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 Harbor Me Book Unit. This is a phenomenal book that I’m sure your students will love! Other products in this series may be found at [http://www.teacherspayteachers.com/Store/Gay-Miller](http://www.teacherspayteachers.com/Store/Gay-Miller)

**Gay Miller**

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

You can purchase the [full novel study here](#).

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**Harbor Me**

By Jacqueline Woodson

Genre ~ realistic fiction

Lexile ~ 630L

Reading and Interest Levels

Age 10-14 / Grades 5-6
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Materials

The following materials are needed to make the organizers:

- **spiral bound notebooks** (Although composition notebooks have great bounded edges, they are smaller in size and some of the organizers will not easily fit onto the pages.)
- **duct tape** (Wrapping the spiral wires keeps them from being snagged and pulled. The duct tape also keeps the front and back covers attached to the notebooks. Once students lose a cover more and more pages seem to come loose. Using duct tape can be fun. Camouflage, college logos, neon colors are just some of the varieties that are available.)
- **colored copier paper** (Although this is not a must, using color is one strategy for enhancing memory. I like to use colored paper and encourage students to use color pencils/crayons when creating their organizers for this reason.)
- **cardstock or construction paper** (Some organizers will work best if created with heavier weight cardstock. If your copier has no problem with construction paper, it can be used. Construction paper is cheaper and works equally well.)
- **colored pencils, crayons, highlighters** (I prefer students don’t use magic markers as the ink often soaks through onto the next page. Using highlighters is a great compromise.)
- **white glue** (Although many students prefer glue sticks, I have found the pieces begin coming loose after a month or so. Just a little white glue holds pieces more securely.)
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| 6-7 Crossword Puzzle Review Vocabulary Test | Roller Coaster Plot Diagram |
Chapters 37-40 [brilliance and glint]

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

<table>
<thead>
<tr>
<th>grayness</th>
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<tbody>
<tr>
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<tr>
<td>sparkle</td>
<td>murky</td>
<td>gleam</td>
</tr>
<tr>
<td>dull</td>
<td>shimmer</td>
<td>cloudiness</td>
</tr>
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**Chapters 1-4 [metaphor and vague]**

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

<table>
<thead>
<tr>
<th>sure</th>
<th>unclear</th>
<th>clear-cut</th>
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<tbody>
<tr>
<td>certain</td>
<td>exact</td>
<td>fuzzy</td>
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<td>indistinct</td>
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<td>formless</td>
</tr>
<tr>
<td>specific</td>
<td>hazy</td>
<td>distinct</td>
</tr>
</tbody>
</table>

Read the definitions of **brilliant**. Write a, b, or c to show which definition is used in each sentence.

a) very bright : flashing with light
b) very impressive or successful
c) extremely intelligent : much more intelligent than most people

2. ______ They played a **brilliant** game and won by a mile.
3. ______ The **brilliant** scientist discovered a cure for the disease.
4. ______ Ryan is a **brilliant** violinist.
5. ______ The **brilliant** jewels sparkled in the candle light.

---

6. Check all the things that can **glint**.

   ______ moonlight on water
   ______ Legos
   ______ sun shining on the windows of skyscrapers
   ______ diamonds
   ______ thick clouds on a rainy day

---

Read the definitions of **metaphor**. Write a or b to show which definition is used in each sentence.

a) a word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar
b) an object, activity, or idea that is used as a symbol of something else

2. ______ The story includes many **metaphors**.
3. ______ The author used the melting pot as a **metaphor** for many different people and cultures mixed together.
4. ______ The snow is a white blanket is a common **metaphor**.

---

5. Is **vague** used correctly in the sentences below? True or False

   ______ We could see the **vague** outline of the mountains through the fog.
   ______ It was a **vague** sunny day.
   ______ The diamonds were **vague**, clear, and perfect.
   ______ The instructions were **vague** and difficult to follow.
Chapters 37-40 [brilliance and glint]

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

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</table>

Read the definitions of brilliant. Write a, b, or c to show which definition is used in each sentence.

a) very bright: flashing with light
b) very impressive or successful
c) extremely intelligent: much more intelligent than most people

2. ____ b ____ They played a brilliant game and won by a mile.
3. ____ c ____ The brilliant scientist discovered a cure for the disease.
4. ____ b ____ Ryan is a brilliant violinist.
5. ____ a ____ The brilliant jewels sparkled in the candle light.

6. Check all the things that can glint.

☐ moonlight on water
☐ legs
☐ sun shining on the windows of skyscrapers
☐ diamonds
☐ thick clouds on a rainy day

Chapters 1-4 [metaphor and vague]

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

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<td>specific</td>
<td>hazy</td>
<td>distinct</td>
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</tbody>
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Read the definitions of metaphor. Write a or b to show which definition is used in each sentence.

a) a word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar
b) an object, activity, or idea that is used as a symbol of something else

2. ____ a ____ The story includes many metaphors.
3. ____ b ____ The author used the melting pot as a metaphor for many different people and cultures mixed together.
4. ____ a ____ The snow is a white blanket is a common metaphor.

5. Is vague used correctly in the sentences below? True or False

☐ T ____ We could see the vague outline of the mountains through the fog.
☐ F ____ It was a vague sunny day.
☐ F ____ The diamonds were vague, clear, and perfect.
☐ T ____ The instructions were vague and difficult to follow.
1. A good title for Chapters 1-4 could be ---.
   a. Meet the Students in Ms. Laverne’s Class
   b. They Took My Papi
   c. Only Six
   d. The Ailanthus Tree

2. Chapters 1-4 are told from which point of view?
   a. 1st through Haley
   b. 1st through Ms. Laverne
   c. 3rd through an outside narrator
   d. 3rd through the various characters

3. What can be inferred from Chapters 1-4 of Harbor Me?
   a. Ms. Laverne is going to be strict and unkind.
   b. Haley and her father will become close after her uncle moves out.
   c. Haley is going to grow to love the students in her class.
   d. Haley has many friends at the beginning of her sixth grade year.

4. Match each cause to its effect.
   ___ Haley’s father is arrested.  
   a) Ms. Laverne teaches a small class.
   ___ Eight students had learning differences.  
   b) Amari teases Haley.
   ___ Esteban’s father is missing.  
   c) Her uncle moves in.
   ___ Ashton is beautiful.  
   d) He is absent for days.

5. Read this passage from Chapter 1.
   My father took a whole day tuning it, and now
   the notes move through the house, dipping down at the end like tears. Rising up like prayer.
   This passage contains ---.
   ____ a pun  ____ alliteration
   ____ an idiom  ____ onomatopoeia
   ____ a hyperbole  ____ a simile
   ____ personification  ____ a metaphor

6. The story is told ---.
   a. as flashback to a time before the story started
   b. as a flash forward to reveal events that will take place in the future
   c. in chronological order
   d. beginning at the climax and then going back in time

7. Which genre is Harbor Me? Check one from each row.
   ____ fiction  OR ____ drama
   ____ young adult lit  OR ____ horror
   ____ fantasy  OR ____ realistic
   Explain why you selected these answers.

8. True or False
   ____ Ms. Laverne’s students were unsympathetic toward the feelings of others.
   ____ Ms. Laverne’s students had all been in large classrooms in the past.
   ____ Ms. Laverne’s students acted like they didn’t care that they had learning difficulties.
   ____ Ms. Laverne’s students were sure the new experiment was going to work.
   ____ Ms. Laverne’s students got laughed at and teased on the playground.
   ____ Ms. Laverne’s students didn’t like her.
The author of Harbor Me, Jacqueline Woodson, begins the book with a quote from Betty Smith, the author of A Tree Grows in Brooklyn. “We’ll leave now, so that this moment will remain a perfect memory. . . . Let it be our song, and think of me every time you hear it.”

In Chapter 1 of Harbor Me, Woodson compares the tree outside Haley’s window to the tree in A Tree Grows in Brooklyn. Outside, a blue jay perches on the edge of a branch. Ailanthus tree. Tree of Heaven. Ms. Laverne taught us that. It’s the same tree the girl in A Tree Grows in Brooklyn saw from her fire escape. The thing about that tree was it could grow anywhere. And keep growing. And that was the metaphor: that even when things got really hard for everyone in that story—even when the dad died and the mom had to scrub more and more floors to make money, even when the kids didn’t have anything to eat for days and the apartment was freezing—the tree kept growing.

A Tree Grows in Brooklyn tells the story of Francie Nolan who lived in Brooklyn, New York at the turn of the twentieth century. Francie was able to beat odds by making her way out of the poverty even though she lived before the women’s movement, had an alcoholic father, a mother who liked her brother better, and was a victim of violence.

Excerpt from A Tree Grows in Brooklyn

The one tree in Francie's yard was neither a pine nor a hemlock. It had pointed leaves which grew along green switches which radiated from the bough and made a tree which looked like a lot of opened green umbrellas. Some people called it the Tree of Heaven. No matter where its seed fell, it made a tree which struggled to reach the sky. It grew in boarded-up lots and out of neglected rubbish heaps and it was the only tree that grew out of cement. It grew lushly, but only in the tenements districts.

The author compares the tree to Francie saying that like the tree that struggles and survives Francie will as well.

Excerpt from the end of A Tree Grows in Brooklyn

A new tree had grown from the stump - of the tree that was cut down - and its trunk had grown along the ground until it reached a place where there were no wash lines above it. Then it had started to grow toward the sky again.

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Answer these questions to compare the two stories and to explain how the tree foreshadows events that will take place in *Harbor Me*.

**Why do you think Woodson used a quote from *A Tree Grows in Brooklyn* as the epigraph (a quotation at the beginning of the book)?**

**What inference can the reader make about where Haley lives?**

**Proof from Text**

**What does the Tree of Heaven symbolize?**

**How are Francie and Haley alike and different?**

**What do you think the ARTT room is?**

**What prediction can the reader make about how the ARTT room going to change Haley through the school year?**
Harbor Me ~ Chapters 1-4

1. A good title for Chapters 1-4 could be ---.
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   b. They Took My Papi
   c. Only Six
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   d. Haley has many friends at the beginning of her sixth grade year.

4. Match each cause to its effect.
   ___ c ___ Haley’s father is arrested.
   a) Ms. Laverene teaches a small class.
   ___ a ___ Eight students had learning differences.
   b) Amari teases Haley.
   ___ d ___ Esteban’s father is missing.
   c) Her uncle moves in.
   ___ b ___ Ashton is beautiful.
   d) He is absent for days.

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   My father took a whole day tuning it, and now the notes move through the house, dipping down at the end like tears. Rising up like prayer.
   This passage contains ---.
   ___ a pun
   ___ an idiom
   ___ a hyperbole
   ___ personification
   ✓ alliteration
   ✓ onomatopoeia
   ✓ a simile
   ✓ a metaphor

6. The story is told ---.
   a. as flashback to a time before the story started
   b. as a flash forward to reveal events that will take place in the future
   c. in chronological order
   d. beginning at the climax and then going back in time

7. Which genre is Harbor Me? Check one from each row.
   ✓ fiction OR ✓ drama
   ✓ young adult lit OR ✓ horror
   ✓ fantasy OR ✓ realistic

Explain why you selected these answers.

The story is fictional because the characters are made up by the author. The novel is not a horror story that frightens, scares, disgusts, or startles its readers. The story is also not a fantasy set in a fictional universe with magic or supernatural forms.

8. True or False
   ✓ Ms. Laverene’s students were unsympathetic toward the feelings of others.
   ✓ Ms. Laverene’s students had all been in large classrooms in the past.
   ✓ Ms. Laverene’s students acted like they didn’t care that they had learning difficulties.
   ✓ Ms. Laverene’s students were sure the new experiment was going to work.
   ✓ Ms. Laverene’s students got laughed at and teased on the playground.
   ✓ Ms. Laverene’s students didn’t like her.
**Constructed Response - Symbolism**

Answer these questions to compare the two stories and to explain how the tree foreshadows events that will take place in *Harbor Me*.

**Why do you think Woodson used a quote from *A Tree Grows in Brooklyn* as the epigraph (a quotation at the beginning of the book)?**

Epigraphs are used to suggest the theme of a book. The epigraph Of *Harbor Me* suggests that Haley has wonderful memories of her sixth grade year of school. After reading the first four chapters the reader also knows that Haley is going to be placed in a special class with only six students. From her thoughts in Chapter 1 (The story is told as a flashback, so the reader knows the end result of the story from the beginning of the novel.), Haley is going to grow to care about these students. She knows that even though her teacher is trying to put another group together for the upcoming year, Haley's seventh grade year, it will never be the same as the year she just experienced.

**What does the Tree of Heaven symbolize?**

The Tree of Heaven is tough. It survives living in conditions that are extremely difficult. From the excerpt from *A Tree Grows in Brooklyn*, the Tree of Heaven only grows in tenement districts. It looked like an umbrella. This is a symbol of protection and strength. Woodson says in *Harbor Me* the tree is a metaphor. When things get tough for the characters, the tree keeps growing. The reader can assume that life is going to be difficult for the six students in Haley's class at school, but they are going to get through the tough times.

**What inference can the reader make about where Haley lives?**

*Brooklyn*

Proof from Text - the epigraph, Ailanthus trees grow in cities. The cover to the book shows the students standing in front of the Statue of Liberty.

**How are Francie and Haley alike and different?**

Both are girls roughly the same age living in the city. They are both struggling with difficulties and will beat the odds to overcome them. The girls are living in different decades; Francie lives over one hundred years earlier than Haley.

**What do you think the ARTT room is?**

Chapter 1 only provides hints of what the ARTT room is. --- The student sit in a small circle. Haley misses the interactions between the students in the ARTT room. It is the place that they tells their stories.

**What prediction can the reader make about how the ARTT room going to change Haley through the school year?**

The ARTT room sounds like a place where the students can really talk. At this point in the story it sounds like a place where group therapy takes place.
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