The War with Grandpa

Book Unit

Created by Gay Miller

Gay Miller

Thank you for downloading this sample of *The War with Grandpa Book Unit*. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

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

The War with Grandpa

By Robert Kimmel Smith

Genre ~ Fiction

Interest Level ~ Grades 3 – 5

Grade level Equivalent: 4.5

Lexile Measure®: 640L

Soon to be a major motion picture!
Robert De Niro's 'War with Grandpa' is set to be released on October 21, 2017.

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Lesson Plans at a Glance

Read	Vocabulary List & Vocabulary Booklet		Comprehension Quiz	Constructive Response Question	Skill Practice
Chapters 1-3	billboard Venetian blind	Page 1	Chapters 1-3	Point of View	Stringy and Run-on Sentences Organizer
Chapters 4-6	ledger attitude	Page 2	Chapters 4-6	Course of Action	Stringy and Run-on Sentences Practice
Chapters 7-9	illustrate pirouettes	Page 3	Chapters 7-9	Figurative Language	Sentence vs. Fragment & Clauses Organizers
Chapters 10-12	by my lonesome tyranny	Page 4	Chapters 10-12	Setting	Correcting Sentences Practice
Chapters 13-15	revolutionary declaration	Page 5	Chapters 13-15	Summarizing	Homophones/ Homographs - Organizer
Chapters 16-18	strategy digital	Page 6	Chapters 16-18	Problem and Solution Chain	Homophones/ Homographs - Games
Chapters 19-21	truce psychological	Page 7	Chapters 19-21	Character Traits of Peter, Billy, and Steve	Comma Rules – Graffiti Notes
Chapters 22-24	meander campaign	Page 8	Chapters 22-24	Comparing Characters	Comma Rules - Practice
Chapters 25-27	pizzazz asterisks	Page 9	Chapters 25-27	Figurative Language	Figurative Language Organizers
Chapters 28-30	miserable diabolical	Page 10	Chapters 28-30	Character Traits - Grandpa	Figurative Language Response Cards
Chapters 31-33	garment retaliate	Page 11	Chapters 31-33	Cause and Effect Theme	Context Clues - Organizer
Chapters 34-37	translate moonlight	Page 12	Chapters 34-37	Plot Development	Context Clues – Task Cards
	Vocabulary Test				

How to Use this Resource for Teaching Vocabulary

The following items are available to aid in teaching vocabulary:

- **A Suggested Vocabulary Teaching Method** – I have included the method that I use to teach vocabulary. I have used this method with 3rd, 4th, 5th, and 6th graders with success. There are many other successful methods. If your class is struggling to learn new vocabulary words, you may wish to give this method a try. If you have a different method that is successful, you probably will not want to change.
- **A Vocabulary List with Two Words from Each Chapter** – This list contains the words, definitions, several synonyms for each word, the part of speech as the word is used in the chapter, and the sentences from the text which include the words. In some cases, I have included several sentences to aid students in determining the meaning of the word.
- **Vocabulary Bookmarks** – These bookmarks contain the complete vocabulary list. I have included both colored and blackline versions. I have found these bookmarks are extremely helpful for students who have been absent. Students may use the list to help catch up missing vocabulary words. The bookmark list also aids students who lose vocabulary cards.
- **Word Cards** – In my classroom, I use the printable word cards on a word wall. I change the word wall with each unit. I use index cards for students to make response cards. If you are not limited in the number of copies you use, you may wish to print these cards onto cardstock for students to use in place of the index cards. The bold typed words are easy to read whereas some student writing is extremely difficult. You may also wish to use the printable cards to differentiate instruction.
- **Vocabulary Storage Pocket** – This pocket is intended for the vocabulary response cards. It will hold either the printable cards or the index cards.
- **Vocabulary Practice Book** - This book contains a half page daily practice with each pair of vocabulary words. At the end of each five day period, you will find a half page review of all words up to the review point.
- **Matching Vocabulary Test**

View this free four minute video for more information on using the vocabulary materials in this unit.

Vocabulary List

Chapter 1 ~ Peter's Strokes's True and Real Story

billboard (noun) - a large sign for advertisements that is next to a road, on the side of a building, etc.

synonyms: ad, announcement, poster, commercial, sign, display, public notice

p. 3 ~ Jennifer was wearing a Pac-Man cap, her Superman T-shirt, a jeans belt that said JEANS on it, and sneakers that said LEFT and RIGHT on the toes. She looked like a walking **billboard**.

,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,

Chapter 3 ~ A Room without Gloom

Venetian blind (noun) - a covering for a window made of strips of wood, plastic, or metal that can be turned to block out or let in light

synonyms: shade, screen, canopy, roller blind

pp. 9-10 ~ I know how my room is in the morning, when the sun peeps over the roof of the Murphy house behind ours and comes through my **Venetian blinds**.

,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,

Chapter 4 ~ The Deadly Dinner

ledger (noun) - a book that a company uses to record information about the money it has paid and received

synonyms: account book, record book, register, archive, journal

p. 12 ~ Now, after telling you all that, I have to be truthful and say I don't know what Dad does exactly. Except he uses a calculator and some big books called **ledgers** a lot.

.,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,

Chapter 5 ~ Sad and Blue as the Sky

attitude (noun) - a way of thinking and behaving that people regard as unfriendly, rude, etc.

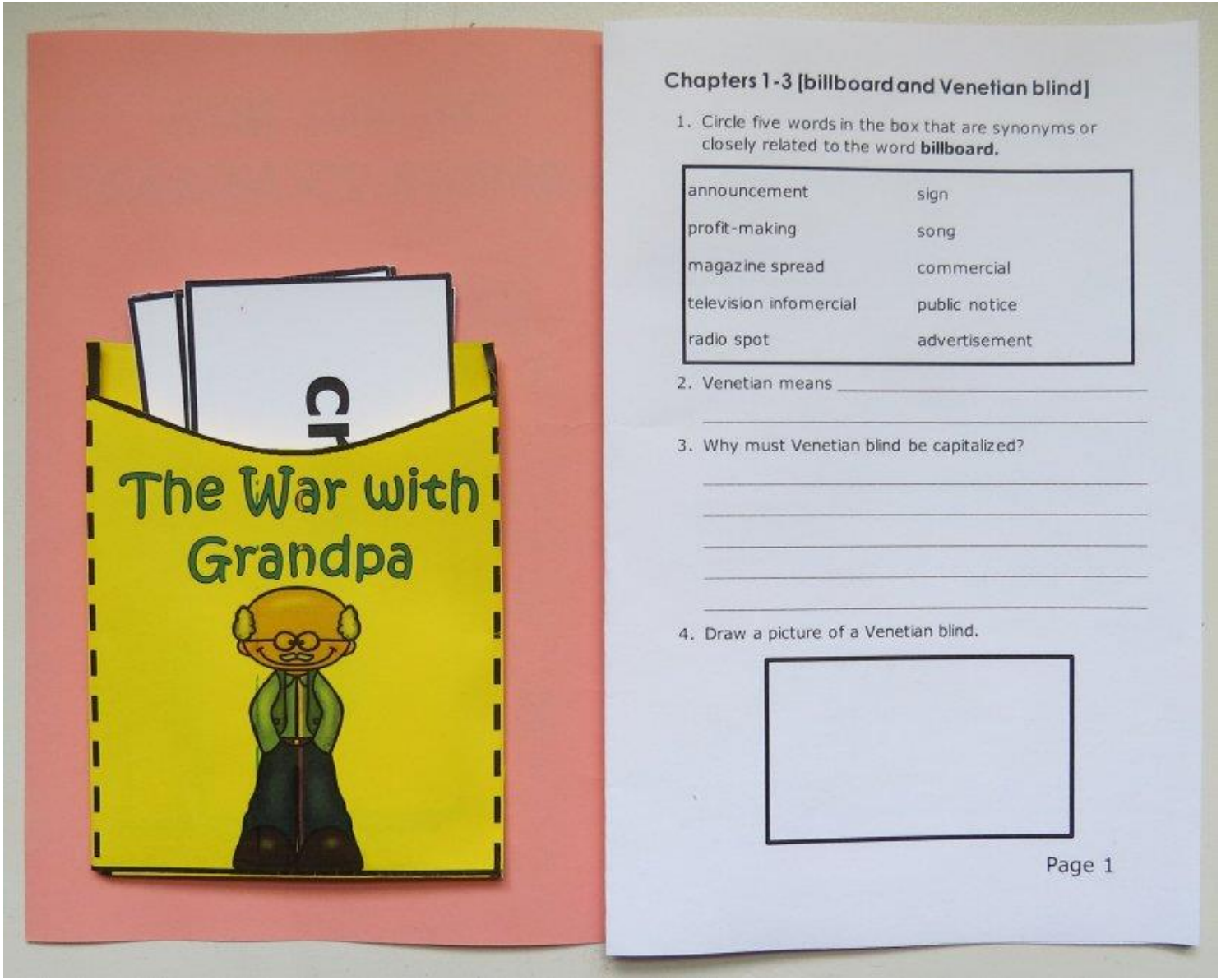
synonyms: approach, outlook, manner, position, mindset, opinion, viewpoint, thought

p. 19 ~ "If you have that **attitude**, you will hate it," Dad said. "Give it a chance, Peter."

.,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,.-~*´¨¯¨`*·~-.,

Vocabulary Practice Booklet

This unit contains a 12 page vocabulary practice booklet with 24 focus words. See a sample on the next page. Following the sample page is the answer key.



Chapters 34-37 [translate and moonlight]

Read these definitions of **translate**.

a. to change words from one language into another language
b. to explain (something) in a way that is easier to understand
c. to have the same meaning
d. to change (something) into a different form

Determine which definition is used in each of the sentences below. Write a, b, c, or d in the blanks to show your answer.

1. _____ The play **translated** extremely well to a motion picture.
2. _____ The students speak Spanish. Will you **translate** what they are saying?
3. _____ Twenty-six point nine percent of Americans are 19 years or younger; this **translates** to approximately 61,400,000 people.
4. _____ Can you **translate** these computer terms for me?
5. _____ This book has been **translated** into 40 different languages.

6. Circle the phrases that mean moonlighting.

do two jobs	love what you do
do work on the side	burn the midnight oil
have a night job	a jungle gym

Chapters 1-3 [billboard and Venetian blind]

1. Circle five words in the box that are synonyms or closely related to the word **billboard.**

announcement	sign
profit-making	song
magazine spread	commercial
television infomercial	public notice
radio spot	advertisement

2. Venetian means _____

   _____

3. Why must Venetian blind be capitalized?

   _____

   _____

   _____

   _____

   _____

4. Draw a picture of a Venetian blind.

Chapters 34-37 [translate and moonlight]

Read these definitions of **translate**.

a. to change words from one language into another language
b. to explain (something) in a way that is easier to understand
c. to have the same meaning
d. to change (something) into a different form

Determine which definition is used in each of the sentences below. Write a, b, c, or d in the blanks to show your answer.

1. ___d___ The play **translated** extremely well to a motion picture.
2. ___a___ The students speak Spanish. Will you **translate** what they are saying?
3. ___c___ Twenty-six point nine percent of Americans are 19 years or younger; this **translates** to approximately 61,400,000 people.
4. ___b___ Can you **translate** these computer terms for me?
5. ___a___ This book has been **translated** into 40 different languages.

6. Circle the phrases that mean moonlighting.

do two jobs	love what you do
do work on the side	burn the midnight oil
have a night job	a jungle gym

Chapters 1-3 [billboard and Venetian blind]

1. Circle five words in the box that are synonyms or closely related to the word **billboard.**

announcement	sign
profit-making	song
magazine spread	commercial
television infomercial	public notice
radio spot	advertisement

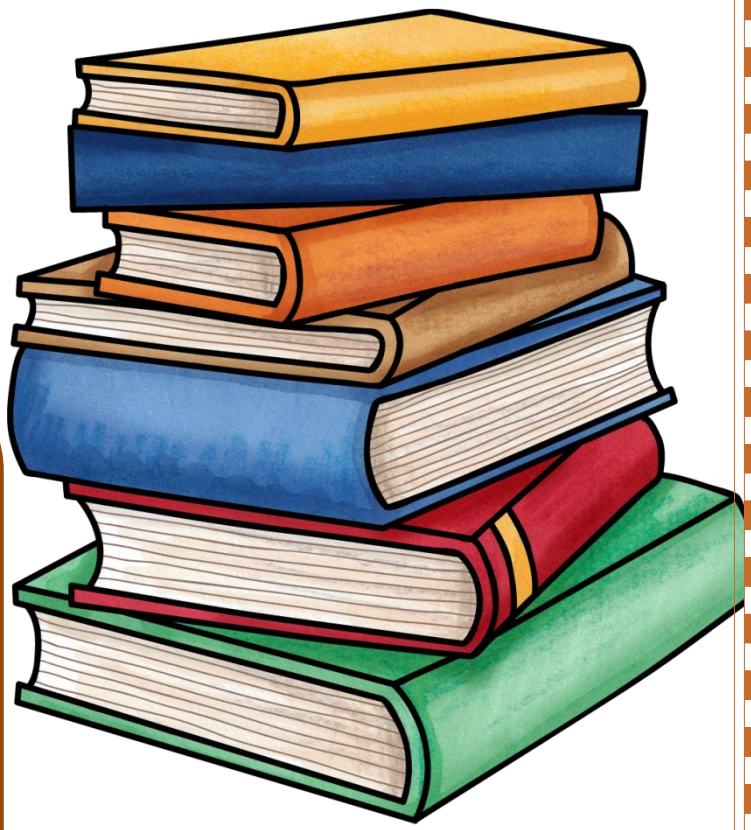
2. Venetian means ___coming from Venice (a city in Italy)_____.
3. Why must Venetian blind be capitalized?

   Venetian blinds were originally made in Venice, Italy in the late 1700s. Because the names of cities are proper nouns, the word Venetian must be capitalized.

4. Draw a picture of a Venetian blind.

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 response 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.

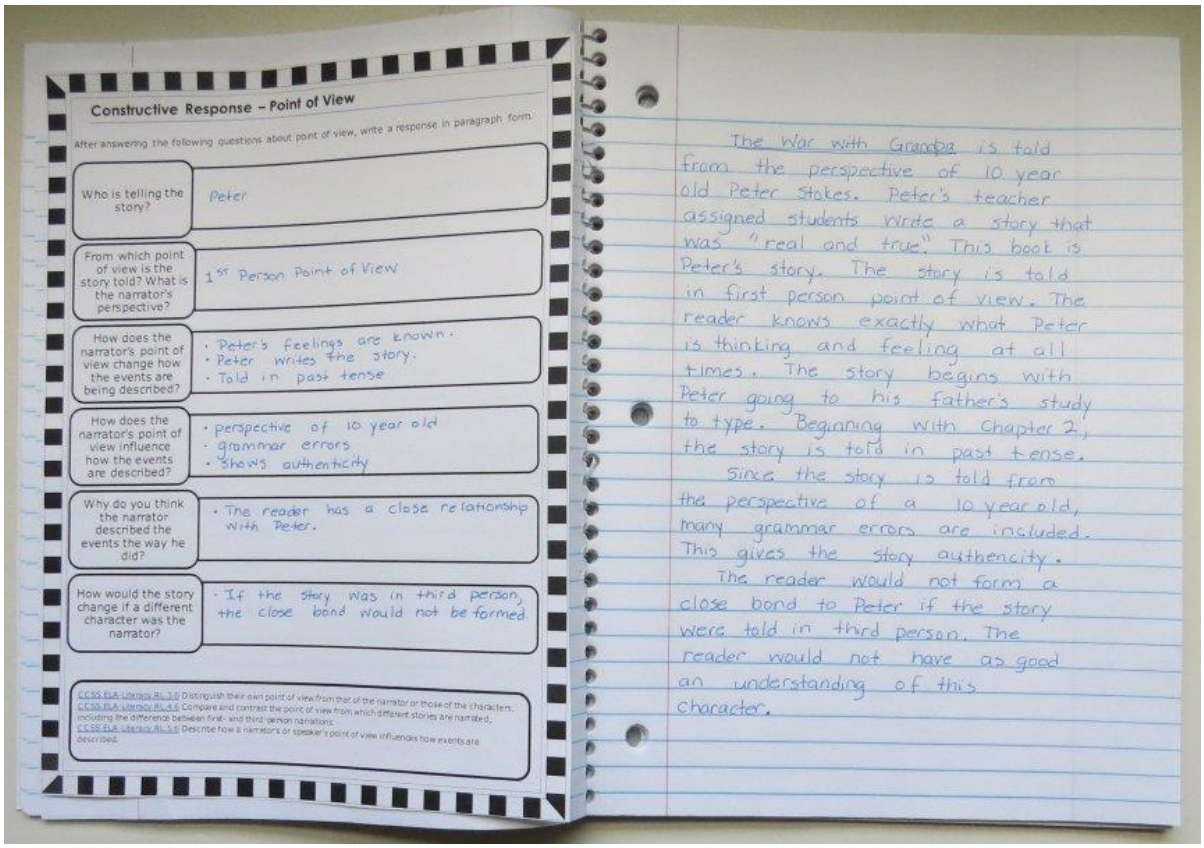


Types of Questions Key

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.



Constructive Response – Point of View

After answering the following questions about point of view, write a response in paragraph form.

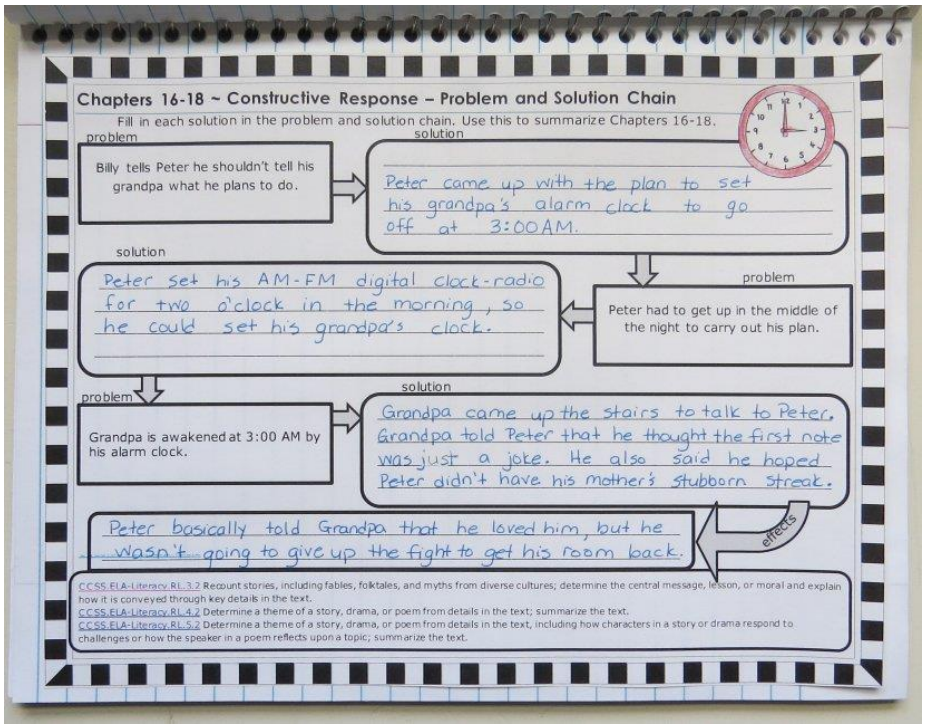
Who is telling the story?	Peter
From which point of view is the story told? What is the narrator's perspective?	1st Person Point of View
How does the narrator's point of view change how the events are being described?	• Peter's feelings are known. • Peter writes the story. • Told in past tense
How does the narrator's point of view influence how the events are described?	• perspective of 10 year old • grammar errors • shows authenticity
Why do you think the narrator described the events the way he did?	• The reader has a close relationship with Peter.
How would the story change if a different character was the narrator?	• If the story was in third person, the close bond would not be formed.

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

The War with Grandpa is told from the perspective of 10 year old Peter Stokes. Peter's teacher assigned students write a story that was "real and true." This book is Peter's story. The story is told in first person point of view. The reader knows exactly what Peter is thinking and feeling at all times. The story begins with Peter going to his father's study to type. Beginning with Chapter 2, the story is told in past tense.

Since the story is told from the perspective of a 10 year old, many grammar errors are included. This gives the story authencity.

The reader would not form a close bond to Peter if the story were told in third person. The reader would not have as good an understanding of this character.



Chapters 16-18 ~ Constructive Response – Problem and Solution Chain

Fill in each solution in the problem and solution chain. Use this to summarize Chapters 16-18.

problem: Billy tells Peter he shouldn't tell his grandpa what he plans to do.

solution: Peter came up with the plan to set his grandpa's alarm clock to go off at 3:00AM.

problem: Peter had to get up in the middle of the night to carry out his plan.

solution: Peter set his AM-FM digital clock-radio for two o'clock in the morning, so he could set his grandpa's clock.

problem: Grandpa is awakened at 3:00 AM by his alarm clock.

solution: Grandpa came up the stairs to talk to Peter. Grandpa told Peter that he thought the first note was just a joke. He also said he hoped Peter didn't have his mother's stubborn streak.

effects: Peter basically told Grandpa that he loved him, but he wasn't going to give up the fight to get his room back.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Option 2

Students complete the organizer by writing complete sentences.

Common Core State Standards Reading: Literature

3rd Grade

	CCSS.ELA-Literacy.RL.3.1	CCSS.ELA-Literacy.RL.3.2	CCSS.ELA-Literacy.RL.3.3	CCSS.ELA-Literacy.RL.3.4	CCSS.ELA-Literacy.RL.3.5	CCSS.ELA-Literacy.RL.3.6	CCSS.ELA-Literacy.RL.3.7	CCSS.ELA-Literacy.RL.3.9	CCSS.ELA-Literacy.RL.3.10
Point of View						*			*
Course of Action			*						*
Figurative Language				*					*
Setting			*						*
Summarizing		*							*
Problem and Solution Chain		*							*
Character Traits of Peter, Billy, and Steve			*						*
Comparing Characters			*						*
Figurative Language [2 Choices]				*					*
Character Traits - Grandpa			*						*
Cause and Effect	*								*
Theme		*							*
Plot Development		*							*

Common Core State Standards Reading: Literature

4th Grade

	CCSS.ELA-Literacy.RL.4.1	CCSS.ELA-Literacy.RL.4.2	CCSS.ELA-Literacy.RL.4.3	CCSS.ELA-Literacy.RL.4.4	CCSS.ELA-Literacy.RL.4.5	CCSS.ELA-Literacy.RL.4.6	CCSS.ELA-Literacy.RL.4.7	CCSS.ELA-Literacy.RL.4.9	CCSS.ELA-Literacy.RL.4.10
Point of View						*			*
Course of Action			*						*
Figurative Language				*					*
Setting			*						*
Summarizing		*							*
Problem and Solution Chain		*							*
Character Traits of Peter, Billy, and Steve			*						*
Comparing Characters			*						*
Figurative Language [2 Choices]				*					*
Character Traits - Grandpa			*						*
Cause and Effect	*								*
Theme		*							*
Plot Development		*							v

Common Core State Standards Reading: Literature

5th Grade

	CCSS.ELA-Literacy.RL.5.1	CCSS.ELA-Literacy.RL.5.2	CCSS.ELA-Literacy.RL.5.3	CCSS.ELA-Literacy.RL.5.4	CCSS.ELA-Literacy.RL.5.5	CCSS.ELA-Literacy.RL.5.6	CCSS.ELA-Literacy.RL.5.7	CCSS.ELA-Literacy.RL.5.9	CCSS.ELA-Literacy.RL.5.10
Point of View						*			*
Course of Action			*						*
Figurative Language				*					*
Setting			*						*
Summarizing		*							*
Problem and Solution Chain		*							*
Character Traits of Peter, Billy, and Steve			*						*
Comparing Characters			*						*
Figurative Language [2 Choices]				*					*
Character Traits - Grandpa			*						*
Cause and Effect	*								*
Theme		*							*
Plot Development		*							*

The War with Grandpa ~ Chapters 1-3

1. The main idea of Chapters 1-3 is ---.
   a. Jennifer shares her secret with Peter.
   b. Peter has spent his entire life in one room, and he doesn't want to give it up.
   c. Peter is writing the story of how his grandpa came to live in his house taking over his room.
   d. Jennifer wants Peter's story to have Pac-Man and Wonder Woman in it.

2. How does the reader know *The War with Grandpa* is told in 1st person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only the thoughts of Jennifer are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The narrator tells the story to another character using the word 'you.'

3. Read this passage from Chapter 3.

I know how my room is in the morning, when the sun peeps over the roof of the Murphy house behind ours and comes through my Venetian blinds.

Which type of figurative language is used?

   a. metaphor
   b. personification
   c. alliteration
   d. simile

4. Which word best describes Jennifer?
   a. uninterested
   b. impolite
   c. lonely
   d. gossip

5. Read this passage from Chapter 1.

I am typing it out on paper without lines on my dad's typewriter because Mrs. Klein, she's my 5th grade English teacher, said that we should write a story about something important that happened to us and to tell it"true and real" and put in words that people said if we can remember and to put **quote** marks around them and everything.

What does **quote** most likely mean in this sentence?

   a. to tell someone the price at which something can be bought
   b. to say a short line from a writing
   c. to mention an example
   d. something that a person says

6. Match each cause to its effect.

_____ Grandpa is lonely.	a) Peter is writing about Grandpa.
_____ Jennifer hears Mom talking to Dad.	b) Peter will have to live on the third floor.
_____ Grandpa has a hurt leg.	c) Grandpa moves in with the Stokes.
_____ Mrs. Klein wanted the students to write about something true and real.	d) Jennifer knows Grandpa is going to stay in Peter's room.

7. Name two ways Peter and Jennifer are different and two ways they are alike.

Different	Alike
_____	_____
_____	_____
_____	_____
_____	_____

The War with Grandpa ~ Chapters 1-3

1. The main idea of Chapters 1-3 is ---.
   a. Jennifer shares her secret with Peter.
   b. Peter has spent his entire life in one room, and he doesn't want to give it up.
   c. Peter is writing the story of how his grandpa came to live in his house taking over his room.
   d. Jennifer wants Peter's story to have Pac-Man and Wonder Woman in it.

2. How does the reader know *The War with Grandpa* is told in 1st person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only the thoughts of Jennifer are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The narrator tells the story to another character using the word 'you.'

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   a. metaphor
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_c_ Grandpa is lonely.	a) Peter is writing about Grandpa.
_d_ Jennifer hears Mom talking to Dad.	b) Peter will have to live on the third floor.
_b_ Grandpa has a hurt leg.	c) Grandpa moves in with the Stokes.
_a_ Mrs. Klein wanted the students to write about something true and real.	d) Jennifer knows Grandpa is going to stay in Peter's room.

7. Name two ways Peter and Jennifer are different and two ways they are alike.

Different	Alike
Peter must give up his room when Grandpa comes.	They both enjoy Grandpa's visits.
Peter is 10 years old and in 5th grade. He likes baseball. Jennifer is younger. She loves horses, super heroes, and secrets.	Both Peter and Jennifer are siblings.

Constructive Response – Point of View

After answering the following questions about point of view, write a response in paragraph form.

Who is telling the story?	
From which point of view is the story told? What is the narrator's perspective?	
How does the narrator's point of view change how the events are being described?	
How does the narrator's point of view influence how the events are described?	
Why do you think the narrator described the events the way he did?	
How would the story change if a different character was the narrator?	

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Constructive Response – Point of View

After answering the following questions about point of view, write a response in paragraph form.

Who is telling the story?	•Peter
From which point of view is the story told? What is the narrator's perspective?	•1st Person Point of View
How does the narrator's point of view change how the events are being described?	•The reader knows exactly what Peter is thinking and feeling at all times. The story begins with Peter typing a story. Chapter 2 flashw back to his story. It is told in past tense.
How does the narrator's point of view influence how the events are described?	•Since the story is told from the perspective of a 10 year old's written narrative, many grammar errors are included. This gives the story authenticity.
Why do you think the narrator described the events the way she did?	•The reader becomes strongly connected to Peter. The reader empathizes with his struggles as his grandpa takes over his room.
How would the story change if a different character was the narrator?	•The reader would not form a close bond to Peter if the story were told in third person. The reader would not have as good an understanding of this character.

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Language Arts

Author, Robert Kimmel Smith, decided to tell the story in *The War with Grandpa* from an unusual perspective. In the first chapter, the main character, Peter, is asked to write a story by his English teacher. The rest of the book is the story Peter has written.

To make the book feel like it was written by a fifth grader, it includes grammar and spelling mistakes. Many of the language arts lessons will focus on the mistakes Peter made while writing.

Day 1	Problems #1-2 ~ Stringy and Run-on Sentences Organizer
Day 2	Problems #1-2 ~ Stringy and Run-on Sentences Practice
Day 3	Problem #3 ~ Sentence vs. Fragment & Clauses Organizers
Day 4	Problem #3 ~ Correcting Sentences Practice
Day 5	Problem #4 ~ Homophones/Homographs - Organizer
Day 6	Problem #4 ~ Homophones/Homographs - Games
Day 7	Problem #5 ~ Comma Rules – Graffiti Notes
Day 8	Problem #5 ~ Comma Rules - Practice
Day 8	Figurative Language Organizers
Day 10	Figurative Language Response Cards
Day 11	Context Clues - Organizer
Day 12	Context Clues – Task Cards

Common Core Alignment

	3rd Grade	4th Grade	5th Grade
Problems 1-3	CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.	CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.
	CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.		
Problem 4		CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Problem 5	CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*
	CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.		CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.
	CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.		CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
			CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.

Sentence Problems

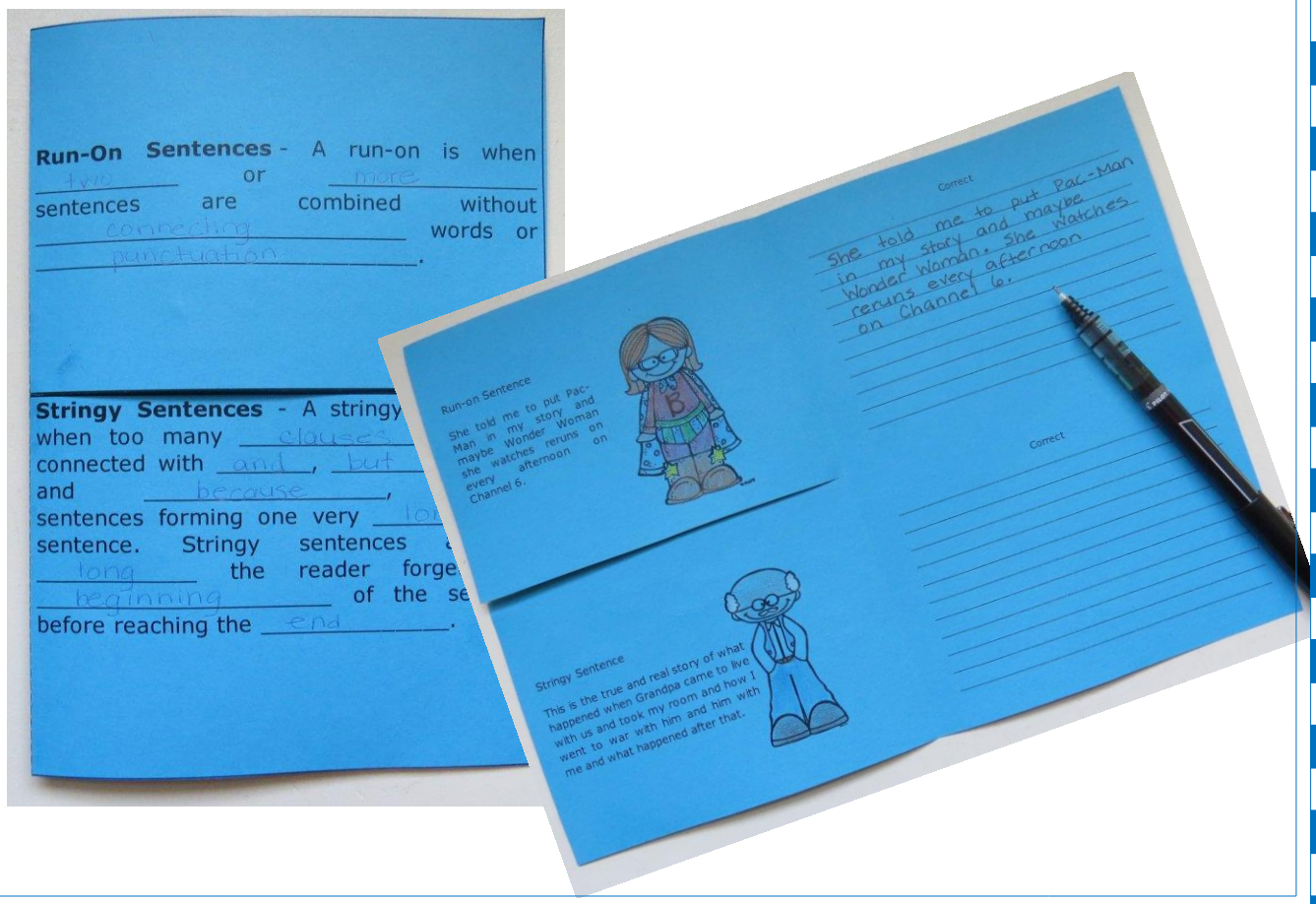
This organizer comes in three versions:

- 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.
- 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 Completing the Organizer:

1. Print the organizer onto colored paper. This organizer must be printed on front-to-back copies. Print one side, then place the organizer back into the print and print the reverse side.
2. Trim the edges.
3. Fold on the dotted line.
4. Cut on the solid lines between flaps up to the dotted fold line.
5. Have students fill in missing information.

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



Sentence Fragments

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.

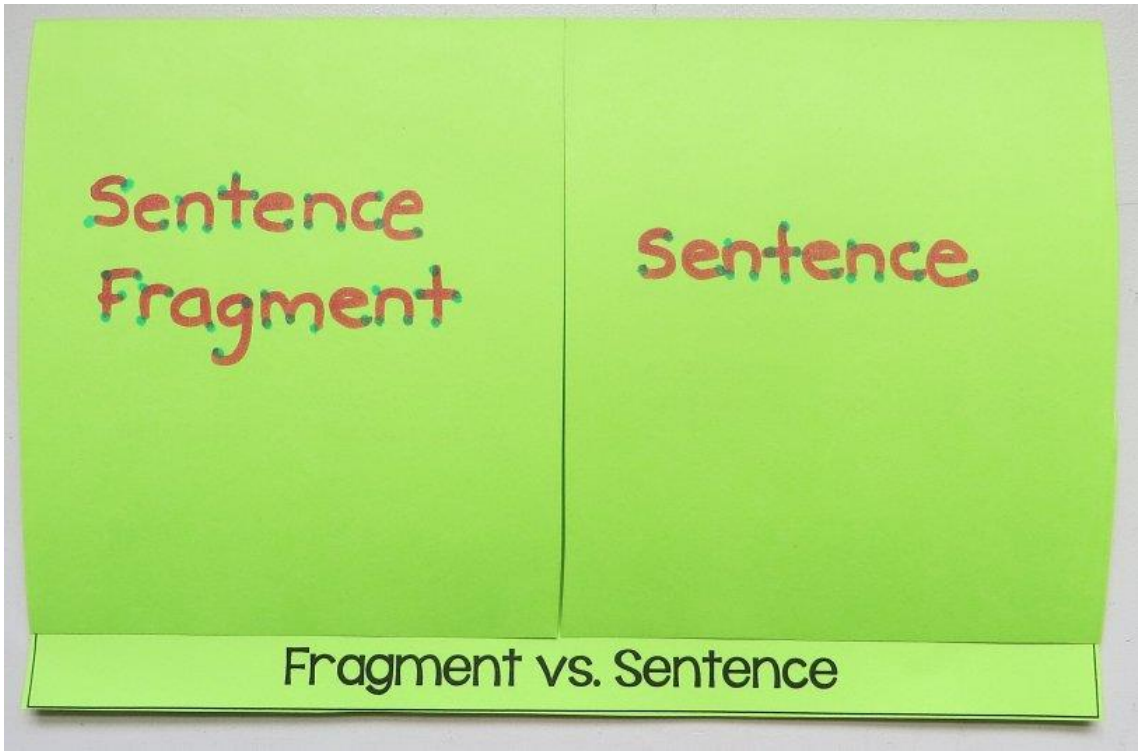
Instructions:

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.

Fragments vs. Sentence

Dependent vs. Independent Clauses

(Note: Just two versions of this organizer are provided.)



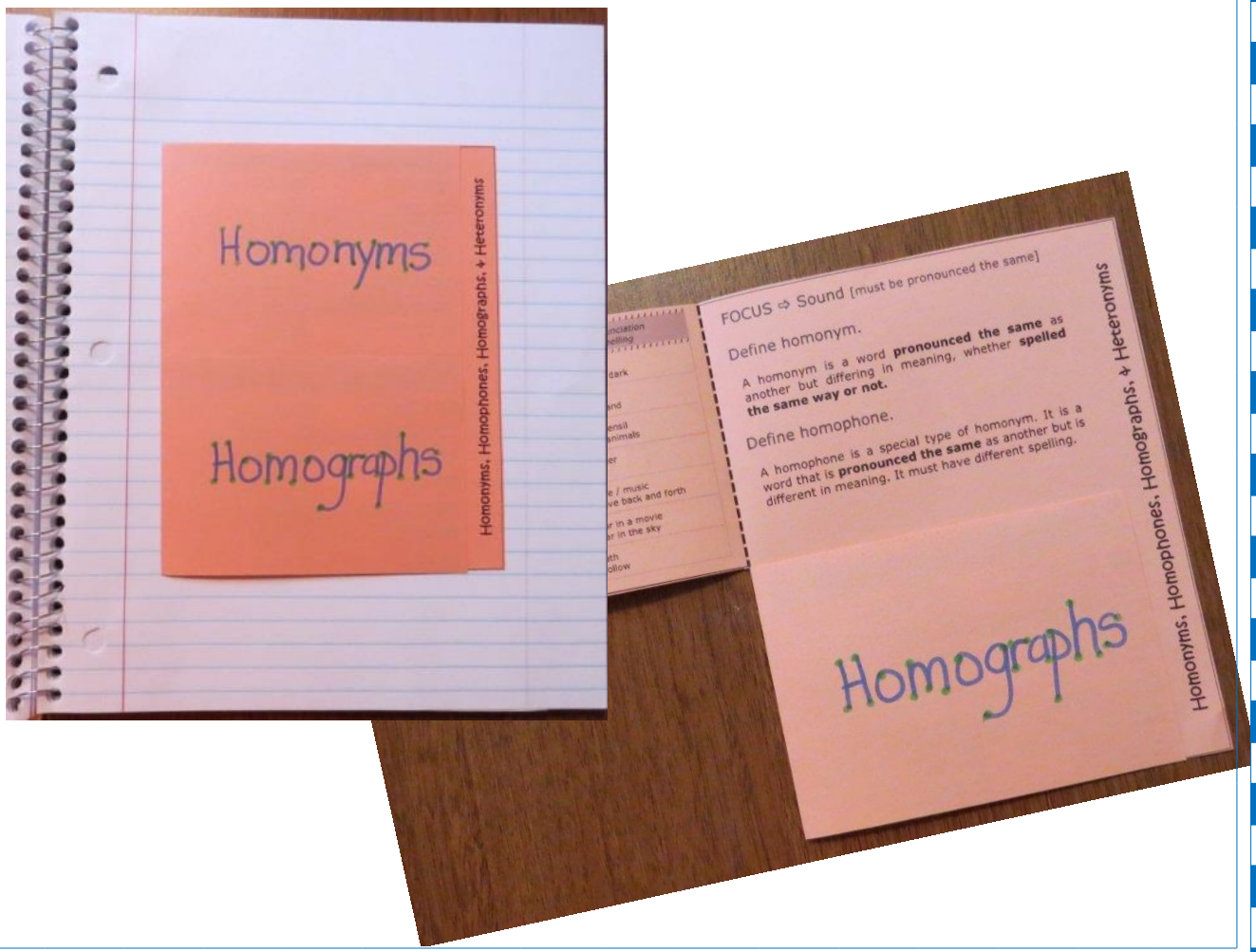
Homophones and Homographs

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

- Version #1 ~ Students will write definitions and examples.
- Version #2 ~ Students fill in key words in the definitions and write examples.
- Version #3 ~ 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.

Two Flap Flip

1) Print the organizer onto colored paper.
2) Students will fill in the missing information in the blank spaces.
3) Trim around the four edges on the lines indicated.
4) Fold the page in half vertically so that the title "Homonyms, Homophones, Homographs, & Heteronyms" will show.
5) Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with two flaps.



Homophones and Homographs

Setting Up the Game for Play

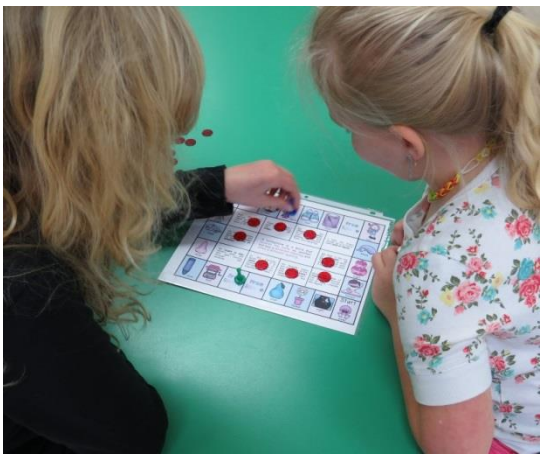
This game may be played with two to four players.

The Object of the Game

to be the last person to cover a sentence 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 word. If there is a sentence that uses the same meaning of the word in the center of the game, the player covers the sentence with a marker. If the sentence is already covered **OR** if the sentence uses a different meaning of the word, the player simply does nothing until his/her next turn.
3. If a player lands on a "Free Space," s/he may cover any sentence.
4. Play continues until all the sentences in the center of the game board are covered. The person to cover the **last sentence** is the winner.



Answer Key

Homographs

foot (ruler)	no matches
matches (set)	no matches
scales (tool)	no matches
foot (body)	match
chest (trunk)	no matches
letter (ABC)	match
well (expression)	match
ear (corn)	no matches
nail (tool)	match
wave (movement)	match
spring (season)	match
matches (fire)	match
scales (fish)	match
letter (mail)	no matches
chest (body)	match
spring (wire)	no matches
ear (body)	match
well (water)	no matches
nail (body)	no matches
wave (water)	no matches

Heteronyms

minute (small)	no matches
learned (studied)	match
entrance (doorway)	match
wind (curvy)	no matches
does (performs)	match
learned (educated)	no matches
tear (rip)	no matches
putting (golf)	no matches
close (nearby)	match
minute (60 seconds)	match
row (boat)	match
putting (placing)	match
does (deer)	no matches
entrance (spellbind)	no matches
tear (cry)	match
row (fight)	no matches
close (shut)	match
wind (breeze)	match

Homophones

My dad came home at his usual time that [knight, **night]**, about six o'clock.

I liked the way he'd toss me a [**ball**, bawl] and I'd try to catch it.

Billy is a little shorter than both of us and he has crinkly [read, **red**] hair and thousands of freckles on his face.

We [eight, **ate**] spaghetti a lot, and beans, and I never had two nickels to rub together.

"Don't you smell it?" Billy asked. He wrinkled his [**nose**, knows] like a rabbit and sniffed.

They were sitting at the kitchen table, drinking [**tea**, tee].

They were never apart when they saw me and the family. They were a [**pair**, pear], like shoes or gloves.

That's [won, **one**] thing Jennifer likes best in life – a secret.

It really began when Jennifer came into my room with that look on her face that usually means she [nose, **knows**] something that I don't.

"And put in the story that I am very beautiful with long blond [hare, **hair**] and lovely blue eyes."

Comma Rules

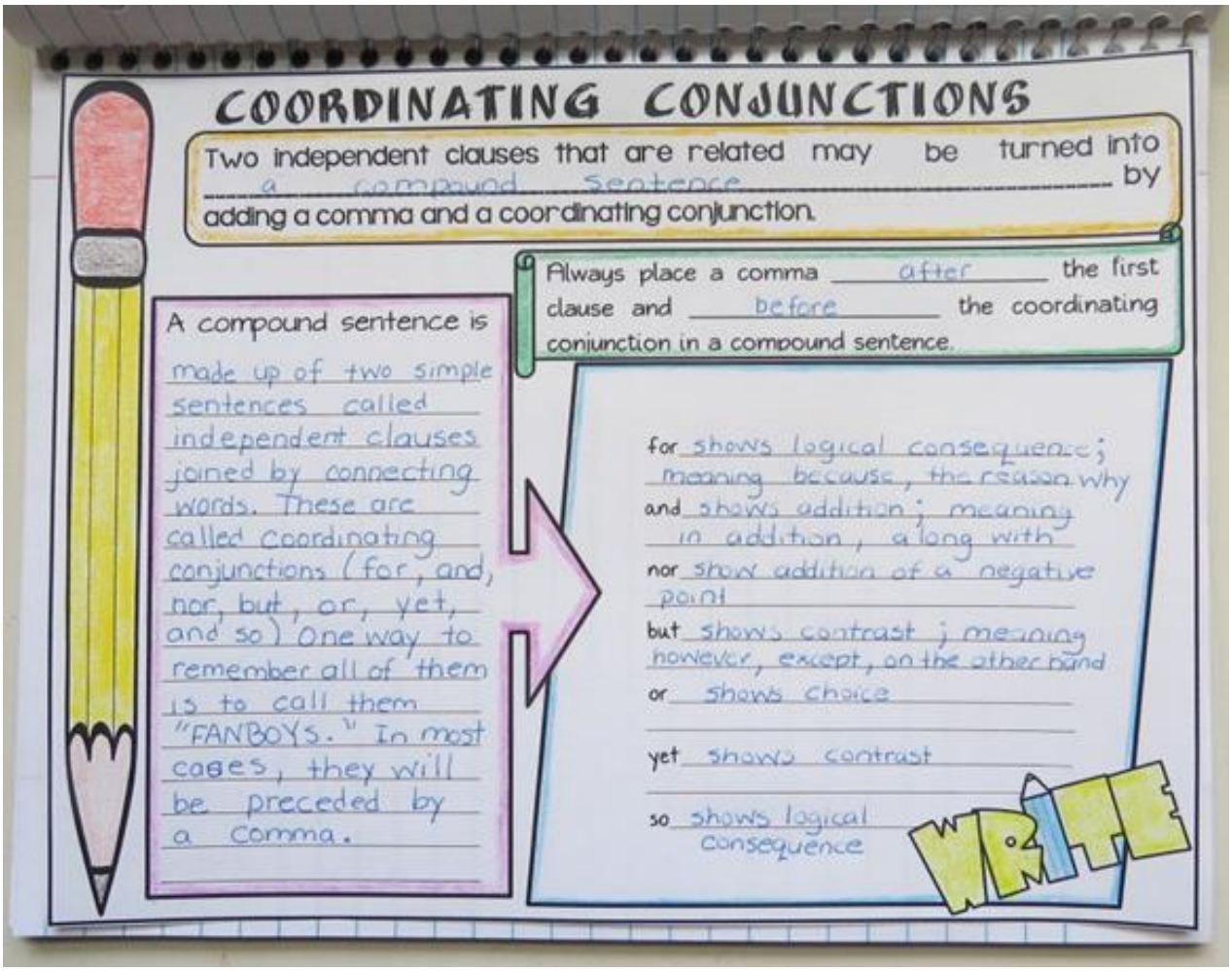
Review clauses using the organizer provided for Day #3 before beginning this lesson.

Having students draw and color notes (a left brain activity) while learning facts (a right brain activity) promotes active learning since both sides of the brain are active. The improved communication helps students focus and retain information. In several of my units, I have created resource pages based on this idea. I call these resource pages "Graffiti Notes." If you have students cut away the borders, these will fit nicely into an interactive notebook for reference.

Following each printable, an answer key is provided. As with the foldable organizers the answer keys may be used as a sample for students to follow, for differentiated instructions, or for students who were absent.

Here is what is provided:

- Coordinating Conjunctions
- Subordinating Conjunctions
- Prepositional Phrases



Figurative Language Common Core Alignment

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

Three versions of the organizer are offered:

Version #1 - one with blanks for students to write the definitions and samples

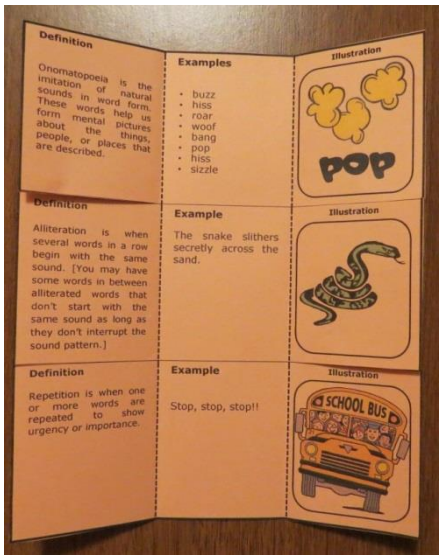
Version #2 - one with key words missing from the definitions ~ Students write samples

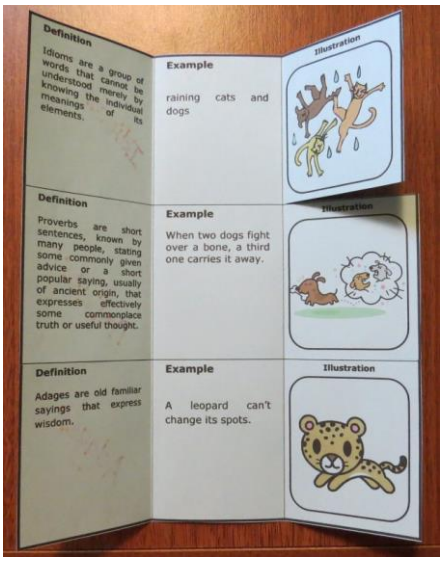
Version #3 - one with the answers provided ~ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the organizer already completed.

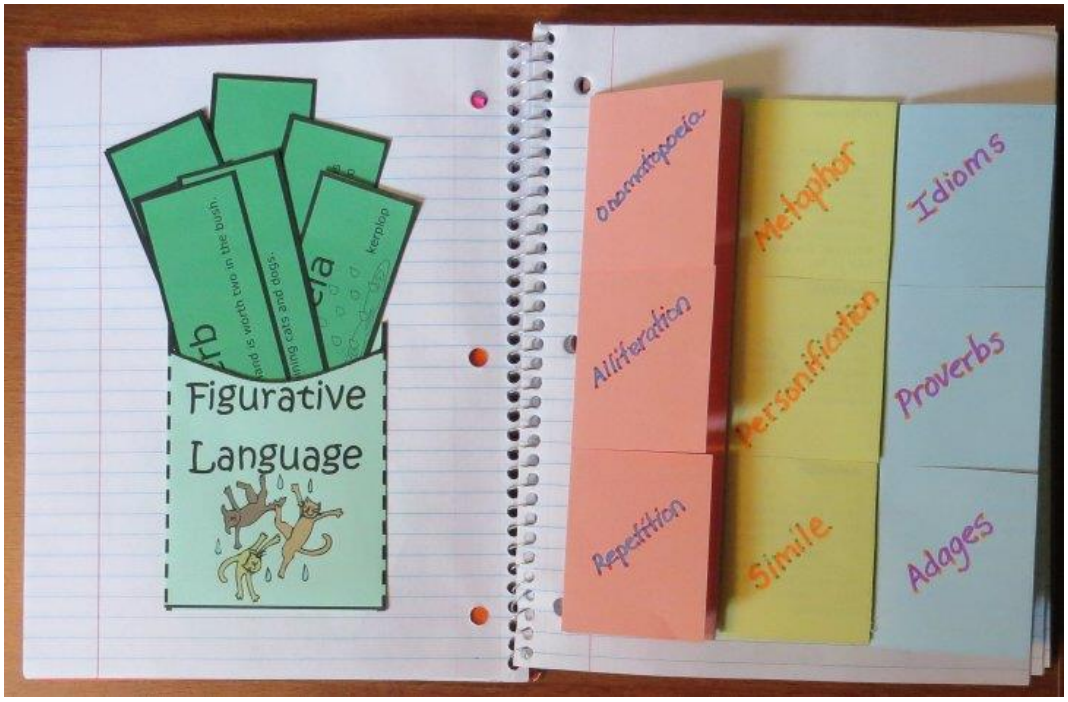
Figurative Language Organizers

Three Door Flip

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







Context Clues Common Core Alignment

3rd Grade	4th Grade	5th Grade
CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	CCSS.ELA-Literacy.L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
		CCSS.ELA-Literacy.L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Context Clues Organizers

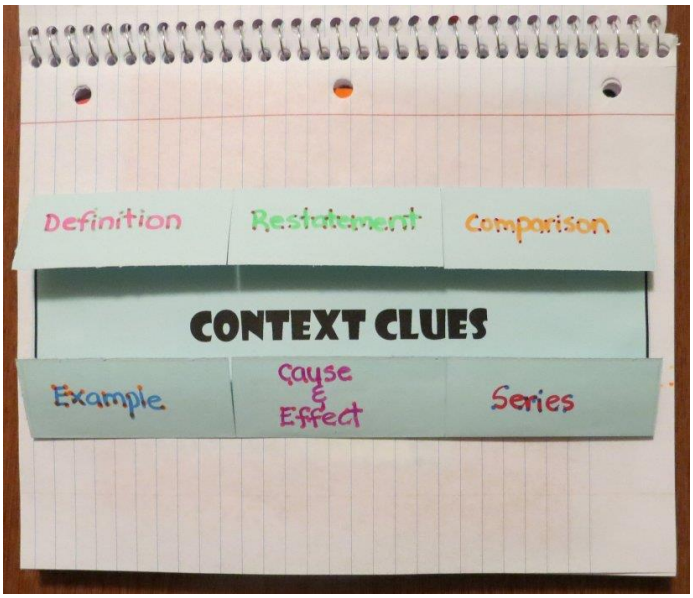
Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

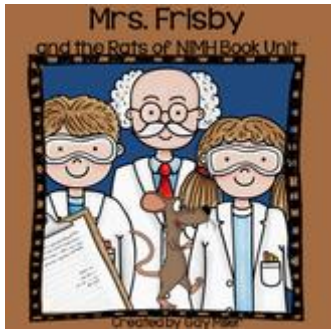
- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer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

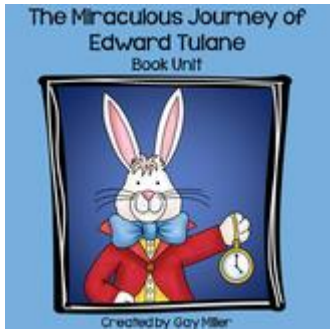
Instructions for Making the Organizer

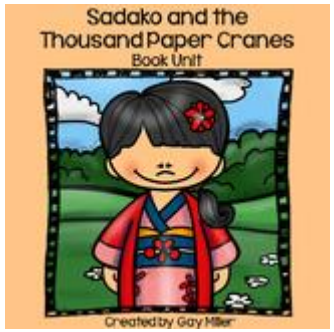
1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form six flaps.
4) After discussing the types of context clues, have students write a definition and a sample sentence for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

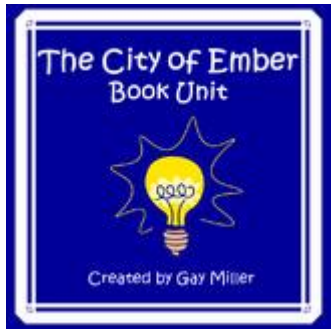


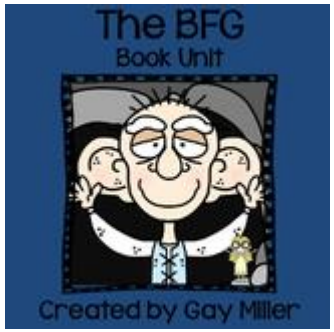
If you like this unit, you might also like some on the following book units found at Teachers Pay Teachers:

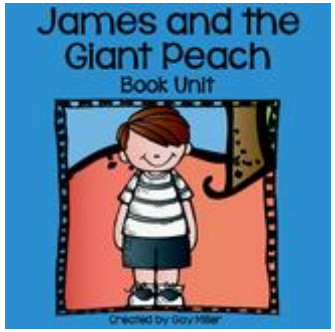


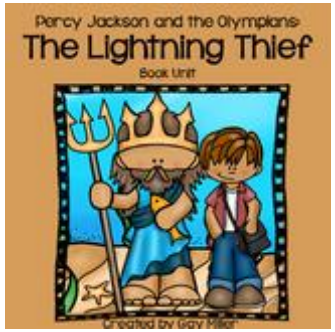


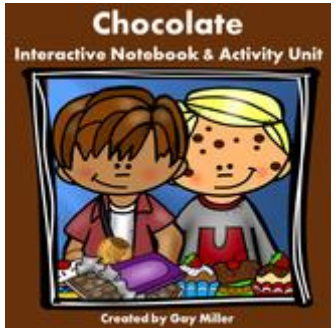


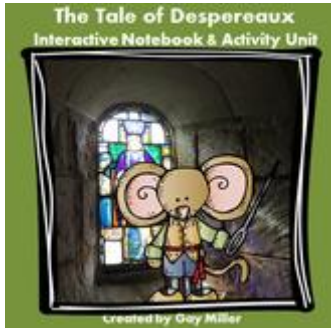


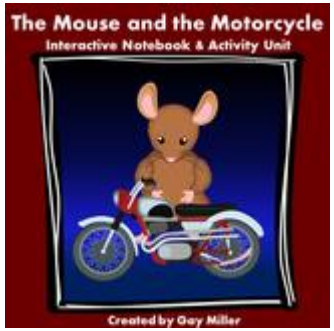


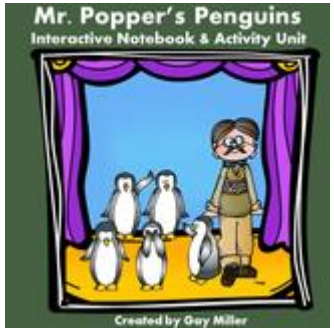


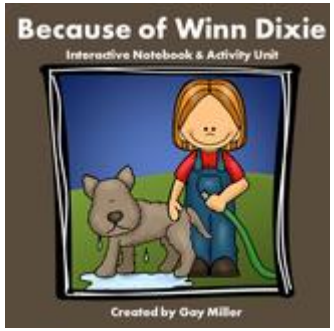


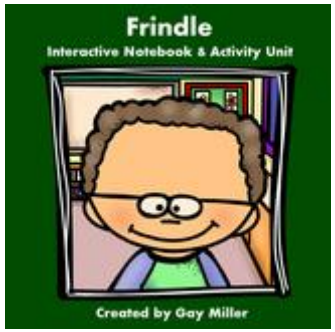


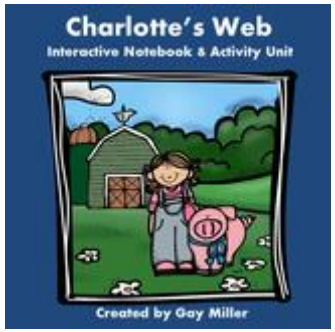









Frindle
Interactive Notebook & Activity Unit
Created by Gay Miller

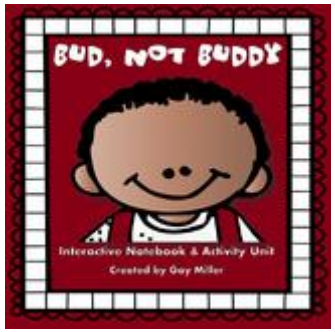

Charlotte's Web
Interactive Notebook & Activity Unit
Created by Gay Miller

Fantastic Mr. Fox
Interactive Notebook & Activity Unit
Created by Gay Miller

Island of the Blue Dolphins

Tuck Everlasting
Interactive Notebook and Activity Unit
Created by Gay Miller

The Best Christmas Pageant Ever
Book Unit
Created by Gay Miller

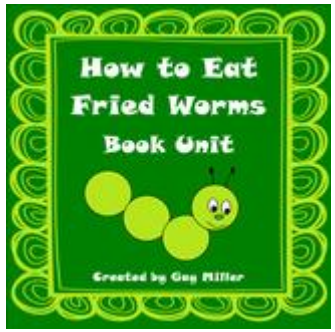

BUD, NOT BUDDY
Interactive Notebook & Activity Unit
Created by Gay Miller

Maniac Magee

WONDER

A WRINKLE IN TIME
Interactive Notebook & Activity Unit
Created by Gay Miller

The Lion, the Witch and the Wardrobe

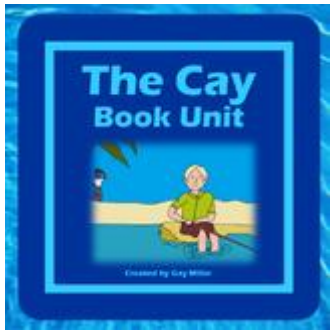

How to Eat Fried Worms
Book Unit
Created by Gay Miller

BRIDGE TO TERABITHIA

Hatchet
Book Unit
Created by Gay Miller

Hoot
Book Unit
Created by Gay Miller

The Dark is Rising
Book Unit
Created by Gay Miller


The Cay
Book Unit

The Castle in the Attic
Book Unit

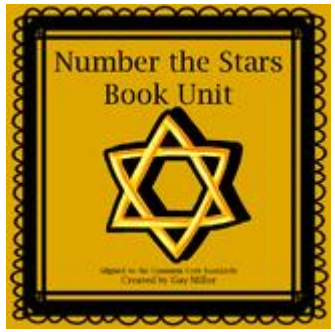
Holes
Book Unit
Created by Gay Miller

The Giver
Book Unit
Created by Gay Miller

Shiloh Book Unit

Where the Red Fern Grows
Book Unit

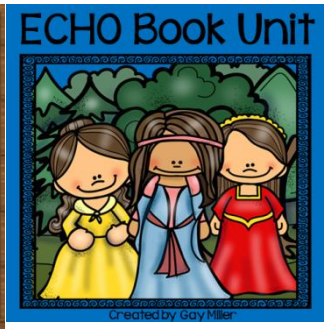
The Whipping Boy
Book Unit
Created by Gay Miller

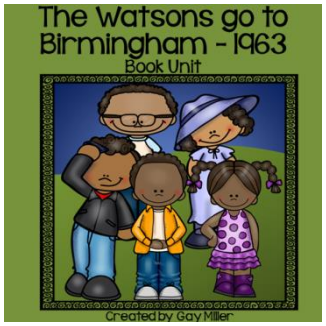

Number the Stars
Book Unit

The People of Sparks
Book Unit

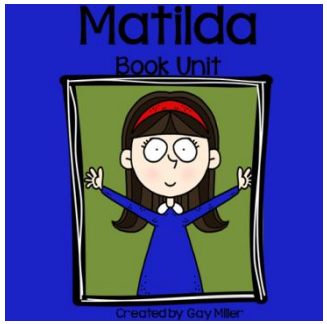
The Sign of the Beaver
Book Unit
Created by Gay Miller

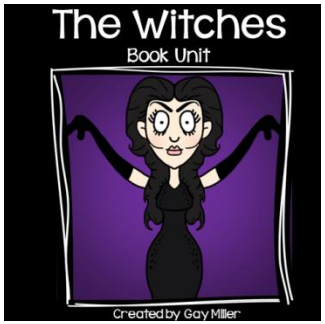
Charlie and the Chocolate Factory
(Including a Grammar Unit)
Correlated to the Common Core Standards
Created by Gay Miller


ECHO Book Unit
Created by Gay Miller


The Watsons go to Birmingham - 1963
Book Unit
Created by Gay Miller

Paintbrushes & Arrows
Book Unit
Created by Gay Miller


Matilda
Book Unit
Created by Gay Miller

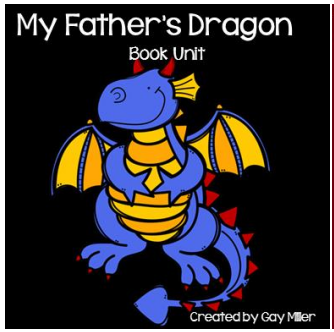

The Witches
Book Unit
Created by Gay Miller

Crash
Book Unit
40
30
Created by Gay Miller

Out of the Dust
Book Unit
Created by Gay Miller

Ella Enchanted
Book Unit

Al Capone Does My Shirts
Book Unit
Created by Gay Miller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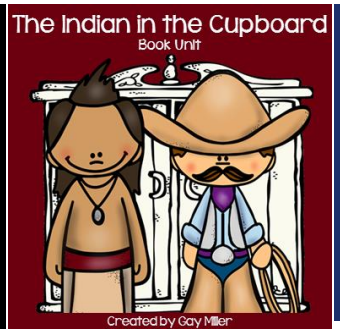
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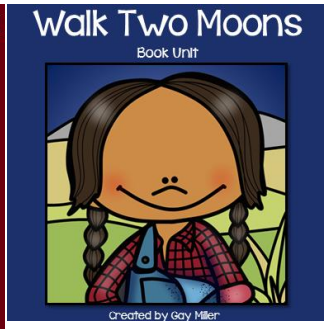
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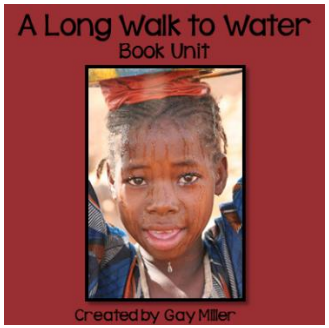
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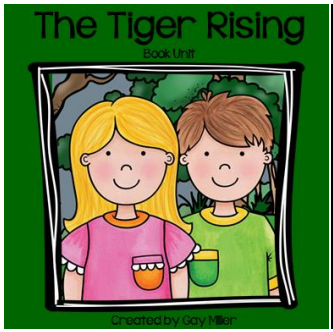
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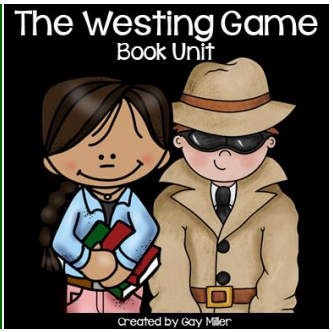
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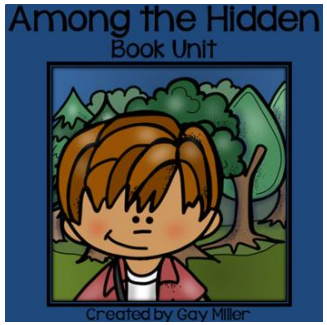
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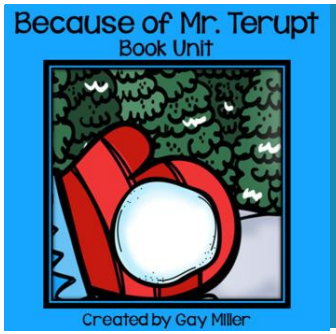
Because of Mr. Terupt
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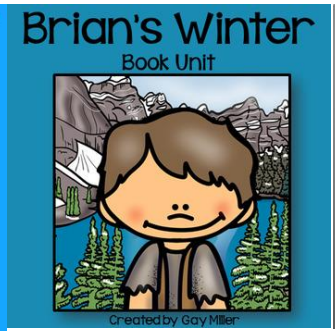
Brian's Winter
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Scar Island
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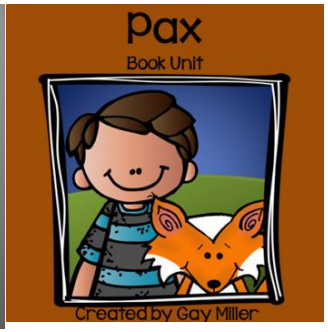
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