Welcome to Book Units Teacher ~ I love teaching! I especially love interactive notebooks, anchor charts, hands-on activities, great books, and making learning fun. Here is the place for me to share some of the things I love. ~~ Gay Miller
Thank you for downloading this sample of Allies Book Unit. Other book units may be found at http://www.teacherspayteachers.com/Store/Gay-Miller

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

This resource also includes links for the digital components for this unit. Boom Learning is used for the multiple choice, short answer, and fill in the blank questions. Activities that require more open ended responses may be found in Google Slides. This includes all the writing prompts with organizers for students to plan responses.

Allies

by Alan Gratz
Genre ~ Historical Fiction
Interest Level ~ Grades 5-7
Age 11-13
Lexile 780L
Review
Then use the number-letter code to figure out the vocabulary words.

1  2  3  4  5  6
s  t  a  n  c  h

1  6  8  3  7  4  12  15

7  8  9  10  3  4  11  3

12  13  14  15  2  3  4  2

8  12  11  14  4  11  3  4  2

16  4  1  16  10  4  16  3

17  14  4  5  2  16  9  4

8  12  2  8  16  18  14  2  16  9  4

5  14  15  16  19  3  9  4  2  16

Chapter 1-3 [demented and culmination]
1. Fill in the word web with synonyms from the word box for culmination.

<table>
<thead>
<tr>
<th>termination</th>
<th>conclusion</th>
<th>commencement</th>
<th>opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>beginning</td>
<td>ending</td>
<td>start</td>
<td>zenith</td>
</tr>
</tbody>
</table>

culmination

2. Is demented used correctly in the sentences below? True or False
   - I feared she was becoming demented when I saw Beth wandering around the parking lot looking for her car.
   - The sea is demented today.
   - The nurse is trying to help the demented patients with memory loss.

3. Circle six words in the box that are synonyms of demented.

   wild  tranquil  peaceful
   irrational  quiet  maniac
   unruffled  unreasonable  crazy
   serene  uncontrolled  calm
Review
Then use the number-letter code to figure out the vocabulary words.

1 2 3 4 5 6
s t a n c h

1 6 8 3 7 4 12 15
s h r a p n e!

7 8 9 10 3 4 11 3
p r o g a n d a

12 13 14 15 2 3 4 2
e x u l t a n t

8 12 11 14 4 11 3 4 2
r e d u n d a n t

16 4 1 16 10 4 16 3
i n s i g n i a

17 14 4 5 2 16 9 4
j u n c t i o n

8 12 2 8 16 18 14 2 16 9 4
r e t r i b u t i o n

5 14 15 16 19 3 9 4 2 16
c u l i m a t i o n

Chapter 1-3 [demented and culmination]

1. Fill in the word web with synonyms from the word box for culmination.

2. Is demented used correctly in the sentences below? True or False
   __T___ I feared she was becoming demented when I saw Beth wandering around the parking lot looking for her car.
   __F___ The sea is demented today.
   __T___ The nurse is trying to help the demented patients with memory loss.

3. Circle six words in the box that are synonyms of demented.

   wild       tranquil       peaceful
   irrational quiet       maniac
   unruffled unreasonable crazy
   serene     uncontrolled calm
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 constructed responses exercises. The constructed 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.

<table>
<thead>
<tr>
<th>Types of Questions Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>detail / inference</td>
</tr>
<tr>
<td>main idea / summarizing / theme</td>
</tr>
<tr>
<td>character / setting / plot / events</td>
</tr>
<tr>
<td>word meaning / figurative language</td>
</tr>
<tr>
<td>text structure</td>
</tr>
<tr>
<td>point of view</td>
</tr>
<tr>
<td>different forms of the same story</td>
</tr>
<tr>
<td>compare and contrast</td>
</tr>
</tbody>
</table>
How to Use this Resource for Writing

This section contains practice with the Common Core State Standards Literature Standards. On the following pages, you will find charts which show how each question is aligned to the Common Core State Standards.

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers
Title: Common Core State Standards (insert specific content area if you are using only one)
Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
Copyright Date: 2010

This product does not claim endorsement or association with the creators of the CCSS

In this section, you will find graphic organizers which help students plan a writing response. Each graphic organizer is followed by the same organizer with possible answers completed to use as an answer key. Note that with these types of questions there may be a variety of correct answers. The answer keys are to be used only as a guide.

Instructions

1. Print the graphic organizers.
2. So the pages will fit into interactive notebooks, trim the four edges. [I usually do this before class using the paper cutter. A class set may be trimmed down in just a matter of seconds.]
3. Have students complete the organizer.
4. Glue the organizer pages to the left side of their interactive notebooks.
5. On the right side of the notebooks, have students use the information from the organizer to write out a response in paragraph form.

See the following page for two different writing options for the organizers.
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.
1. Which three words/phrases best summarize Chapters 1-3?
   a. baseball, bailing out water, Uncle Otto
   b. secrets, getting sick, different operations
   c. teasing, bombs flying, coming to the United States
   d. riding to Normandy on the Higgins boat, remembering the past, nervous anticipation of D-Day

2. Read this passage from Chapter 2.
   Dee closed his eyes as the small boat moved away from the transport ship, and he remembered the day that his journey to this moment began.
   It was the summer of 1943.
   Which literary device does this passage contain?
   a. flash forward
   b. flashback
   c. cliffhanger
   d. plot twist

3. Match each group of people to the definition that best describes them.
   ______ Yids  a) people who have been forced to leave a country
   ______ Krauts & Jerries  b) groups of soldiers that include two or more squads
   ______ refugees  c) slur for Jewish people
   ______ platoons  d) people who have recently joined the armed forces
   ______ recruits  e) nicknames given to Germans (negative connotation)

4. Match each group to their mission.
   ______ gliders  a) capture bridges and roads
   ______ paratroopers  b) take out communications
   ______ French Resistance fighters  c) deliver guns and soldiers

Why does the author most likely include this information?

5. Fill in the blanks.
   ______ is German, and ________ is Jewish.
   Sid is treated ____________________ by the men in his platoon. The only reason Dee isn’t treated even worse than Sid by the other soldiers is that ____________________________.

6. Sequence the following events by numbering them in the correct order.
   _____ Dee thought back to the day he enlisted in the army.
   _____ When the Higgins boat got close to Normandy, the battleships bombed the shore.
   _____ Sid, Dee, and the other soldiers discussed baseball.
   _____ Sid and Dee bailed water out of the Higgins boat with their helmets.
   _____ Dee remembered when he was 5 years old and his Uncle Otto had disappeared.
   _____ One of the soldiers teased Sid calling him ‘Sid the Yid.’
   _____ Sergeant gave the soldiers a pep talk.

7. From which point of view are Chapters 1-3 told?
   a. 1st through Dee’s perspective
   b. 1st through Sid’s perspective
   c. 3rd through Dee’s perspective
   d. 3rd through Sid’s perspective

8. In Chapter 1, Dee says they are about to be delivered into the “jaws of death.” What does this mean?

~ Page 8 © Gay Miller ~
Chapter 1 - Constructed Response ~ Comparing Characters

Compare Dee to Sid.

<table>
<thead>
<tr>
<th>Dee</th>
<th>Sid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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).

CCSS.ELA-Literacy.RL.6.3 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.

CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
1. Which three words/phrases best summarize Chapters 1-3?
   a. baseball, bailing out water, Uncle Otto
   b. secrets, getting sick, different operations
   c. teasing, bombs flying, coming to the United States
   d. riding to Normandy on the Higgins boat, remembering the past, nervous anticipation of D-Day

2. Read this passage from Chapter 2.
   Dee closed his eyes as the small boat moved away from the transport ship, and he remembered the day that his journey to this moment began.
   It was the summer of 1943.
   Which literary device does this passage contain?
   a. flash forward
   b. flashback
   c. cliffhanger
   d. plot twist

3. Match each group of people to the definition that best describes them.
   - **c** Yids  a) people who have been forced to leave a country
   - **e** Krauts & Jerries  b) groups of soldiers that include two or more squads
   - **a** refugees  c) slur for Jewish people
   - **b** platoons  d) people who have recently joined the armed forces
   - **d** recruits  e) nicknames given to Germans (negative connotation)

4. Match each group to their mission.
   - **c** gliders  a) capture bridges and roads
   - **a** paratroopers  b) take out communications
   - **b** French Resistance fighters  c) deliver guns and soldiers
   Why does the author most likely include this information?
   The Table of Contents shows that the book is broken into different operations. The operations listed in this passage foreshadow events that are likely to come.

5. Fill in the blanks.
   Dee ___ is German, and ___ Sid ___ is Jewish. Sid is treated ___ terribly ___ by the men in his platoon. The only reason Dee isn’t treated even worse than Sid by the other soldiers is that ___ no one knows his nationality ___.

6. Sequence the following events by numbering them in the correct order.
   ___ 3 ___ Dee thought back to the day he enlisted in the army.
   ___ 6 ___ When the Higgins boat got close to Normandy, the battleships bombed the shore.
   ___ 1 ___ Sid, Dee, and the other soldiers discussed baseball.
   ___ 5 ___ Sid and Dee bailed water out of the Higgins boat with their helmets.
   ___ 4 ___ Dee remembered when he was 5 years old and his Uncle Otto had disappeared.
   ___ 2 ___ One of the soldiers teased Sid calling him ‘Sid the Yid.’
   ___ 7 ___ Sergeant gave the soldiers a pep talk.

7. From which point of view are Chapters 1-3 told?
   a. 1st through Dee’s perspective
   b. 1st through Sid’s perspective
   c. 3rd through Dee’s perspective
   d. 3rd through Sid’s perspective

8. In Chapter 1, Dee says they are about to be delivered into the “jaws of death.” What does this mean?
   This idiom means in great danger; a near death experience. It comes from Shakespeare’s play *Twelfth Night.*
## Chapter 1 - Constructed Response ~ Comparing Characters

**Compare Dee to Sid.**

<table>
<thead>
<tr>
<th>Dee</th>
<th>Sid</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 years old</td>
<td>17 years old</td>
</tr>
<tr>
<td>spindly arms and legs</td>
<td>six feet, four inches tall</td>
</tr>
<tr>
<td>blond hair, pale skin, no facial hair</td>
<td>long face, curly brown hair, tan skin,</td>
</tr>
<tr>
<td>German - real name Dietrich Zimmermann</td>
<td>stubble on his jaw</td>
</tr>
<tr>
<td>- kept this a secret from the other</td>
<td>Jewish - talked a lot about killing</td>
</tr>
<tr>
<td>soldiers</td>
<td>Krauts</td>
</tr>
<tr>
<td></td>
<td>Even though he is bigger than the other</td>
</tr>
<tr>
<td></td>
<td>soldiers, he learns not to fight back</td>
</tr>
<tr>
<td></td>
<td>when others laugh at him for being</td>
</tr>
<tr>
<td></td>
<td>Jewish because he would be the one who</td>
</tr>
<tr>
<td></td>
<td>gets into trouble.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Both</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>don’t like the New York Yankees</td>
<td></td>
</tr>
<tr>
<td>friends</td>
<td></td>
</tr>
<tr>
<td>headed to Omaha Beach in a Higgins boat</td>
<td></td>
</tr>
<tr>
<td>don’t fit in well with the group</td>
<td></td>
</tr>
</tbody>
</table>

**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).

**CCSS.ELA-Literacy.RL.6.3** 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.

**CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Novel Studies Created by Gay Miller
More to Come