

Grade 5

Unit 1

In My Own Words: Personal Narratives

Activity Book

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NAME: _____

DATE: _____

1.1

Activity Page

Define *Personal Narrative*

Definition of *Personal Narrative*:

Personal Narrative Characteristics:

1.

2.

3.

Think-Pair-Share on Definition of Personal Narratives

This is a three-part activity called ***Think-Pair-Share***.

Think: During the first part of the activity, each of you will take a few minutes to individually think and brainstorm about an idea or question.

Pair: Next, you will discuss your thoughts with a partner and listen to what your partner thought about the same topic. Maybe your thoughts will develop based on what your classmate has to say; maybe the two of you will reach a new conclusion together.

Share: Finally, you or your partner will have a chance to share your thoughts with the whole class.

Match the number your teacher assigned you with one of the Five Types of Writing listed below. Then copy the type of writing in the space in the left hand column and use the chart to *think* about whether it is a personal narrative. Look at the example for guidance.

Five Types of Writing

1. Interview
2. Diary entry
3. Science-fiction story
4. Biography
5. Movie Script

Genre	True?	First Person?	Author involved in events described?
<i>Personal Narrative</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Newspaper Article</i>	<i>Yes, because newspaper articles report on facts.</i>	<i>No, because reporters don't usually write in the first-person.</i>	<i>Maybe, because sometimes a reporter is involved in the events they write about.</i>

NAME: _____

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Memorable Experiences

1. Think of two first-time experiences and the reasons they were memorable.
An example is provided.

First Time Experience	Reasons It Was Memorable
<i>The first time I ate a jalapeño pepper.</i>	<i>It was so spicy, I couldn't talk. I had to drink three glasses of water. After that, my big brother was afraid to try one.</i>

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

NAME: _____

DATE: _____

1.4

Activity Page

Paragraph Examples

Paragraph About a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or main idea introduced in the topic sentence is often the event you are writing about.

Personal Narrative Model Paragraph

My First Camping Trip

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back seat for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.

NAME: _____

DATE: _____

1.5

Activity Page

Exit Passes

Exit passes are quick “mini-assignments” that give you a chance to think about something we worked on during class, or perhaps to make a prediction about what we will be working on next. You can write your exit slips on a half-piece of notebook paper.

Exit passes are not graded, and you will have a few minutes to write them up during class. Think of them as a chance to check in with yourself about your understanding of the day's lesson or about where you think the lesson will go next.

[illegible]

NAME: _____

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2.1

Activity Page

Partner Reading Guidelines

Within each pair, one student should be Partner A and the other should be Partner B.

Each partner should read the first page of the assigned reading on their own, either silently or in a whisper.

Then Partner A should read the first page aloud while Partner B follows along. If a sentence continues onto a new page, the reader should continue until the end of the sentence.

After Partner A has read a page, both partners should read the next page on their own, either silently or in a whisper. Then Partner B should read the page aloud. Repeat this procedure, switching back and forth between partners.

Think of yourselves as true partners who are working together on reading aloud. If your partner is having a little bit of trouble with a tough word or phrase, feel free to offer assistance.

NAME: _____

DATE: _____

2.2

Activity Page

Practicing “Think as You Read”

Think as you read to improve understanding!

As you read personal narratives, think about the following:

- pictures you are forming in your mind (mental images)
- predictions about what might happen next
- passages you like a lot
- passages you find confusing
- repeating ideas or themes
- context clues that help you understand new words and phrases

On the next page is a passage from today’s reading. **Think as you read** the passage to come up with at least three “Think as You Read” ideas or questions. Underlining and writing notes in the margin may help.

Then copy the quote from the text that gave you the idea, describe the idea, and circle the category (or categories) it falls into.

Passage from "The First San Giving Day"

"*Espera* a minute," she said, and darted to her bedroom. She returned with that week's Liberty Mart flyer: "*Mira*, look—this will help, *mi'jo*." It was a special flyer with pictures like the ones on my dittos and lots of Thanksgiving Day items on sale, including turkeys and something called Stuffing-in-a-Box, which immediately caught my attention. Could it be true? Could Thanksgiving dinner be as easy to make as instant mashed potatoes and macaroni and cheese? With the flyer as my guide, I made a list and Abuela calculated the cost to the penny: \$27.35 plus tax; she gave me \$30 and off I went on my bike to Liberty Mart, hoping Thanksgiving would be as easy and tasty as Spray-Cheese from a can—my favorite!

The store was more crowded than I had ever seen it before. I roamed around for a while looking for stuffing, but it wasn't listed on any of the signs above the aisles. I noticed a lady wearing culottes and a fancy pendant necklace just like Mrs. Brady from *The Brady Bunch*—surely she was American, I thought; surely she would know all about making a Thanksgiving meal.

NAME: _____

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2.2
CONTINUED

Activity Page

Think as You Read: Ideas

Example:

Quote from the text: “darted to her bedroom.”

Idea: The word *darted* helps me form a strong picture in my mind (a mental image) of Abuela rushing to her room because she is eager to help her grandson.

Idea category:

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

1. Quote from the text: _____

Idea: _____

Idea category:

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

2. Quote from the text: _____

Idea: _____

Idea category:

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

3. Quote from the text: _____

Idea: _____

Idea category:

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

NAME: _____

DATE: _____

2.2
CONTINUED

Activity Page

4. Quote from the text: _____

Idea: _____

Idea category:

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

NAME: _____

DATE: _____

2.3

Activity Page

Strong Verbs

Verbs that describe action in a specific and descriptive way are strong. Strong verbs give the reader a clear picture of the action.

1. Write two or more strong verbs that you might use instead of the verb provided.

Verb	Strong Verbs	Verb	Strong Verbs
Walk		Look at	
Talk		Run	
Fight		Move	

2. Rewrite the following sentences using a strong verb. Some possible answers to number 1 have been provided as examples, but there are no right or wrong answers. Just try your best to think of verbs that will create a clear and specific image of the action being described.

Example:

I thought about life with no homework and free chocolate.

Possible answers:

I imagined life with no homework and free chocolate.

I dreamed about life with no homework and free chocolate.

I fantasized about life with no homework and free chocolate.

A. Gwen laughed at her uncle's silly jokes.

B. The family talked about current events over breakfast.

C. Dr. Holzman looked at my rash thoughtfully.

D. The champion horse ran around the track to win the race.

E. My rude sister took the popcorn from my hand without even asking.

NAME: _____

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2.4

Activity Page

Strong Adjectives

Write several strong adjectives to describe each of the prompts below. Item one has been completed as an example.

Example: a cave

Adjectives:

A. gloomy

B. damp

C. dark

D. stony

1. the hottest day of summer

Adjectives:

A. _____

B. _____

C. _____

D. _____

2. waiting for the bus on the first day of school

Adjectives:

A. _____

B. _____

C. _____

D. _____

3. **rotten food**

Adjectives:

A. _____

B. _____

C. _____

D. _____

4. **the palace of the Queen of Raccoons**

Adjectives:

A. _____

B. _____

C. _____

D. _____

5. **the beach**

Adjectives:

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

2.4
CONTINUED

Activity Page

6. the desert

Adjectives:

A. _____

B. _____

C. _____

D. _____

7. caught in the rain

Adjectives:

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

3.1

Activity Page

Think-Pair-Share

Use the three sentences below to complete your teacher's instructions.

1. (A) The bride danced with her father.
(B) The moonlight danced on the ocean.
2. (A) The coach yelled angrily at the kids who disrupted practice.
(B) The cars honked angrily at the man who stood in the middle of the road.
3. (A) The pilot flies above the clouds to avoid storms.
(B) Time flies whenever I get together with my best friend.

Think about the difference between the way the words you underlined are used in the (A) sentences and the (B) sentences. Looking at what the (A) subjects have in common and what the (B) subjects have in common may give you an idea.

THINK

1. What is the difference between how the underlined words are used in (A) and (B) sentences? For example, in 1(A) does the word *danced* describe an actual dance? How about in 1(B)?

2. What is the difference between the (A) subjects (the bride, the coach, and the pilot) and the (B) subjects (the moonlight, the cars, and time)?

PAIR

When your teacher instructs, discuss your thoughts with the partner you are assigned. Make sure you both have a chance to speak. Maybe your thoughts will change based on what your classmate has to say, or maybe they will stay the same. The two of you may reach a new conclusion together. Record your thoughts below.

NAME: _____

DATE: _____

3.2

Activity Page

Personification

1. Copy the definition of personification below.

Personification: _____

2. The sentences that follow all contain examples of personification. For each one, identify the nonhuman thing and the human characteristic used to describe it. Then rewrite the sentence in your own words *without* using personification.

Example:

The sun smiled down on the ball field.

Nonhuman thing: the sun

Human characteristic or action: smiling

Rewrite: The sun shone brightly on the ball field.

- A. Before electricity, the stores went to sleep at sundown.

Nonhuman thing: _____

Human characteristic or action: _____

Rewrite: _____

B. The stubborn lawn mower refused to start.

Nonhuman thing: _____

Human characteristic or action: _____

Rewrite: _____

C. The sunflower happily greeted the morning sun.

Nonhuman thing: _____

Human characteristic or action: _____

Rewrite: _____

D. The chocolate cake in the fridge was calling my name.

Nonhuman thing: _____

Human characteristic or action: _____

Rewrite: _____

NAME: _____

DATE: _____

3.2
CONTINUED

Activity Page

3. What human characteristics could you use to describe the following nonhuman things? There are no right or wrong answers. Use your imagination.

Nonhuman Thing	Human characteristics
The wind	<i>moaning, whispering, makes a mess</i>
Waves on the shore	
Lightning	
An electric fan	

4. Rewrite the following sentences using personification.

A. The thunder was very loud.

B. The bee flew from flower to flower.

C. When I read my favorite book, I imagine I'm in another place and time.

NAME: _____

DATE: _____

3.3

Activity Page

Personification in "The First Real San Giving Day"

Look at pages 11–12 of the Reader to find an example of personification in the text. Then answer the questions below.

1. Copy a quote from the text that contains an example of personification.

2. What nonhuman thing is being personified?

3. What human qualities are used to describe the thing?

NAME: _____

DATE: _____

3.4

Activity Page

Showing, Not Telling (Actions)

1. Copy the definition of *showing* from the board.

2. List at least two details that would help show the following actions.

A. Cara couldn't find anything to watch on TV.

B. Marco hurried to the bus stop.

C. Aliyah ate a huge forkful of spaghetti.

NAME: _____

DATE: _____

3.5

Activity Page

My “Moment” Narrative

Choose one of the prompts below, then fill out the organizer by describing “showing” details that were part of the moment. After your teacher has checked your organizer, review the Paragraph About a Paragraph on Activity Page 1.4, and begin writing your narrative. An example of a completed organizer is below.

1. Take a look at your “first time” narrative on Activity Page 1.3 (Part 2).
Choose a moment from the narrative and show it in detail.
2. Choose a moment connected to your family and a holiday and show it in detail. The moment might have taken place in the days leading up to the holiday, on the holiday itself, or after the holiday was over.

Example:

My Moment: the turkey falling from Abuela’s hands	Description of Details
Introduction	
<i>1st “showing” detail</i>	<i>Abuela dropped the turkey just as she was answering Mama.</i>
Body	
<i>2nd “showing” detail</i>	<i>The turkey slid across the kitchen floor.</i>
<i>3rd “showing” detail</i>	<i>It bounced down the stairs into the sunroom.</i>
Conclusion	
<i>4th “showing” detail</i>	<i>It lay there, enjoying the sunlight and mocking Blanco.</i>

My Moment:	Description of Details
1st “showing” detail	
2nd “showing” detail	
3rd “showing” detail	
4th “showing” detail	

DATE: _____

Activity Page

[illegible]

[illegible]

5 Simple Rules for Writing Dialogue

1. Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.

Example:

“Give me a taste,” Bella said.

Bella said, “Give me a taste.”

2. When the tag (the name of the speaker and the speaking verb) follows the quote, it ends in a period. When the tag precedes the quote, it ends in a comma.

Example:

“Give me a taste,” Bella said.

Bella said, “Give me a taste.”

3. The punctuation that ends a quote is written inside the quotation marks.

Example:

“May I have a taste?” Bella asked.

Bella demanded, “Give me a taste!”

4. When the tag follows a quote, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

Example:

“Give me a taste,” Bella said.

5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

Example:

Bella jealously stared at Jeremy's ice cream. She had not had ice cream in weeks.

"Give me a taste," she said.

"I paid for this. Go buy your own," Jeremy answered.

"Pleeease," Bella begged. Jeremy did not answer for a few seconds. He looked back and forth between his ice cream cone and Bella.

"Fine," Jeremy conceded, handing Bella the cone. "You can have one lick, but that's it."

NAME: _____

DATE: _____

4.2

Activity Page

Dialogue Telephone Game

Your teacher will give each group member a dialogue starter page that describes two characters and a line of dialogue. Read the characters and first line of dialogue to yourself, then write the second character's response, following the five simple rules. When your teacher tells you, pass your page to the right and add a line of dialogue to the page you receive. Keep passing the pages at your teacher's signal until everyone in your group has written a line of dialogue on each starter page.

NAME: _____

DATE: _____

4.3

Activity Page

Dialogue Reading and Questions

Below is the dialogue from the passage projected on the board. In groups of three, choose parts and read through the dialogue twice. Then, in your group, answer the questions that follow.

ABUELA

Qué grande. Qué lindo.

MAMÁ

What's all this for?

BLANCO

We're gonna have a real *San Giving* this year, Mamá. Abuela's going to make a turkey and yams and everything.

MAMÁ

¿Cómo? Turkey? Nobody knows how to make that. Especially not your Abuela. She can't even cook Cuban food too good.

ABUELA

You just sit down and relax—like you always do. Don't worry. Riqui is helping me—and he knows what he's doing.

MAMÁ

Bueno. I don't know, you better cook something else too—some *carne puerco*, just in case.

ABUELA

Sí, sí, sí—whatever.

Dialogue is a great way of creating a clear picture, with sound, of what is happening in a narrative. Answer the questions below about details Blanco shows through dialogue. There is not necessarily a right or wrong answer to these questions.

Example: What details does Blanco show through the following line of dialogue?

ABUELA

Qué grande. Qué lindo.

Answer: He shows that Abuela is impressed with the turkey and looks forward to cooking it for Thanksgiving.

1. What detail(s) does Blanco show through the following line of dialogue?

BLANCO

We're gonna have a real *San Giving* this year, Mamá. Abuela's going to make a turkey and yams and everything.

2. Describe the relationship between Mamá and Abuela based on the dialogue.

NAME: _____

DATE: _____

4.3
CONTINUED

Activity Page

3. What does the line, “You just sit down and relax—like you always do” tell us about what Abuela thinks of Mamá?

4. What does the dialogue show about the conflict between American culture and Cuban culture in Blanco’s home?

NAME: _____

DATE: _____

4.4

Activity Page

Close Reading

Reread the following paragraph from today's excerpt and underline the lines of dialogue (the words in quotes). Then answer the questions on the next page.

And so the moment of truth was at hand, or rather, at mouth, as everyone began eating. Not even a minute later Mamá asked, "What's this with *canela y merengue* on top? So sweet. Are you sure this isn't dessert?" Abuela instantly responded to her spurn: "They are *yames*, just like yuca but orange and sweet—that's all. Just eat." "Ay, *Dios mío*—orange yuca! What about blue beans?" Mamá laughed, and the rest of the family joined in. "They are not like yuca. They are like *boniato*. It's what they ate on the first Thanksgiving," I explained. "Really... they had march-mellows that long ago?" Mamá quipped. She saw my face crumple. "What else do you know about *San Giving*, *mi'jo*?" she asked me, changing her tone and taking an interest. I went on for a few minutes, telling the tale of the Pilgrims and Indians in Spanish so that everyone could understand. But soon the conversation changed to tía Mirta's black beans. "You make the best *frijoles* in all Miami," Papá complimented her, and everyone agreed as they poured ladlefuls of black beans over their mashed potatoes like it was gravy. Nothing like the dittos.

1. Find a line of dialogue that helps show what the relationship between Mamá and Abuela is like. Copy the quote and then explain how it describes the relationship.

Quote: _____

What does the quote show about the relationship? _____

2. Find a line of dialogue that helps show what the relationship between Mamá and Blanco is like. Copy the quote and then explain how it describes the relationship.

Quote: _____

What does the quote show about the relationship? _____

NAME: _____

DATE: _____

4.5

Activity Page

Writing Narrative With Dialogue

Choose one of the prompts below. First use the graphic organizer on the next page to choose your topic and help you remember some of the things that were said. Then write your narrative.

1. Write about a time, outside of school, when you taught something to somebody or someone taught you something. Think carefully about what you said to each other so that you can include dialogue in your narrative.
2. Write about a conversation you wish had been longer or shorter.
3. Write about a conversation you had with a friend about sports, books, or movies.

Because you will begin a new paragraph when the speaker changes, your narrative may be more than one paragraph long. You may still follow the “Paragraph About a Paragraph” guidelines by including a topic sentence, several detail sentences, and a concluding sentence.

Topic:			
Who was there?	Line of dialogue	Line of dialogue	Line of dialogue
Name:			
Name:			
Name:			

Below is a list of speaking verbs that you might use instead of said.

shouted whispered announced asked pleaded
 uttered mumbled whined barked purred
 sang suggested reported declared replied

DATE: _____

4.5
CONTINUED

Activity Page

[illegible]

[illegible]

NAME: _____

DATE: _____

5.1

Activity Page

Think-Pair-Share

Independently, read your assigned section of “The First Real San Giving Day” to find a quote from the text that shows the theme of the conflict of cultures. Copy the quote and explain how it relates to the theme. When your teacher tells you, you and your partner should share your quotes and explanations with one another.

Example:

Quote: “Maybe, I thought, if I convince Abuela to have a real Thanksgiving, she and the whole family will finally understand too.”

Explanation: After learning about Thanksgiving in school, Blanco realizes that his family does not celebrate Thanksgiving in the traditional American way. He hopes to convince them to do so, instead of celebrating in a Cuban-American way.

1. Quote 1: _____

Explanation: _____

2. Quote 2: _____

Explanation: _____

NAME: _____

DATE: _____

5.2

Activity Page

Think as You Read

Think as you read to improve understanding!

As you read personal narratives, think about the following:

- pictures you are forming in your mind (mental images)
- predictions about what might happen next
- passages you like a lot
- passages you find confusing
- repeating ideas or themes
- context clues that help you understand new words and phrases

Read the final excerpt from “The First Real San Giving Day,” using the Think as You Read strategy. Write at least two Think as You Read observations in the margin.

Excerpt from "The First Real San Giving Day"

After dessert, Abuelo made three rounds of Cuban coffee. He turned on the stereo system and put in *Hoy cómo ayer*, his favorite eight-track tape with eight billion songs from *their days* in Cuba. The crescendo began and Minervino took his butter knife and tapped out a matching beat on his soda can. Before you could say Happy San Giving, there was a conga line twenty Cubans long circling the domino players around the Florida sunroom.

When the conga finished, the line broke up into couples dancing while I sat sulking on the sofa. *You can't teach old Cubans new tricks*, I thought, watching the shuffle of their feet. There seemed to be no order to their steps, no discernible pattern to the chaos of their swaying hips and jutting shoulders. And yet there was something absolutely perfect and complete, even beautiful, about them, dancing as easily as they could talk, walk, breathe...

As I began picking up the rhythm, Abuela dashed into the room twirling a dishcloth above her head and demanding "*Silencio! Silencio, por favor!*" Papa turned down the music and the crowd froze waiting for her next words. "Tío Rigoberto just called—he said he heard from Ramoncito that my sister Ileana got out—with the whole

NAME: _____

DATE: _____

5.2
CONTINUED

Activity Page

familia!” she announced, her voice cracking as she wiped her eyes with the dishcloth and continued: “They’re in España waiting to get *las visas*. In a month *más o menos*, they will be here! *Que emoción!*” She didn’t need to explain much more. It was a journey they all knew—had all taken just a few years before. A journey I didn’t know, having arrived in America when I was only forty-five days old. But over the years I had heard the stories they always told in low voices and with teary eyes, reliving the plane lifting above the streets, the palm trees, the rooftops of their homes and country they might never see again, flying to some part of the world they’d never seen before. One suitcase, packed mostly with photographs and keepsakes. No more than a few dollars in their pocket; and a whole lot of *esperanza*. That’s what the Pilgrims must have felt like, more or less, I imagined. They had left England in search of a new life too, full of hope and courage, a scary journey ahead of them. Maybe my family didn’t know anything about turkey or yams or pumpkin pie, but they were a lot more like the Pilgrims than I had realized.

The next morning Abuela made toaster treats and *café con leche* but didn’t eat, complaining she had had stomach cramps all night long. She said Abuelo was still in bed, nauseated. Mamá admitted she threw up before going to sleep, but thought it was that strange Stuffing-in-a-Box. I had diarrhea, I confessed, as did Papá. Caco claimed

he was fine. None of us knew what to make of our upset stomachs until *tía* Esmeralda called. She told Abuela she had been throwing up all night and was only then beginning to feel like herself again. She blamed it on those strange *yames*. Then *tío* Regino called and said he'd had to take a dose of his mother's *elixir paregórico*, which cured anything and everything; he blamed it on the flan, thinking he remembered it tasting a little sour. The phone rang all day long with relatives complaining about their ailments and offering explanations. Some, like *tía* Mirta, blamed the cranberry jelly; others blamed the black beans or the yuca that was too garlicky. And some, like me, dared to blame it on the pork. But surprisingly, no one—not even Abuela—blamed the turkey.

NAME: _____

DATE: _____

5.3

Activity Page

Interview as the Author

You are going to be interviewed as pre- or post-Thanksgiving Richard Blanco. Read the two passages and then prepare for your interview by answering the questions the interviewer has provided you in advance.

Passage 1

November came around, and my teacher, Mrs. Echevarría, handed out some ditto sheets to color for Thanksgiving. The pilgrims' tall hats I colored black, the buckles on their shoes, gold; the cornucopias of squash and pumpkins, all kinds of oranges and yellows; the huge turkey, an amber-brown (a turkey, not a pork roast like my family always had for Thanksgiving.) As we colored, Mrs. Echevarría narrated the story of the first Thanksgiving, enthusiastically acting it out as if she had been there: "... Then the chief of the Indians told Pilgrim John, *We make big feast for you*, and Pilgrim John said, *Yes, let us give thanks for our new friends and for this new land where we are free.*" My teacher seemed to understand Thanksgiving like a true American, even though she was Cuban also. *Maybe, I thought, if I convince Abuela to have a real Thanksgiving, she and the whole family will finally understand too.*

Passage 2

It was a journey they all knew—had all taken just a few years before. A journey I didn't know, having arrived in America when I was only forty-five days old. But over the years I had heard the stories they always told in low voices and with teary eyes, reliving the plane lifting above the streets, the palm trees, the rooftops of their homes and country they might never see again, flying to some part of the world they'd never seen before. One suitcase, packed mostly with photographs and keepsakes. No more than a few dollars in their pocket; and a whole lot of *esperanza*. That's what the Pilgrims must have felt like, more or less, I imagined. They had left England in search of a new life too, full of hope and courage, a scary journey ahead of them. Maybe my family didn't know anything about turkey or yams or pumpkin pie, but they were a lot more like the Pilgrims than I had realized...

Interview Questions for Pre-Thanksgiving Richard Blanco

1. What do you mean by the phrase “true American”?

NAME: _____

DATE: _____

5.3
CONTINUED

Activity Page

2. What is the most important part of Thanksgiving?

3. What is the most important part of the story of the Pilgrims?

Interview Questions for Post-Thanksgiving Richard Blanco

1. What is the most important part of Thanksgiving?

2. What is the most important part of the story of the Pilgrims?

3. Have you changed your mind about who is included in the phrase “true Americans”?

DATE: _____

Activity Page

In Lesson 6, you will begin reading and writing a personal narrative about names. In order to get you thinking about names and what they mean to us, we are going to engage in a brainstorming activity called “free writing.”

You may write about your first, middle, or last name or some combination of the three.

[illegible]

[illegible]

NAME: _____

DATE: _____

6.1

Activity Page

How the Family Got Their Names

In the first part of her narrative, the author describes how members of her family got their English names. Complete the following questions by listing their English and Chinese names and how they were chosen.

FATHER

1. Chinese name: _____

2. English name: _____

BROTHER

3. English name: _____

4. Why did the author's parents choose an "N" name? _____

5. Why Norbert? _____

6. Supporting quote from text: _____

AUTHOR

7. English name: _____

8. Why did the author's parents choose a "J" name? _____

9. Why Jennifer? _____

10. Supporting quote from text: _____

NAME: _____

DATE: _____

6.2

Activity Page

What Does Jennifer Want?

Use the passage displayed in the Visual Support to complete the chart below. Be sure to copy a quote from the text to support your answer. There is not a single correct answer to these questions.

What does Jennifer want?	How does she try to get it?	What stands in her way?
Answer:	Answer:	Answer:
Quote from the text:	Quote from the text:	Quote from the text:

Jigsaw Guidelines

1. In a jigsaw activity, you will be a member of two different groups. First you will work in an expert group to become an expert in one topic that is part of a larger subject. After you and your group-mates become a team of experts, you will each teach your topic to a second group, known as a jigsaw group. As part of your jigsaw group, you will also learn from an expert from each expert group.
2. Make sure all members of your expert group have a common understanding of your topic knowledge and are ready to teach it to other students.
3. Once you and your group-mates are all experts, the class will break up into jigsaw groups. Every jigsaw group will contain at least one member from each expert group.
4. The experts in each jigsaw group will then take turns teaching their topic to the other members of their group.
5. By the end of the jigsaw process, every student will have an understanding of the broad subject by studying and teaching their category and by learning about the other categories from experts.

NAME: _____

DATE: _____

6.4

Activity Page

Analyze Your Image

Begin to analyze the image you have been assigned by answering the first three questions below. After you have spent some time thinking and writing about your image, you will join your expert group to discuss your analysis. Working with your expert group, answer questions 4–6 to help plan your teaching.

Independent Work

1. Find a quote from the text that your image illustrates or connects to.

2. Explain the connection between the quote and your image.

3. What does your image add to the text that is not conveyed by words alone?

Expert Group Work

4. Write one or two introductory sentences explaining how your image connects to the text.

5. Write one or two sentences explaining how your image enhances the text.

6. Provide an example of a similar image that students might add to their own name narrative.

NAME: _____

DATE: _____

6.5

Activity Page

Notes on the Experts' Lessons

Write down at least one important idea about each of the images.

1. The Jennifer and Norbert Graphs

2. The Jennifer and Norbert Souvenir Pictures

3. The Birth Certificate

4. The Middle School Photograph

5. The Chinese Characters

NAME: _____

DATE: _____

6.6

Activity Page

Name Narrative, Part 1

Begin your name narrative below. Feel free to look back at your free writing (TAKE-HOME Page 5.1). You may write on any topic related to your name or write in response to one of the prompts below.

Prompts for Day One of name narratives:

1. Imagine a good friend of your family is having a baby. Write to convince the friend to give the baby your name.
2. What does your name say about you?
3. Write about a time someone got your name wrong.

[illegible]

Jennifer Lou—Her Perspective

Perspective in personal narratives: the author's opinions or feelings about the subject.

- 1. Take a few minutes to read Passage 1 and Passage 2 independently. Then read them aloud with a partner, each of you reading one of the passages.*
- 2. Answer questions 1–3 independently.*
- 3. Pair up again with your partner to compare answers.*
- 4. Finish reading "Hello, My Name Is" and then answer questions 4–6.*

Passage 1

I took matters into my own hands. When I started seventh grade at Sage Park Middle School, I enrolled as Jennifer Elizabeth Lou. I picked Elizabeth because it was the whitest name I could think of. And, my God, I wanted to be white because in Windsor, Connecticut, where less than 1 percent of the population was Chinese, white, to me, meant belonging.

1. A. At the start of seventh grade, what was Jennifer's perspective about being Chinese? Copy a quote from the text to support your answer.

B. How did Jennifer’s perspective about being Chinese connect to her perspective about not having a middle name? Copy a quote from the text to support your answer.

Passage 2

~~~~~

By ninth grade, I was ready to shed my inner white Elizabeth, mainly because I thought the initials JEL looked stupid. I returned to plain Jennifer Lou, and I started to like that I didn’t have a middle name. I liked that I was the only one in the family whose Chinese name wasn’t their English middle name. I was two separate entities.

~~~~~

2. What was Jennifer’s perspective about not having a middle name in ninth grade? Compare or contrast this with her perspective in seventh grade.

NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page

3. Do you think Jennifer still wanted to be white in ninth grade? Copy a quote from the text to support your answer.

Passage 3

... I came to a realization. There was no point in trying to be something I wasn't (white) or something others wanted me to be (the fair one.) I started making mass changes in my life I started feeling free to be myself . . . and I began to love my names for what they are, for what they aren't, and for the betweenness that they capture. Because I finally learned to love the uniqueness that is me.

4. What is Jennifer's perspective about her names in Passage 3? Copy a quote from the text to support your answer.

5. What do you think *betweenness* means in Passage 3?

6. How do the words *two separate entities* (Passage 2) and *betweenness* (Passage 3) show different points of view?

NAME: _____

DATE: _____

7.2

Activity Page

Writing with a Perspective

Perspective in personal narratives: the narrator's opinions or feelings about the subject.

Write one or two first-person sentences describing the following events from the perspective that matches your letter. Because the events are fictional, your sentences will not be personal narratives, but they will give you practice writing with a clear perspective. After writing about each event, share your sentences with your group.

1. The retiring coach of the Pigeons and his replacement watched as their team was crushed by the Panthers in the basketball finals.

A. Pigeons player:

B. Panthers player:

C. Retiring Pigeons coach:

D. New Pigeons coach:

2. Because of the snowstorm, the school bus didn't arrive at school until eleven a.m.

A. Matt, who forgot to study for his nine a.m. test:

B. Bus driver:

C. Teacher with 10 students on the bus:

D. Monique, who was to receive an award at a ten a.m. assembly:

NAME: _____

DATE: _____

7.2
CONTINUED

Activity Page

3. Because the kitchen was flooded, the cafeteria served baloney sandwiches for the third day in a row.

A. Baloney lover:

B. Baloney hater:

C. Cafeteria worker:

D. School principal:

4. The night 15-year-old Kristin babysat for 9-year-old Carlos was her first time ever babysitting.

A. Babysitter:

B. Kid:

C. Parent:

D. Babysitter's mother:

NAME: _____

DATE: _____

7.2
CONTINUED

Activity Page

5. The museum exhibit of a toddler's finger painting attracted huge crowds.

A. Head of the museum:

B. Museum guard:

C. Art critic:

D. Toddler's mother:

6. When the banana truck lost control, five thousand bananas spilled onto the road.

A. Truck driver:

B. Owner of the bananas:

C. Monkey at the scene of the accident:

D. Manager of roadside stand that sells bananas:

NAME: _____

DATE: _____

7.3

Activity Page

Name Narrative Part 2

Yesterday you began writing your name narrative on Activity Page 6.6. Today you will continue and complete the narrative. If you wish, write in response to one of the prompts below. You may also write on your own topic or continue with the topic you began writing about yesterday. Turn back to 6.6 to continue writing.

Prompts for day two of Name Narratives

1. If you could change your name for a week, what would you change it to and why? Write to convince your friends to call you by this new name.
2. Who named you and how was your name chosen?
3. If you were named after someone, write about your connection to that person.

NAME: _____

DATE: _____

8.1

Activity Page

Finding Evidence

Follow as your teacher models finding evidence from the text to support Rosa Parks's perspective about segregation.

Then read the excerpt below with a partner, pausing to underline evidence of the injustice of segregation. When you have finished reading the excerpt, copy your underlined quotes into the first column. In the second column, list the evidence of injustice found in the quotes.

Rosa Parks: My Story

Some of the older boys at school were very good at running sports and playing ball. They were also the ones who were responsible for wood at the school. The larger boys would go out and cut the wood and bring it in. Sometimes a parent would load a wagon up with some wood and bring it to the school, and the boys would unload the wagon and bring the wood inside.

They didn't have to do this at the white school. The town or county took care of heating at the white school. I remember that when I was very young they built a new school for the white children not very far from where we lived, and of course we had to pass by it. It was a nice brick building, and it still stands there today. I found out later that it was built with public money, including taxes paid by both whites and blacks. Black people had to build and heat their own schools without the help of the town or county or state.

Another difference between our school and the white school was that we went for only five months while they went for nine months. Many of the black children were needed by their families to plow and plant in the spring and harvest in the fall. Their families were sharecroppers, like my grandparents' neighbors. Sharecroppers worked land owned by plantation owners, and they

got to keep a portion of the crop they grew. The rest they had to give to the owner of the plantation. So they needed their children to help. At the time I started school, we went only from late fall to early spring.

I was aware of the big difference between blacks and whites by the time I started school. I had heard my grandfather's stories about how badly he was treated by the white overseer when he was a boy. My mother told me stories the old people had told her about slavery times. I remember she told me that the slaves had to fool the white people into thinking that they were happy. The white people would get angry if the slaves acted unhappy. They would also treat the slaves better if they thought the slaves liked white people.

When white people died, their slaves would have to pretend to be very sorry. The slaves would spit on their fingers and use it to wet their cheeks like it was tears. They'd do this right in front of the little slave children, and then the children would do the same thing in the presence of the grieving white people.

I was glad that I did not live in slavery times. But I knew that conditions of life for my family and me were in some ways not much better than during slavery.

I realized that we went to a different school than the white children and that the school we went to was not as good as theirs. Ours didn't have any glass windows, but instead we had little wooden shutters. Their windows had glass panes.

Some of the white children rode a bus to school. There were no school buses for black children. I remember when we walked to school, sometimes the bus carrying the white children would come by and the white children would throw trash out the windows at us. After a while when we would see the white

school bus coming, we would just get off the road and walk in the fields a little bit distant from the road. We didn't have any of what they call "civil rights" back then, so there was no way to protest and nobody to protest to. It was just a matter of survival—like getting off the road—so we could exist day to day.

~~~~~

| Evidence of the Injustice of Segregation                                                                                                                                                                                                                                                                                |                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Quote from the text                                                                                                                                                                                                                                                                                                     | Evidence of injustice of segregation                                                                                                              |
| <i>"I was about six when I started school. Sylvester started a year later, when he was around five. We went to the one-teacher black school in Pine Level in a little frame schoolhouse." p.32</i><br><br><i>"We had first grade to sixth grade and there were about fifty to sixty children in the one room." p.32</i> | <i>School for African Americans was very crowded.</i><br><br><i>Only one teacher for 50–60 students.</i><br><br><i>All ages studied together.</i> |
|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |

| Evidence of the Injustice of Segregation |                                      |
|------------------------------------------|--------------------------------------|
| Quote from the text                      | Evidence of injustice of segregation |
|                                          |                                      |
|                                          |                                      |
|                                          |                                      |
|                                          |                                      |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Activity Page

## Write Narrative With Evidence

*Choose a topic from one of the prompts below. Complete at least two rows of the organizer, then write a personal narrative about your topic.*

### Best or Worst Place

1. What's the best place you have ever visited and why? Write to convince a friend to go there. Make sure to bring evidence from your visit to support your perspective about the place.
2. What's the worst place you have ever visited and why? Write to convince a friend not to go there. Make sure to bring evidence from your visit to support your perspective about the place.

### Best Gift Given or Worst Gift Received

3. What's the best gift you have ever given and why? Describe the gift and your experience giving it. Make sure to bring evidence to support your perspective about the gift.
4. What's the worst gift you've ever received and why? Describe the gift and your experience receiving it. Make sure to bring evidence to support your perspective about the gift.

|                 |                            |
|-----------------|----------------------------|
| <b>Topic:</b>   |                            |
| <b>Evidence</b> | <b>Personal Experience</b> |
| 1.              |                            |
| 2.              |                            |
| 3.              |                            |
| 4.              |                            |



DATE: \_\_\_\_\_

## Activity Page

[illegible]

[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Activity Page

## Tone

**tone, n.** the attitude or mood of an author or character

### Some Examples of Tones

positive: joyful, hopeful, compassionate

negative: angry, sorrowful, cruel

neutral (neither positive nor negative): calm, scientific, factual

*Answer the multiple-choice questions about the tone of the “Museum of Giant Rocks” passages, and then find and write evidence from the passages that support your answer.*

1. The tone of passage 1 is:
  - A. optimistic
  - B. wishful
  - C. scientific
  - D. passionate

Write a sentence or phrase from passage 1 that supports your answer.

---

---

---

2. The tone of passage 2 is:

- A. sarcastic
- B. serious
- C. respectful
- D. optimistic

Write a sentence or phrase from passage 2 that supports your answer.

---

---

---

3. The tone of passage 3 is:

- A. scientific
- B. outraged
- C. cruel
- D. nervous

Write a sentence or phrase from passage 3 that supports your answer.

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2

Activity Page

## Group Tone Writing

*As a group, choose an event at school and write a first-person paragraph about it in your assigned tone. Your paragraph does not have to be a true account of the event, so it may not meet all the requirements of a personal narrative.*

*Only the writer needs to write the entire paragraph, but each member of the group should contribute at least one sentence and write that sentence at the bottom of this page.*

---

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---

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---

---

---

The sentence I contributed: \_\_\_\_\_

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.3

Activity Page

## Think as You Read

Read the rest of *Step by Step* from the paragraph beginning "Later after I had eaten my lunch" (Reader p. 48–50) to the end of the narrative. As you read, write down at least two Think as You Read ideas. In describing each idea, include a word or phrase from the text. Review the Think as You Read poster for a reminder of some of the kinds of things you might think and write about.

### Think as You Read Ideas

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.4

Activity Page

## Identifying Tone

A. Choose the tone that most closely matches the passage.

1. “I was glad that I did not live in slavery times. But I knew that conditions of life for my family and me were in some ways not much better than during slavery.” (Rosa Parks)
  - A. content
  - B. cruel
  - C. scientific
  - D. unhappy
  
2. “The train trip and helping those guys out were very positive experiences, ones that convinced me that I’d made the right decision. I could survive away from home. I knew I could survive in the big city.” (Bertie Bowman)
  - A. confident
  - B. hopeless
  - C. calm
  - D. nervous

3. “I remember that when I was very young they built a new school for the white children... I found out later that it was built with public money, including taxes paid by both whites and African Americans. African Americans had to build and heat their own schools without the help of the town or county or state.” (Rosa Parks)

- A. nervous
- B. disapproving
- C. optimistic
- D. confused

4. “I knew I would like it here, with its opportunities. I knew I could do a lot of growing up here and mature into quite a man.” (Bertie Bowman)

- A. optimistic
- B. hopeless
- C. silly
- D. timid

B. Below are two paragraphs, the first from Rosa Parks’s *My Story* and the second from Bertie Bowman’s *Step by Step*. Read the paragraphs, thinking about the tone of each. Underline words or phrases that you think help show the tone. Then answer the questions.

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.4  
CONTINUED

Activity Page

**From *My Story*:**

It was up to the bus drivers, if they chose, to adjust the seating in the middle sixteen seats. They carried guns and had what they called police power to rearrange the seating and enforce all the other rules of segregation on the buses. Some bus drivers were meaner than others. Not all of them were hateful, but segregation itself is vicious, and to my mind there was no way you could make segregation decent or nice or acceptable.

---

**From *Step by Step*:**

Later, after I had eaten my lunch of ham and bacon sandwiched between biscuits, I helped out in the kitchen cleaning off the tables, and they rewarded me by giving me a free dinner. I took the dinner back to my seat in the segregated car where all the colored passengers ate food that they had brought with them. In that time, we could not go on the train without taking our own food and drink, because we could not buy any in the dining car. That was only for white people... The train trip and helping those guys out were very positive experiences, ones that convinced me that I'd made the right decision.

---

1. What mode of transportation is described in *My Story*? How about in *Step by Step*?

---

2. What is similar about the two situations being described?

---

---

---

3. How would you describe the tone of each paragraph? Looking at the underlined words might give you some ideas.

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

## Story Order

*Your teacher will give each group five slips of paper with five parts of a story. Work as a group to arrange the story parts in the correct order. Then copy the five parts of your story below.*

Part 1:

---

---

Part 2:

---

---

Part 3:

---

---

Part 4:

---

---

Part 5:

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2

Activity Page

## A Time That I was Surprised: Think-Plan-Share

*This activity will help you plan your Surprise Narrative.*

**Think:** *Individually brainstorm two ideas for a surprise narrative.*

**Plan:** *Answer the planning questions to help you choose which surprise to write about. Then outline a logical sequence of events for your narrative.*

**Share:** *Your teacher will have some of you share your sequence of events with the class.*

### THINK—Brainstorming Questions

#### Surprise Number One

1. Who or what surprised you?

\_\_\_\_\_

2. Why was it a surprise?

A. What you expected:

\_\_\_\_\_

\_\_\_\_\_

B. What was unexpected:

\_\_\_\_\_

\_\_\_\_\_

3. Where and when was the surprise?

\_\_\_\_\_

4. Did you act surprised? If so, how?

---

---

5. Did any conversations (dialogue) take place before, during, and after the surprise? Who spoke? What was said?

A. Before:

---

---

---

B. During:

---

---

---

C. After:

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2  
CONTINUED

Activity Page

## Surprise Number Two

1. Who or what surprised you?

---

---

2. Why was it a surprise?

A. What you expected:

---

---

B. What was unexpected:

---

---

3. Where and when was the surprise?

---

---

4. Did you act surprised? If so, how?

---

---

5. Did any conversations (dialogue) take place before, during, and after the surprise? Who spoke? What was said?

A. Before:

---

---

---

B. During:

---

---

---

C. After:

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2  
CONTINUED

Activity Page

### PLAN—Planning Questions

*Use your “Think” ideas from part A to help you plan.*

1. Which surprise has more action to show?

---

---

2. Which surprise can you describe using strong verbs and adjectives?

---

---

3. Which surprise involves more of the five senses (seeing, hearing, smelling, touching, and tasting)? Which senses?

---

---

4. The surprise I will write about is:

---

*Using full sentences, describe at least four events, in the order they happened, that were part of the surprise. Think about what happened before, during, and after the surprise. Think about how you felt inside and how you reacted outside. Think about specific moments you can describe in detail.*

## **Event Sequence**

1. 

---

---
2. 

---

---
3. 

---

---
4. 

---

---
5. 

---

---
6. 

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.3

Activity Page

## Simile and Metaphor Practice

A simile is a comparison of two different things using the words *like* or *as*.

A metaphor is a comparison that does not use the words *like* or *as*.

*Copy the sentences from the board in the correct space:*

A. The sentence containing a simile is:

\_\_\_\_\_

B. The sentence containing a metaphor is:

\_\_\_\_\_

*For items 1–5, indicate whether the sentence contains a simile or metaphor. For items 6–7, write a simile and a metaphor.*

1. Staying inside all day was like being in prison.

simile          metaphor

2. Life is a stage, and we are all actors.

simile          metaphor

3. Sid was a cheetah in the 100-yard dash.

simile          metaphor

4. Annabelle's room looked like it was hit by a hurricane.

simile          metaphor

5. The snow was a blanket covering the yard.

simile              metaphor

6. Write a simile comparing a lion's roar to another sound.

---

7. Write a metaphor describing someone in your family as an animal at mealtime.

---

8. Underline the metaphor in the following paragraph from *Step by Step*.

---

That train rolled on all day long, to the song of the metal against the tracks, the blur of the towns and villages moving past my eyes. I wasn't going to get to Washington until around eight o'clock that night, and I told the porter that I would be glad to work if he needed anyone to help him.

---

9. Underline the simile in the following passage from *Step by Step*.

---

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire. As I gathered my stuff, the porter asked me again if I wanted the train job.

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.4

Activity Page

## Musical Metaphors and Similes

*Describe the music your teacher plays by using a simile or metaphor.*

Examples:

**Simile:** The music was as soothing as a gurgling brook.

**Metaphor:** Every note was an elephant trumpeting in my ear.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Activity Page

## My Story by Rosa Parks: Details

*As a group, reread aloud the six paragraphs from "You're Under Arrest", starting with, "The next stop was the Empire Theatre," on Reader page 40 and ending with, "I never thought hard of them at all and never even bothered to criticize them," on Reader page 43. Take turns reading.*

*Afterwards, in your group, use the chart that follows to make a list of details Rosa Parks includes in the paragraphs from "You're Under Arrest."*

| Detail Rosa Parks Included | Quote from Text | Infer Why the Detail Was Included |
|----------------------------|-----------------|-----------------------------------|
| 1.                         |                 |                                   |
| 2.                         |                 |                                   |
| 3.                         |                 |                                   |

| Detail Rosa Parks Included | Quote from Text | Infer Why the Detail Was Included |
|----------------------------|-----------------|-----------------------------------|
| 4.                         |                 |                                   |
| 5.                         |                 |                                   |
| 6.                         |                 |                                   |
| 7.                         |                 |                                   |
| 8.                         |                 |                                   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.2

Activity Page

## Reading Questions

*Answer the questions that follow. These questions require reading the text very carefully to make inferences about details and language in the text.*

*Questions 1 and 2 are based on the passage below.*

~~~~~

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon.

~~~~~

1. Rosa Parks does not tell the reader why her grandfather stayed up all night. Can you infer the reason?

\_\_\_\_\_

\_\_\_\_\_

2. Why do you think Rosa Parks thought about this memory of her grandfather at this moment? (Clue: Read the paragraph on page 42 that begins, "As I sat there, I tried not to think about what happened.")

\_\_\_\_\_

\_\_\_\_\_

3. Why do you think Rosa Parks writes that she was not tired and not elderly when she refused to give up her seat?

\_\_\_\_\_

\_\_\_\_\_

4. Rosa Parks writes that she never criticized the Black passengers in her row who did give up their seats. Why do you think she includes this detail in *My Story*?

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5. This is how Rosa Parks describes conversation among passengers who remained on the bus: “What conversation there was, was in low tones, no one was talking out loud.”

A. What kinds of conversations do you associate with “low tones”?

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B. What can you infer about Rosa Parks’s situation from this description of the conversation?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.3

Activity Page

## Close Reading Report

*Choose a detail that interests you from the list on the board and prepare a brief presentation on why you think Rosa Parks included it in her narrative. To prepare for your presentation, answer the following questions in full sentences:*

1. What detail most interests you?

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2. The detail appears in the text in the following sentence or passage:

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3. Try to infer why Rosa Parks included this detail.

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4. Explain why you made this inference.

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5. Describe the image that the detail creates in your mind.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.4

Activity Page

## Presentation Checklist

- ☐ Choose a detail from the board
- ☐ Accurately quote the text in presentation
- ☐ Offer an interpretation of what the detail shows the reader and why
- ☐ Speak loudly and clearly
- ☐ Speak with expression





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.5

Activity Page

## Surprise Narrative

Look back at Activity Page 10.2, where you brainstormed, selected a topic, and outlined events for your Surprise Narrative.

Start writing below. Remember you will have two days to work on this narrative, so you may want to focus your writing as suggested below. These are just suggestions.

**Day 1:** Introductory sentence; describe the time and place; describe who was involved; describe who was involved and what you were expecting before you were surprised.

**Day 2:** Describe the moment of surprise and how you reacted.

**Day 1:** Describe the first two events or moments in your sequence on 10.2.

**Day 2:** Describe the rest of the events or moments in your sequence on 10.2.

### Surprise Narrative

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

[illegible]

DATE: \_\_\_\_\_

11.5  
CONTINUED

[illegible]

[illegible]

DATE: \_\_\_\_\_

11.5  
CONTINUED

[illegible]

[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Activity Page

## Writing Sensory Descriptions

1. Use an adjective and a noun to describe at least two sights you saw.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

2. Use an adjective and a noun to describe at least two sounds you heard.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

3. Use an adjective and a noun to describe at least two objects you touched.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

4. Use an adjective and a noun to describe at least two scents you smelled.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

5. Use an adjective and a noun to describe at least two foods you tasted.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

Activity Page

## Paragraph: The Worst Meal You Ever Experienced

### Paragraph About a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or main idea introduced in the topic sentence is often the event you are writing about.

*Write a paragraph describing the worst meal you ever experienced. Include sensory details describing the experience through at least three of your five senses. After writing the paragraph, underline the sensory details you included.*

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[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.3

Activity Page

## Definitions from Context Clues

Follow the steps below to infer the meaning of the word *dormant* in the following passage by using context clues.

~~~~~

And it rekindled a boyhood dream that had gone dormant over the years. That dream was to grow up to be an astronaut.

~~~~~

1. Look up the definition of *rekindled* in the glossary and copy it below.

\_\_\_\_\_

\_\_\_\_\_

2. Reread the passage above.
3. For a dream to be rekindled, it must first go through a period when it is \_\_\_\_.
- A. active and then inactive
- B. unimportant and then important
- C. written down
- D. kept private and then shared
4. The text states that the dream was rekindled after a period of being dormant. Based on context clues, a reasonable inference of the meaning of *dormant* is

\_\_\_\_\_

\_\_\_\_\_.

*In the following passage, the author uses the phrases **buttoned up** and **buttoned it up** to mean something other than “fastened with buttons,” as with a coat. Read the passage and follow the steps to infer the meaning of **buttoned it up** and **buttoned up** by using context clues.*

---

And there was no way really to replace this unit or to repair the instrument, because when they launched this thing, and they got it ready for space flight, **they really buttoned it up**. They didn’t want anybody to screw with this thing. **It was buttoned up** with an access panel that blocked the power supply that had failed. This access panel had 117 small screws with washers, and just to play it safe, they put glue on the screw threads so they would never come apart. You know, it could withstand a space launch, and there was no way we could get in to fix this thing.

---

5. Which two reasons does the author give for the instrument being “buttoned up”?
- A. to keep anyone from messing with it
  - B. to keep it warm
  - C. to keep it from harm during a space launch
6. Was the author’s job easier or harder because the instrument was “buttoned up”? Why?
- 
-

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.3  
CONTINUED

Activity Page

7. Based on these context clues, a reasonable inference for the meaning of “buttoned up” is

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## Excerpt from "A View of the Earth"

In 1984 I was a senior in college, and I went to see the movie *The Right Stuff*. And a couple of things really struck me in that movie. The first was the view out the window of John Glenn's spaceship— the view of the Earth, how beautiful it was on the big screen. I wanted to see that view. And secondly, the camaraderie between the original seven astronauts depicted in that movie— how they were good friends, how they stuck up for each other, how they would never let each other down. I wanted to be part of an organization like that.

And it rekindled a boyhood dream that had gone dormant over the years . That dream was to grow up to be an astronaut. And I just could not ignore this dream. I had to pursue it. So I decided I wanted to go to graduate school, and I was lucky enough to get accepted to MIT.

While I was at MIT, I started applying to NASA to become an astronaut. I filled out my application, and I received a letter that said they weren't quite interested. So I waited a couple years, and I sent in another application. They sent me back pretty much the same letter. So I applied a third time, and this time I got an interview, so they got to know who I was. And then they told me no.

So I applied a fourth time. And on April 22, 1996, I knew the call was coming, good or bad. I picked up the phone, and

it was Dave Leestma, the head of flight crew operations at the Johnson Space Center in Houston.

He said, “Hey, Mike. This is Dave Leestma. How you doing this morning?”

And I said, “I really don’t know, Dave. You’re gonna have to tell me.”

And he said, “Well, I think you’re gonna be pretty good after this phone call, ’cause we wanna make you an astronaut.”

Thirteen years after that, it’s May 17, 2009, and I’m on space shuttle Atlantis, about to go out and do a spacewalk on the Hubble Space Telescope. And our task that day was to repair an instrument that had failed . This instrument was used by scientists to detect the atmospheres of far-off planets. Planets in other solar systems could be analyzed using this spectrograph to see if we might find a planet that was Earth-like, or a planet that could support life. And just when they got good at doing this, the power supply on this instrument failed. It blew. So the instrument could no longer be used.

And there was no way really to replace this unit or to repair the instrument, because when they launched this thing, and they got it ready for space flight, they really buttoned it up. They didn’t want anybody to screw with this thing. It was buttoned up with an access panel that blocked the power supply that had



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.4  
CONTINUED

Activity Page

failed. This access panel had 117 small screws with washers, and just to play it safe, they put glue on the screw threads so they would never come apart. You know, it could withstand a space launch, and there was no way we could get in to fix this thing.

But we really wanted the Hubble's capability back, so we started working. And for five years, we designed a spacewalk. We designed over one hundred new space tools to be used—at great taxpayers' expense, millions of dollars, thousands of people worked on this. And my buddy Mike Good (who we call Bueno)—he and I were gonna go out to do this spacewalk. I was gonna be the guy actually doing the repair.

And inside was Drew Feustel, one of my best friends. He was gonna read me the checklist. And we had practiced for years and years for this. They built us our own practice instrument and gave us our own set of tools so we could practice in our office, in our free time, during lunch, after work, on the weekends. We became like one mind. He would say it, I would do it. We had our own language. And now was the day to go out and do this task.

The thing I was most worried about when leaving the airlock that day was my path to get to the telescope, because it was along the side of the space shuttle. And if you look over the edge of the shuttle, it's like looking over a cliff, with 350 miles to go down to the planet. And there are no good handrails.

When we're spacewalking, we like to grab on to things with our space gloves and be nice and steady. But I got to this one area along the side of the shuttle, and there was nothing good to grab. I had to grab a wire or a hose or a knob or a screw. And I'm kind of a big goon. And when there's no gravity, you can get a lot of momentum built up, and I could go spinning off into space. I knew I had a safety tether that would probably hold, but I also had a heart that I wasn't so sure about. I knew they would get me back, I just wasn't sure what they would get back on the end of the tether when they reeled me in. So I was really concerned about this. I took my time, and I got through the treacherous path and out to the telescope.

The first thing I had to do was to remove a handrail from the telescope that was blocking the access panel. There were two screws on the top, and they came off easily. And there was one screw on the bottom right and that came out easily. The fourth screw is not moving. My tool is moving, but the screw is not. I look close and it's stripped. And I realize that that handrail's not coming off, which means I can't get to the access panel with these 117 screws that I've been worrying about for five years, which means I can't get to the power supply that failed, which means we're not gonna be able to fix this instrument today, which means all these smart scientists can't find life on other planets.

And I'm to blame for this.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.4  
CONTINUED

Activity Page

And I could see what they would be saying in the science books of the future. This was gonna be my legacy. My children and my grandchildren would read in their classrooms: *We would know if there was life on other planets... but Gabby and Daniel's dad...* My children would suffer from this.

*Gabby and Daniel's dad broke the Hubble Space Telescope, and we'll never know.*



## The Author's Perspective

*Independently reread "A View of the Earth" from the beginning through "...and we'll never know" (Reader pages 51–55). As you read, (a) find two sentences or passages that show the author's perspective about your assigned topic and copy the passages; (b) underline whether the passage shows a positive, negative, or neutral feeling about the topic; and (c) explain how it shows the author's perspective. Two examples are provided.*

*After completing the activity page, compare your answers with your assigned partner's. If your partner selected a passage different from your own, complete the "pair" section of the activity page.*

Example:

Topic: The view of the earth from space

- A. Passage: "The first was the view out of the window of John Glenn's spaceship—the view of the Earth, how beautiful it was on the big screen. I wanted to see that view."
- B. The passage shows a positive/negative/neutral perspective.
- C. The author's description of the view as beautiful and his expression of a strong desire to see Earth from space show his positive perspective. Also, the view rekindles the author's childhood dream of becoming an astronaut.

Example:

Topic: Repairing the instrument

- A. Passage: "Thirteen years after that, it's May 17, 2009, and I'm on space shuttle *Atlantis*, about to go out and do a spacewalk on the Hubble Space Telescope. And our task that day was to repair an instrument that had failed."
- B. The passage shows a positive/negative/neutral perspective.
- C. In the passage, the author states the time and place and mission, but does not state an opinion about whether the mission will succeed.

## THINK

Topic:

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1. A. Passage:

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B. The passage shows a positive/negative/neutral perspective.

C. Explain how the passage shows the perspective.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**13.1**  
CONTINUED

**Activity Page**

2. A. Passage:

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B. The passage shows a positive/negative/neutral perspective.

C. Explain how the passage shows the perspective.

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## PAIR

1. If your partner selected a different passage from the two you selected, copy your partner's passage below:

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2. In what way does your partner's passage show the author's perspective?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2

Activity Page

## Compare Points of View

*Read the pair of passages below and answer the questions that follow them.*

### PAIR ONE

A. When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire. As I gathered my stuff, the porter asked me again if I wanted the train job. “No,” I said. “I am finally in the city. This is what I have been waiting for all my life.” (“Step by Step”)

B. This is the view that I imagined in that movie theater all those years ago. And as I looked at the Earth, I also noticed that I could turn my head, and I could see the moon and the stars and the Milky Way galaxy. I could see our universe. And I could turn back, and I could see our beautiful planet. (“A View of the Earth”)

1. What is being described in each of these passages?

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2. When in the text’s chronology (order of events) are each of these descriptions of an important place?

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3. How is the tone of the passage impacted by placing the description at the end of *Step by Step*?” How is the tone impacted by placing the description in the middle of “A View of the Earth?”
- 
- 

*Choose one of the pairs of passages from “A View of the Earth” below and answer the questions at the end of the Activity Page.*

## PAIR TWO

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A. And secondly, the camaraderie between the original seven astronauts depicted in that movie—how they were good friends, how they stuck up for each other, how they would never let each other down. I wanted to be part of an organization like that.

---

B. I looked at my buddy Bueno, next to me in his space suit, and he was there to assist in the repair but could not take over my role. He had his own responsibilities, and I was the one trained to do the now broken part of the repair. It was my job to fix this thing. I turned and looked into the cabin where my five crew mates were, and I realized nobody in there had a space suit on. They couldn’t come out here and help me.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2  
CONTINUED

Activity Page

### PAIR THREE

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A. But we really wanted the Hubble's capability back, so we started working. And for five years, we designed a spacewalk. We designed over one hundred new space tools to be used—at great taxpayers' expense, millions of dollars, thousands of people worked on this. And my buddy Mike Good (who we call Bueno)—he and I were gonna go out to do this spacewalk. I was gonna be the guy actually doing the repair.

---

B. My tool is moving, but the screw is not. I look close and it's stripped. And I realize that that handrail is not coming off, which means I can't get to the access panel with these 117 screws that I've been worrying about for five years, which means I can't get to the power supply that failed, which means we're not gonna be able to fix this instrument today, which means all these smart scientists can't find life on other planets. And I'm to blame for this . . . . And I could see what they would be saying in the science books of the future. This was gonna be my legacy. My children and grandchildren would read in their classrooms: *We would know if there was life on other planets . . . but. . . Gabby and Daniel's dad broke the Hubble Space Telescope, and we'll never know.*

---

### PAIR FOUR

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A. And inside was Drew Feustel, one of my best friends. He was gonna read me the checklist. And we had practiced for years and years for this. They built us our own practice instrument and gave us our own set of tools so we

could practice in our office, in our free time, during lunch, after work, on the weekends. We became like one mind. He would say it, I would do it. We had our own language. And now was the day to go out and do this task.

---

B. At that point I was very close to the front of the orbiter, right by the cabin window, and I knew that my best pal was in there trying to help me out. And I could not even stand to think of looking at him, because I felt so bad about the way this day was going, with all the work he and I had put in.

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4. What subject is described in both passages?

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5. What is the difference between the author's perspective about the subject in the first passage and his perspective in the second?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2  
CONTINUED

Activity Page

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6. How is this difference reflected in the author's language? Your answer should include at least one quotation from each passage.

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DATE: \_\_\_\_\_

## Activity Page

Title:

[illegible]

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.3  
CONTINUED

## Activity Page

[illegible]

[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Activity Page

## Showing (Not Telling) Emotions

*Below are simple sentences that tell the reader how characters feel. Several of your classmates will act out these scenarios. Based on their performances, write down as many details as you can that describe the situation through showing rather than telling.*

Example:

On meeting her favorite actor, Nita was very nervous, even though the actor was very friendly.

Showing details:

- A. Nita is not making eye contact.
- B. Nita is looking down.
- C. Nita is speaking quietly.
- D. The movie star is signing an autograph.
- E. The movie star asked Nita about her family.

1. **Sitting on the bus, Alejandro was very sad that school was over. Danny, sitting next to him, was thrilled to start summer vacation.**

Showing details:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

2. **Felicia loved her dog, Chumley. Chumley was excited about her new bone.**

Showing details:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

3. **Carla was proud of her mother for getting accepted to medical school. Her mother was worried about all the work it would take to graduate.**

Showing details:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.2

Activity Page

## Emotion Guessing Game

*Write the name of each group mate next to their matching number. As your group mates acts out their emotions, describe their behavior or speech in the spaces below. Then guess the emotion and object.*

1. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

2. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

3. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

4. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.2  
CONTINUED

Activity Page

5. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.3

Activity Page

## Tracking the Author's View of the Earth

A. In the first column, quote the four times the author describes a view of the Earth from space, using the page number. Then for each quote, answer the questions in columns 2–3.

| <b>View of the Earth:<br/>Quote from the text</b> | <b>What emotion is<br/>the author feeling?</b> | <b>How did the Earth<br/>look to the author?</b> |
|---------------------------------------------------|------------------------------------------------|--------------------------------------------------|
| 1.                                                |                                                |                                                  |
| 2.                                                |                                                |                                                  |
| 3.                                                |                                                |                                                  |
| 4.                                                |                                                |                                                  |

B. In the paragraphs below, the author describes Earth as beautiful, but he also states that he no longer saw the planet as a safe haven. Do you think this description is positive or negative or both? Explain your answer.

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And I thought to myself, *This is the view that I imagined in that movie theater all those years ago.* And as I looked at the Earth, I also noticed that I could turn my head, and I could see the moon and the stars and the Milky Way galaxy. I could see our universe. And I could turn back, and I could see our beautiful planet.

And that moment changed my relationship with the Earth. Because for me the Earth had always been a kind of a safe haven, you know, where I could go to work or be in my home or take my kids to school. But I realized it really wasn't that. It really is its own spaceship. And I had always been a space traveler. All of us here today, even tonight, we're on this spaceship Earth, amongst all the chaos of the universe, whipping around the sun and around the Milky Way galaxy.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

Activity Page

## Some Strategies for Writing Great Personal Narratives

1. Showing, not telling through:
  - strong adjectives and verbs
  - dialogue
  - detailed moments and action
  - describing emotions through behavior
  - sensory descriptions using all five senses
2. Personification
3. A strong perspective supported by evidence
4. A logical sequence of events
5. A specific tone
6. Similes and metaphors



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.2

Activity Page

## Mental Image Analysis

*Pick a passage:*

*Review the personal narratives you read over the course of the unit. Select a passage from one of the narratives that uses one of the strategies listed on Activity Page 15.1 to create a strong mental image for the reader.*

*Then:*

*A. Copy the passage.*

*B. Identify the strategy the author uses.*

*C. Describe the mental image the passage creates.*

A. The passage:

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B. The strategy:

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C. The mental image:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.3

Activity Page

## Enhance the Descriptions

1. The girl ate lunch.

Substitute words:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

*Rewrite the telling sentence below as two or three showing sentences that include the details listed:*

2. Dr. Lerner spilled her coffee.

- *Where was Dr. Lerner when she spilled her coffee?*
- *Where was the coffee when Dr. Lerner spilled it?*
- *Where did the coffee spill?*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.4

Activity Page

## Telephone Game: Showing, Not Telling

1. Write a description consisting of two telling sentences. At your teacher's signal, pass your activity book to your right.
2. Write a first revision of the telling sentences you receive by turning a word or phrase into a showing detail. Repeat until your original sentences come back to you. An example is below.

Example:

**Telling sentences:** Katarina searched for her equipment. She did not want to be late for practice.

**First revision:** Katarina searched for her shinguards. She did not want to be late for practice.

**Second revision:** Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She did not want to be late for practice.

**Third revision:** Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She knew the new soccer coach would be mad if she were late for practice again.

**Fourth revision:** "Mom, can you help me?" Katarina called downstairs as she pulled a huge pile of junk from under her bed looking for her shinguards. She knew the coach would be mad if she were late for practice again.

1. Telling sentences:

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First revision:

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Second revision:

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Third revision:

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Fourth revision:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.4  
CONTINUED

Activity Page

2. Telling sentences:

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First revision:

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Second revision:

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Third revision:

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Fourth revision:

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# Acknowledgements

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## Amplify CKLA

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