students with boxes containing lines to write definitions and/or sentences.

The organizers have been left **blank** so that any word may be used.

**Instructions for Making the Organizer:**

1) Simply copy the first page of the organizer onto colored paper.
2) Optional ~ Copy the next page onto white copier paper.
3) Trim the outer edges so the organizer will fit into interactive notebooks.
4) The first colored page should be cut on the lines between the three flaps up to the dotted fold line, so that it will open one flap at a time.
5) Students will complete the organizer by filling in the missing information.
6) Glue the top page to the bottom page in the area indicated, so the organizer will open. OR Glue the top page directly onto a page in your interactive notebook.
2. But still, it was, he had to ----, a highly preferable alternative to hanging by his ears from a post.

3. She placed Edward on a chair in the dining room and ---- the chair so that Edward was looking out the window and could see the path that led up to the Tulane front door.

4. On clear nights, the stars shone, and their pinprick light ---- Edward in a way that he could not quite understand.

5. And he was grateful to Bull, too, for ---- that a dress was not the right kind of clothing for Edward.

6. Edward was inclined to agree with Ernest’s assessment of the world being made of garbage, especially after his second day at the dump, when a load of trash was ---- directly on top of him.

7. Pellegrina ---- Edward's making from a master craftsman from France.

8. Abilene’s father told Mother that it was ---- that Abilene was too old the bring Edward along with her on the ship.

9. This opinion was immediately ---- by his first shelf-mate, a china doll with green glass eyes and red lips and dark brown hair.

10. The only satisfaction to be had from the whole affair was that the new maid was ---- immediately.

11. Never in his life had Edward been cradled like a baby. It was a singular ---- to be held so gently and yet so fiercely, to be stared down at with so much love.

12. His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires, which allowed them to be arranged in ---- that reflected the rabbit’s mood—jaunty, tired, full of ennui.
<table>
<thead>
<tr>
<th><strong>3rd Grade</strong></th>
<th><strong>4th Grade</strong></th>
<th><strong>5th Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.RL.3.5</strong>&lt;br&gt;Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td><strong>CCSS.ELA-LITERACY.RL.4.5</strong>&lt;br&gt;Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td><strong>CCSS.ELA-LITERACY.RL.5.5</strong>&lt;br&gt;Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.RL.3.10</strong>&lt;br&gt;By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</td>
<td><strong>CCSS.ELA-LITERACY.RL.4.10</strong>&lt;br&gt;By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td><strong>CCSS.ELA-LITERACY.RL.5.10</strong>&lt;br&gt;By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

~ Page 30 © Gay Miller ~
Poetry Elements Organizer

The Organizer:

Three versions of the organizer are provided depending on the needs of your students.

- Students write definitions for poetry elements and give examples.
- Students fill in key words in the definitions and practice with the examples provided.
- The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.

Practice:

Have students use the two songs to locate/identify poetry elements.
- Hush Little Baby
- Nobody Knows the Trouble I’ve Seen

I’ve also included a couple of my favorite public domain poems that can be used for practice.
- The Children's Hour
- The Road Not Taken

An organizer on beauty, tone, and meaning is also provided for additional practice.
## Sentence Structure

Common Core State Standards

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.3.1.I</strong> Produce simple,</td>
<td><strong>CCSS.ELA-LITERACY.L.4.1.F</strong> Produce complete</td>
<td><strong>CCSS.ELA-LITERACY.L.5.3.A</strong> Expand, combine,</td>
</tr>
<tr>
<td>compound, and complex sentences.</td>
<td>sentences, recognizing and correcting</td>
<td>and reduce sentences for meaning,</td>
</tr>
<tr>
<td></td>
<td>inappropriate fragments and run-ons.*</td>
<td>reader/listener interest, and style.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.3.1.H</strong> Use coordinating</td>
<td><strong>CCSS.ELA-LITERACY.L.4.2.C</strong> Use a comma before</td>
<td><strong>CCSS.ELA-LITERACY.L.5.1.E</strong> Use correlative</td>
</tr>
<tr>
<td>and subordinating conjunctions.</td>
<td>a coordinating conjunction in a compound</td>
<td>conjunctions (e.g., <em>either/or</em>, <em>neither/nor</em>).*</td>
</tr>
<tr>
<td></td>
<td>sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CCSS.ELA-LITERACY.L.5.2.B</strong> Use a comma to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>separate an introductory element from the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rest of the sentence</td>
</tr>
</tbody>
</table>
Sentence Organizers

Seven organizers are included in this section. They follow a progression beginning with the basics. Your students may not need to complete all seven organizers.

1. Subjects vs. Predicates
2. Sentence Problems [Choppy, Run-on, and Stringy]
3. Compound and Complex Sentences
4. Four Types of Sentences [Simple, Compound, Complex, and Compound-Complex Sentences]
5. Four Methods for Correcting Run-on Sentences
6. Sentence Fragments Errors
7. Combining Sentences

Sentence Organizers

Three versions of these organizers are provided depending on the needs of your students.

- Students write definitions and give examples.
- The second versions are partly completely.
- The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.

The graphic organizers will fit into an interactive notebook after the edges are trimmed.

Instructions for Completing Organizers #1-#5, the Flap Organizers:

- Print the organizer onto colored paper. Trim the edges.
- Fold on the dotted line.
- Cut on the solid lines between flaps up to the dotted fold line.
- Have students fill in missing information.
Sentence Fragment Errors Organizer

Instructions for Completing Organizer #6, the Double-Page Flap Organizer:

1) Simply copy the organizer onto colored paper.
2) Trim the outer edges so the organizer will fit into interactive notebooks.
3) Have students fold the organizer on the dotted lines and cut on the solid lines between the words.
4) The two pages should be glued together down the center.
5) Students will complete the organizer by filling in the missing information.
Combining Sentence Organizer

Instructions for Completing Organizer #7, the Staggered Organizer:

All pages in this organizer are the same size.

1) To achieve the staggered flip, begin by placing some glue on the back side across the top of page last page in the stack (Rule #7).
2) Place this page toward the bottom of the page.
3) Place glue across the back next to the last page (Rule #6) and position it above the last page approximately ¼ to ½ inch higher.
4) Continue pasting the pages onto your organizer notebook in the same manner, until you use all 7 pages and the cover page.
Sentence Problems Game

[Sentences in this activity are based on Chapters 11 - 13.]

Setting Up the Game for Play

These games may be played with two to four players.

The Object of the Game

To be the last person to cover a sentence in the center of the game board.

Rules for Playing Game #1

1. Roll a die or spin a spinner to determine which player goes first.
2. When it is a player’s turn, s/he rolls the die and moves the indicated number of spaces. The player then reads the sentence and identifies the “sentence problem.” The player covers the “sentence problem” in the center of the playing board with a marker. If all matching answers are already covered, the player simply does nothing until his/her next turn.
3. If a player lands on a “Free Space,” s/he may cover any “sentence problem.”
4. Play continues until all the “sentence problems” in the center of the game board are covered. The person to cover the last “sentence problem” is the winner.

Note: I purposely left off the commas to make the activity a little more challenging.

Extension

Have students write each sentence that is landed on correctly.

Rules for Playing Game #2

1. Roll a die or spin a spinner to determine which player goes first.
2. Following the game board is a page for students to record their answers either before playing to make the game go more smoothly or as the game is played.
3. Each series of question marks ?? represents one missing item: a comma, a period, or a transition word. When it is a player’s turn, s/he rolls the die and moves the indicated number of spaces. The player then covers the space using a marker on the passage that needs the landed upon item. If all matching answers are already covered, the player simply does nothing until his/her next turn.
4. If a player lands on a “Free Space,” s/he may cover any set of question marks.
5. Play continues until all the question marks in the center of the game board are covered. The person to cover the last series of question marks is the winner.
The sun was shining. Edward felt exhilarated. He was happy now. He was crusted over with garbage. He was wearing a dress. The dog ran. He ran to a railroad track. They crossed the tracks. They went under a tree. He thought of Abilene. He saw the path leading up to the house on Egypt Street. You are lost. That is my guess. Bull waited. He stared at Edward. He picked up Edward. He touched Edward’s face.

Run-on: The dog ran. He ran to a railroad track. They crossed the tracks. They went under a tree. He thought of Abilene. He saw the path leading up to the house on Egypt Street. You are lost. That is my guess. Bull waited. He stared at Edward. He picked up Edward. He touched Edward’s face.

Stringy: The dog ran. He ran to a railroad track. They crossed the tracks. They went under a tree. He thought of Abilene. He saw the path leading up to the house on Egypt Street. You are lost. That is my guess. Bull waited. He stared at Edward. He picked up Edward. He touched Edward’s face.

Choppy: The dog ran. He ran to a railroad track. They crossed the tracks. They went under a tree. He thought of Abilene. He saw the path leading up to the house on Egypt Street. You are lost. That is my guess. Bull waited. He stared at Edward. He picked up Edward. He touched Edward’s face.

Run-on: The dog ran. He ran to a railroad track. They crossed the tracks. They went under a tree. He thought of Abilene. He saw the path leading up to the house on Egypt Street. You are lost. That is my guess. Bull waited. He stared at Edward. He picked up Edward. He touched Edward’s face.

Free Space: My name is Bull and Lucy is my dog so you can come with us and we can be lost together.

Free Space: Lucy danced around Bull’s feet. She wagged her tail and barked.

Run-on: Lucy danced around Bull’s feet. She wagged her tail and barked.

Stringy: Lucy danced around Bull’s feet. She wagged her tail and barked.

Choppy: Lucy danced around Bull’s feet. She wagged her tail and barked.

Run-on: Lucy danced around Bull’s feet. She wagged her tail and barked.

Game to Practice Sentence Problems

Start

The garbage shifted and Edward heard a dog and it was panting and it was also sniffing. Nellie and Lawrence were gone. He missed them terribly. It was much worse. It was worse because Edward was different now. The smell of the garbage above and below him clouded Edward’s thoughts. His name was Ernest and he said he was the king of the world. He was able to look up at the stars and find comfort in their light. He lay on top of rancid bacon. He lay on rubber tires. He lay on orange peels.

~ Page 37 © Gay Miller ~
Edward was found in the trash pile a dog named Lucy. Lucy carried Edward to his owner Bull a hobo who traveled his dog to nowhere. Bull asked Edward to join them. The three walked jumped the trains. At night Lucy slept with Edward sometimes even laying her head on Edward’s stomach.

Bull was kind to Edward. He carried him in his bedroll making sure that Edward could always see he had traveled. Bull could sing well. He sang for the other hobos Edward on his knee. Bull felt the dress Edward wore did not fit this way of life, he made him “new” clothes from his hat and handkerchiefs.

They traveled for almost seven years living a happy life. One night as they slept in an empty railroad car the night watchman found them. The angry watchman kicked Lucy. Edward wished he was not an inanimate object he wanted to defend Lucy. During the scuffle Edward was tossed out.
## Figurative Language

### Common Core State Standards

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.L.3.5.A</td>
<td>CCSS.ELA-LITERACY.L.4.5</td>
<td>CCSS.ELA-Literacy.RL.5.4</td>
</tr>
<tr>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.L.4.5.A</td>
<td>CCSS.ELA-LITERACY.L.5.5</td>
<td>CCSS.ELA-Literacy.L.5.5</td>
</tr>
<tr>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.L.4.5.B</td>
<td>CCSS.ELA-Literacy.L.5.5a</td>
<td>CCSS.ELA-Literacy.L.5.5.b</td>
</tr>
<tr>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>Interpret figurative language, including similes and metaphors, in context.</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
</tbody>
</table>
Figurative Language Organizers

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.
## Context Clues Common Core Alignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>CCSS.ELA-LITERACY.L.3.4.A</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>4th</td>
<td>CCSS.ELA-LITERACY.L.4.4.A</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>5th</td>
<td>CCSS.ELA-Literacy.L.5.4.a</td>
<td>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>6th</td>
<td>CCSS.ELA-Literacy.L.6.4.a</td>
<td>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-Literacy.L.5.5.c</td>
<td>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-Literacy.L.6.4.d</td>
<td>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
</tbody>
</table>
Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

**Instructions for Making the Organizer**

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form six flaps.
4) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.
Context Clues

Instructions for Making the Cards

1. Print the question cards onto heavy weight paper or cardstock.
2. Laminate for repeated use.
3. Cut the cards apart.

Answer Key

1. d) length
2. a) politeness
3. b) lifeless
4. c) immense
5. c) honest
6. a) nightmare
7. c) stinking
8. b) opinion
9. b) misery
10. a) routine
11. c) joyful
12. b) clothing
13. c) strong
14. c) better choice
15. a) indulged
16. d) dive
17. c) repairman
18. d) humbleness
19. d) unconsciousness
20. b) choices
21. b) conceited
22. c) contact
23. b) terrible
24. a) bravery
True, Edward’s ears barely cleared the tabletop, and true also, he spent the duration of the meal staring straight ahead at nothing but the bright and blinding white of the tablecloth.

What does **duration** mean?
- a) avoid
- b) hungry
- c) excited
- d) length

Edward pretended, out of courtesy to Abilene, to listen. But, in truth, he was not very interested in what people had to say.

What does **courtesy** mean?
- a) politeness
- b) disregard
- c) loudness
- d) rudeness

It was an annoyance that he had been so mightily inconvenienced, that he had been handled by the maid as cavalierly as an inanimate object — a serving bowl, say, or a teapot.

What does **inanimate** mean?
- a) hot
- b) lifeless
- c) extinct
- d) dull

And then Abilene disappeared from view and the rabbit hit the water with such tremendous force that his hat blew off his head.

What does **tremendous** mean?
- a) miniscule
- b) wonderful
- c) immense
- d) awful