Thank you for downloading this sample of *Pax Book Unit*. Other book units 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 and game activities covering vocabulary, constructive response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

*Pax*

by Sara Pennypacker

Genre ~ fiction

Interest Level ~ Grades 4 - 6

Grade level Equivalent: 5.6

Lexile Measure®: 760L
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Needed for Creating the Foldable Graphic Organizers</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Plans at a Glance</td>
<td>6</td>
</tr>
<tr>
<td>How to Use this Resource</td>
<td>7</td>
</tr>
<tr>
<td>Vocabulary Teaching Method</td>
<td>8</td>
</tr>
<tr>
<td>Vocabulary List</td>
<td>10</td>
</tr>
<tr>
<td>Vocabulary Bookmarks</td>
<td>19</td>
</tr>
<tr>
<td>Vocabulary Word Cards</td>
<td>21</td>
</tr>
<tr>
<td>Vocabulary Storage Pocket</td>
<td>27</td>
</tr>
<tr>
<td>Vocabulary Practice Booklet</td>
<td>28</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>50</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>54</td>
</tr>
<tr>
<td>Constructive Writing Questions/Alignment to the Common Core State Standards</td>
<td>55</td>
</tr>
<tr>
<td>Comprehension Chapters 1-2</td>
<td>60</td>
</tr>
<tr>
<td>Constructive Response – Character Traits</td>
<td>62</td>
</tr>
<tr>
<td>Comprehension Chapters 3-4</td>
<td>64</td>
</tr>
<tr>
<td>Constructive Response – Chapters 3-4 ~ Cause and Effect</td>
<td>66</td>
</tr>
<tr>
<td>Comprehension Chapters 5-6</td>
<td>68</td>
</tr>
<tr>
<td>Constructive Response – Setting</td>
<td>70</td>
</tr>
<tr>
<td>Comprehension Chapters 7-8</td>
<td>72</td>
</tr>
<tr>
<td>Constructive Response – Point of View</td>
<td>74</td>
</tr>
<tr>
<td>Comprehension Chapters 9-11</td>
<td>77</td>
</tr>
<tr>
<td>Constructive Response – Summarizing</td>
<td>79</td>
</tr>
<tr>
<td>Comprehension Chapters 12-13</td>
<td>81</td>
</tr>
<tr>
<td>Constructive Response – Comparing Characters</td>
<td>83</td>
</tr>
<tr>
<td>Comprehension Chapters 14-15</td>
<td>85</td>
</tr>
<tr>
<td>Constructive Response – Comparing Characters</td>
<td>87</td>
</tr>
<tr>
<td>Comprehension Chapters 16-17</td>
<td>89</td>
</tr>
<tr>
<td>Constructive Response – Summarizing</td>
<td>91</td>
</tr>
<tr>
<td>Comprehension Chapters 18-19</td>
<td>92</td>
</tr>
<tr>
<td>Constructive Response – Chapter 19 ~ Problem and Solution Chain</td>
<td>94</td>
</tr>
<tr>
<td>Comprehension Chapters 20-21</td>
<td>96</td>
</tr>
<tr>
<td>Constructive Response – Chapter 20 ~ Point of View</td>
<td>98</td>
</tr>
<tr>
<td>Comprehension Chapters 22-23</td>
<td>99</td>
</tr>
<tr>
<td>Constructive Response – Figurative Language</td>
<td>101</td>
</tr>
<tr>
<td>Comprehension Chapters 24-25</td>
<td>108</td>
</tr>
<tr>
<td>Constructive Response – Summarizing</td>
<td>110</td>
</tr>
<tr>
<td>Comprehension Chapters 26-27</td>
<td>112</td>
</tr>
<tr>
<td>Constructive Response – Chapters 26-27 ~ Mood</td>
<td>114</td>
</tr>
<tr>
<td>Comprehension Chapters 28-29</td>
<td>116</td>
</tr>
<tr>
<td>Constructive Response – Symbolism</td>
<td>118</td>
</tr>
<tr>
<td>Comprehension Chapters 30-32</td>
<td>120</td>
</tr>
<tr>
<td>Constructive Response – Theme</td>
<td>122</td>
</tr>
<tr>
<td>Comprehension Chapters 33-34</td>
<td>124</td>
</tr>
<tr>
<td>Constructive Response – Character Change</td>
<td>126</td>
</tr>
<tr>
<td>Constructive Response – Plot Development Roller Coaster Diagram</td>
<td>128</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Varying Sentence Beginnings Organizer</td>
<td>133</td>
</tr>
<tr>
<td>Varying Sentence Beginnings Practice</td>
<td>137</td>
</tr>
<tr>
<td>Foxes and Medicinal Plants Printables</td>
<td>141</td>
</tr>
<tr>
<td>Proverbs and Adages Organizer</td>
<td>149</td>
</tr>
<tr>
<td>Proverbs and Adages Practice</td>
<td>154</td>
</tr>
<tr>
<td>Proverbs and Adages BINGO</td>
<td>168</td>
</tr>
<tr>
<td>Conflict Organizer</td>
<td>169</td>
</tr>
<tr>
<td>Conflict Practice</td>
<td>174</td>
</tr>
<tr>
<td>Figurative Language Common Core Alignment</td>
<td>177</td>
</tr>
<tr>
<td>Figurative Language Response Cards</td>
<td>178</td>
</tr>
<tr>
<td>Figurative Language Organizers</td>
<td>183</td>
</tr>
<tr>
<td>Context Clues Common Core Alignment</td>
<td>193</td>
</tr>
<tr>
<td>Context Clues Organizers</td>
<td>194</td>
</tr>
<tr>
<td>Context Clues Games and Printables</td>
<td>204</td>
</tr>
<tr>
<td>Compare and Contrast Organizers</td>
<td>213</td>
</tr>
<tr>
<td>Compare and Contrast Practice</td>
<td>220</td>
</tr>
<tr>
<td>Credits</td>
<td>226</td>
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</tbody>
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Lesson Plans at a Glance

**Important Note:** The chapter lengths in this novel are inconsistent. Because of this, chapters 9-11 and chapters 30-32 are grouped together. All the other assignments are two chapters in length.

<table>
<thead>
<tr>
<th>Read</th>
<th>Vocabulary Words and Practice Book</th>
<th>Comprehension Practice</th>
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<th>Skill Practice</th>
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<tr>
<td>Chapters 1-2</td>
<td>mesmerize agitated</td>
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<td>Page 2</td>
<td>Chapters 3-4</td>
<td>Cause and Effect</td>
</tr>
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<td>Chapters 5-6</td>
<td>gangly clamber</td>
<td>Page 3</td>
<td>Chapters 5-6</td>
<td>Setting</td>
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<tr>
<td>Chapters 7-8</td>
<td>parch hypothermia</td>
<td>Page 4</td>
<td>Chapters 7-8</td>
<td>Point of View</td>
</tr>
<tr>
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<td>wary menace</td>
<td>Page 5</td>
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<td>consequential tentative</td>
<td>Page 6</td>
<td>Chapters 12-13</td>
<td>Comparing Characters</td>
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<td>lather discord</td>
<td>Page 7</td>
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<td>Comparing Characters</td>
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<tr>
<td>Chapters 16-17</td>
<td>niche brandish</td>
<td>Page 8</td>
<td>Chapters 16-17</td>
<td>Acrostic - Summarizing</td>
</tr>
<tr>
<td>Chapters 18-19</td>
<td>slake skulk</td>
<td>Page 9</td>
<td>Chapters 18-19</td>
<td>Problem and Solution Chain</td>
</tr>
<tr>
<td>Chapters 20-21</td>
<td>nonduality vital</td>
<td>Page 10</td>
<td>Chapters 20-21</td>
<td>Point of View</td>
</tr>
<tr>
<td>Chapters 22-13</td>
<td>amber disorient</td>
<td>Page 11</td>
<td>Chapters 22-13</td>
<td>Figurative Language</td>
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<td>gape composure</td>
<td>Page 12</td>
<td>Chapters 24-25</td>
<td>Summarizing</td>
</tr>
<tr>
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<td>Chapters 26-27</td>
<td>Mood</td>
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<tr>
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<td>adrenaline divert</td>
<td>Page 14</td>
<td>Chapters 28-29</td>
<td>Symbolism</td>
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<tr>
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<td>obliterate cant</td>
<td>Page 15</td>
<td>Chapters 30-32</td>
<td>Theme</td>
</tr>
<tr>
<td>Chapters 33-34</td>
<td>cordite pike</td>
<td>Page 16</td>
<td>Chapters 33-34</td>
<td>Plot Development</td>
</tr>
</tbody>
</table>

Vocabulary Test
Vocabulary List

Chapter 1

mesmerize (verb) - to hold the attention of (someone) entirely; to interest or amaze (someone) so much that nothing else is seen or noticed

synonyms: hypnotize, captivate, enthral, absorb, entrance, spellbind, rivet, charm, fascinate, thrill

Hours upon hours he had watched birds from his pen, quivering at the sight of them slicing the sky as recklessly as the lightning he often saw on summer evenings. The freedom of their flights always mesmerized him.

Chapter 2

agitated (usually a verb, adjective in the sentence from the story) - disturbed, excited, or angered

synonyms: nervous, restless, disturbed, disconcerted, frantic, tense, stressed, troubled, unquiet, unsettled, anxious, twitchy, uptight, worked up

Peter heard his grandfather shuffle back along the hall to his bedroom, and then the low spark as the television caught, the volume turned down, an agitated news commentator barely audible.

Chapter 3

cache (verb) – to keep, place, or conceal in a hiding place for treasures or supplies, esp. in the ground

synonyms: hide, store, secrete, reserve, accumulate, collect

The same dull olive of the toy soldier the fox had cached in the milkweed stalks.

Chapter 4

emblazon (verb)- to decorate (a surface) with something (such as a name or a picture)

synonyms: adorn, embellish, ornament, illustrate, inscribe, embroider

A man in a blue jacket emblazoned with the store logo stood in the doorway, smoking.
32 Focus Vocabulary Words
16 Page Practice Booklet

Chapters 1-2 [mesmerize and agitated]

1. Circle six words in the box that are synonyms of mesmerize.
   - hypnotize
   - tire
   - drag
   - yawn
   - thrill
   - spellbind
   - waste
   - captivate
   - weary
   - bore
   - charm
   - fascinate

2. Fill in the word web with synonyms for agitated.

   - agitated
   - __________
   - __________
   - __________

Fill in the blanks with forms of either mesmerize or agitated.

3. The __________ baby began to cry.
4. The __________ voice of the performers kept the audience spellbound.
5. When he talks about the problem, He becomes __________
6. The crowd was __________ by the magician.
7. What a __________ act the acrobats performed.
8. Mother spoke with an __________ voice when she learned we hadn’t done our chores.
Chapters 33-34 [cordite and pike]

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

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<td>skedaddle</td>
<td>lag</td>
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<td>loiter</td>
<td>tarry</td>
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</table>

Matching - Write a, b, c, or d in each blank to match the best word to its definition.

2. ______ cordite  a) to destroy completely
3. ______ cant  b) to leave quickly
4. ______ pike  c) to lean
5. ______ obliterate  d) explosive

6. Cordite was used from 1889 to 1945. Why do you think the author chose to use this word instead of a more common term such as black powder, gunpowder, or propellant?

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

Chapters 1-2 [mesmerize and agitated]

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

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<tr>
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<td>bore</td>
<td>charm</td>
<td>fascinate</td>
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</tbody>
</table>

2. Fill in the word web with synonyms for **agitated**.

3. The ___________________________ baby began to cry.
4. The ___________________________ voice of the performers kept the audience spellbound.
5. When he talks about the problem, He becomes ___________________________.
6. The crowd was ___________________________ by the magician.
7. What a ___________________________ act the acrobats performed.
8. Mother spoke with an ___________________________ voice when she learned we hadn’t done our chores.
Chapters 33-34 [cordite and pike]

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

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Matching - Write a, b, c, or d in each blank to match the best word to its definition.

2. __d__ cordite ______ a) to destroy completely
3. __c__ cant ______ b) to leave quickly
4. __b__ pike ______ c) to lean
5. __a__ obliterate ______ d) explosive

6. Cordite was used from 1889 to 1945. Why do you think the author chose to use this word instead of a more common term such as black powder, gunpowder, or propellant?

Answers will vary. Note: Cordite smells similar to nail polish remover as acetone is its primary ingredient. The author might have been going for this smell in the imagery.

Chapters 1-2 [mesmerize and agitated]

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

<table>
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2. Fill in the word web with synonyms for **agitated**.

Fill in the blanks with forms of either **mesmerize** or **agitated**.

3. The ___agitated____ baby began to cry.
4. The ___mesmerizing____ voice of the performers kept the audience spellbound.
5. When he talks about the problem, He becomes ___agitated____.
6. The crowd was ___mesmerized____ by the magician.
7. What a ___mesmerizing____ act the acrobats performed.
8. Mother spoke with an ___agitated____ voice when she learned we hadn’t done our chores.
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 constructive responses exercises. The constructive response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

**Types of Questions Key**

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

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

Option 2

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

## 4th Grade

<table>
<thead>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Point of View</td>
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- * indicates standards addressed in this grade level.
# Common Core State Standards Reading: Literature

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~ Page 13 © Gay Miller ~
# Common Core State Standards Reading: Literature

## 6th Grade

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1. A good title for Chapter 1 could be ---.
   a. Too Many Tears
   b. Leaving Pax Behind
   c. The Woods
   d. The Drive

2. Chapters 1-2 are told from which point of view?
   a. 1st
   b. 2nd
   c. 3rd limited to Peter
   d. 3rd limited to Peter and Pax

3. Which word best describes Pax?
   a. sorrowful
   b. matter-of-fact
   c. loving
   d. optimistic

4. What does the plastic toy soldier symbolize?
   a. the friendship between Pax and Peter
   b. Peter growing up
   c. the war taking place
   d. Grandfather’s humor

5. How is Pax’s chapter different from Peter’s chapter?

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<td>Pax</td>
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6. Read the following lines from Chapter 2.
   Six months — maybe more — of living here with his grandfather, who always seemed on the verge of blowing up.

   How does Peter feel about staying with his grandfather?
   a. excited
   b. dreaded
   c. okay
   d. content

   What is the most likely reason Peter’s grandfather is always angry?
   __________________________________________________________
   __________________________________________________________

7. List two ways the reader knows that this story takes place in the 1900s or 2000s.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. Read this line from the end of Chapter 2.
   No. I was always stepping on them. He must have had hundreds. A whole army of them.

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

   Explain the joke. Why did the grandfather laugh?
   __________________________________________________________
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**Pax ~ Chapters 1-2**

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2. Chapters 1-2 are told from which point of view?
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<td>Pax</td>
<td>Pax relies on emotions to help understand what is taking place.</td>
<td>Pax uses all his senses (smells plants, feels road change, taste salty tears, etc.)</td>
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<td>Peter</td>
<td>Peter cries because he has a full understanding of what is going on.</td>
<td>Peter’s chapter is more about feeling emotions. He does mention the things he feels and smells.</td>
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</table>

6. Read the following lines from Chapter 2.

   Six months — maybe more — of living here with his grandfather, who always seemed on the verge of blowing up.

   How does Peter feel about staying with his grandfather?
   a. excited
   b. dreaded
   c. okay
   d. content

   What is the most likely reason Peter’s grandfather is always angry?
   He is grieving the loss of his wife.

7. List two ways the reader knows that this story takes place in the 1900s or 2000s.

   **Clues**
   - The family drives a car.
   - Peter plays with plastic green army men which had belonged to his father. Unpainted green plastic army men were first made in the early 1950s.
   - Grandfather watched television.
   - Peter has a camouflage T-shirt. These were not widely worn until the 1970s.
   - Duct tape was invented in 1942.

8. Read this line from the end of Chapter 2.

   No. I was always stepping on them. He must have had hundreds. A whole army of them.

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

   Explain the joke. Why did the grandfather laugh?
   Grandfather called the large group an army. The reason this is funny is because he is talking about toy soldiers. A group of soldiers is an army.
Chapter 2 ~ Constructed Response – Character Traits

Describe Peter. What is he like both inside and out? Draw a picture of Peter based on details in Chapter 2.

**Outside Appearance**

Proof from Text

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Proof from Text

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Proof from Text

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**Picture of Peter**

**Peter on the Inside**

Personality Traits

Proof from Text

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Proof from Text

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

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**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
Chapter 2 ~ Constructed Response – Character Traits

Describe Peter. What is he like both inside and out? Draw a picture of Peter based on details in Chapter 2.

**Outside Appearance**

**Proof from Text**
You’ve got the same black hair as your dad.

**Proof from Text**
And look, he was scrawny then, too, same as you, same as me, with those ears like a jug.

**Proof from Text**
He locked his gaze on his two humans, surprised to notice that they were nearly the same height now. The boy had grown very tall recently.

**Picture of Peter**

**Peter on the Inside**

**Personality Traits**

**Proof from Text**
He was twelve and he hadn’t cried for years, not even when he’d fractured his thumb bare-handing Josh Hourihan’s pop fly. That had hurt a lot, but he’d only cursed through the pain waiting with the coach for X-rays. Man up. But today, twice.

**Proof from Text**
loyal - He plans to go find his fox.

**Proof from Text**
tenderhearted - He remembers the story of the rabbit as being one of his two worst memories.

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

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**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...
Skills

1. Varying Sentence Beginnings
2. Foxes and Medicinal Plants (Mixed Skills)
3. Proverbs and Adages
4. Conflict
5. Figurative Language
6. Context Clues
7. Compare and Contrast
Varying Sentence Beginnings

Eight Flap Organizer [Barn Door Open]

Three versions of the organizers are provided. The first contains lines for students to definitions and examples. The second contains blanks for key words and example sentences. The third version may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions

- Print organizer onto colored paper.
- Have students cut the organizer out on the lines indicated.
- Fold the organizer on the dotted lines.
- Cut on the lines between the flaps up to the dotted lines so that the organizer opens one flap at a time.

Practice

Two practice exercises are provided.

In the first, students identify each type of sentence beginnings.

Two versions of the second practice are provided. The first is completely blank. Students must take a simple sentence and rewrite it using each type of sentence beginning. The second version contains answers for the first sentence for students to use as a guide when completing the bottom half of the page. Using both versions is one way to differentiate instruction.
Vola kept a jumble of index cards thumbtacked to the wall. “The Gulf Stream will flow through a straw, provided the straw is aligned to the Gulf Stream and not at crosscurrents,” he read aloud from the one with an 11 scrawled over it.

“What’s that supposed to mean?”

“It means align yourself, boy.”

“Align myself?”

“Figure out how things are, and accept it. You’ve got a broken foot. Broken. The deal is you stay until I say you’re ready.

~~~~~~~~~~

Living out here by yourself, with your . . . with all these”— he threw his thumb toward the jumble of notes tacked on the board behind him—“all these philosophy bingo cards? You’re supposed to be wise, at least, aren’t you?

Although Vola came up with her own sayings, they were very similar to proverbs or adages.

Two Flap Organizer

Three versions of the organizers are provided. The first contains lines for students to definitions and examples. The second contains blanks for key words and example sentences. The third version may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions

- Print organizer onto colored paper.
- Have students cut the organizer out on the lines indicated.
- Fold the organizer on the dotted lines.
- Cut on the lines between the flaps up to the dotted lines so that the organizer opens one flap at a time.
Proverbs and Adages Practice

Following the organizer you will find the following

- a set of 50 cards with proverbs/adages [blue borders]
- a second set of 50 cards with the meanings of the proverbs/adages [brown borders]
- storage pockets
- an answer key showing how to match the proverb/adage cards with the correct meanings
- a blank BINGO card

Ways to Use the Materials

1) The cards may be printed on cardstock, laminated for repeated use, cut apart, and placed in a learning center or used for morning work. Students simply match each proverb or adage with its meaning.

2) If you have students who need a lot of practice, storage pockets for interactive notebooks are provided. Print a set of cards for each student. Have students cut the cards apart. After students practice matching the sayings to the meanings, the cards can be stored in the pockets for easy access for additional use.

3) Make copies of the blank BINGO card. Have students randomly write proverbs/adages in the blank boxes on the BINGO card. Use the definitions [brown bordered cards] to call answers. Have students find the correct proverb/adage on their cards and cover with a marker in a traditional BINGO game.
Conflict Organizer

Instructions for Making the Organizer

1) Print the organizer on the next page onto colored paper.
2) Cut out the organizer.
3) Have students fold on the dotted lines.
4) Have students cut on the solid lines between the flaps.
5) Color (optional).
6) Cut out the boxes and glue them into the correct locations on the organizer.
7) Fill in missing information.

Three versions of the Conflict organizer are provided:

- one with blanks for students to write their own definitions
- one with the definitions provided but with blank spaces for students to write in key words
- one with the answers provided - The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.

(IMPORTANT NOTE: Each page contains two sets of boxes to glue on the foldable organizer. This is to keep from wasting paper and copies.)
Figurative Language Organizers

Three Door Flip

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

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

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

Instructions for Making the Organizer

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

Setting Up the Game for Play

This game may be played with two to four players.

The Object of the Game

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

Rules for Playing

1. Roll a die or spin a spinner to determine which player goes first.
2. When it is a player’s turn, s/he rolls the die and moves the indicated number of spaces. The player then reads the sentence and covers the word that should go in the blank in the center of the playing board. If the word is already covered, the player simply does nothing.
3. If a player lands on a picture, s/he may cover any word.
4. Play continues until all the words in the center of the game board are covered. The person to cover the last word is the winner.

Recording Page

A page is provided for students to write down the answers while the game is being played.
Compare and Contrast Organizers

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

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

Instructions:

1) Simply copy the organizer onto colored paper.
2) Trim the outer edges so the organizer will fit into interactive notebooks.
3) Have students fold the organizer on the dotted lines and cut on the solid line between the words so the organizers open with two flaps.

Compare and Contrast Writing Project

If you have looked around my website or blog, you will know that I love to use songs, movie clips, commercials, and movie trailers to teach concepts. When I saw Katie Cunningham’s idea to compare the father/son relationships in songs to the one Peter had with his father, I could really relate. Here is Katie’s post.

I expanded on this idea by adding music videos to a blog post to make it easy for classroom viewing. I also added additional songs. When I began researching, I discovered there are many songs with parent/child relationships. Because of this, I have included two printables. The first has song titles listed. [This handout contains the songs listed in the blog post.] I have also included the same printable without song titles, so you can select different songs.

After students complete the printable, you could have them write a short essay using one of the three methods from “Compare and Contrast Strategies” organizer with the information from the printable.
Credits

Microsoft Office Clipart Gallery

Creative Clips
Digital Clipart
Created by Krista Walden

Vikki

Graphics from the pond

MyCuteGraphics

Charlotte's Clips

Ashley Hughes

Monster Wranglers collide