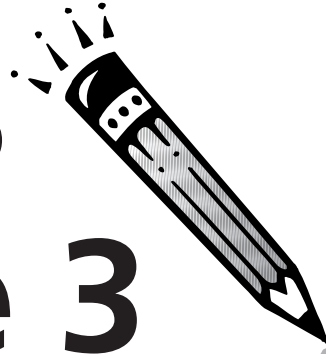


Blackline Masters for Grade 3



Activity Masters

Graphic Organizer Masters

Name _____

1. How High Can You Climb?

Goal: Give an oral report on rock climbing.

Gather Details

Reread pages 28–32 of *Cliff Hanger*.

- Fill in a K-W-L chart about rock climbing. Fill in facts you know from the story and from your own experience.
- Brainstorm a list of questions you'd like answered. For example, *What kinds of rock climbing are there?*
- Begin research. Check the encyclopedia, magazines, or other reference sources.
- Work on your chart, adding facts and questions as you go.

Prepare Notes About Climbing

- Make an outline of your main ideas.
- Write notes on index cards. Follow your outline, and use your K-W-L chart.
- Use visual aids such as pictures, maps, or charts.

TIPS

- Focus on ways to learn safe rock climbing skills.
- Make drawings or diagrams to illustrate your ideas.

Share What You Know

Tell your classmates what you have learned.

- Look directly at your audience. Speak loudly, clearly, and not too fast.
- Practice using your visual aids. Be sure letters on posters and charts are large enough for the audience to see.

Name _____

2. Book Talk

Goal: Discuss adventure books.

Meet with a group and discuss your favorite adventure books. Before you meet, plan ahead what you will say about your book. Think about questions like these:

- Why do you like the book?
- Who are the main characters? Do you like them? Why?
- What is one paragraph you could share with the group?

When others present books, ask questions.

TIPS

- Compare your book to other books or stories your classmates have read.
- Do not tell too much about the plot. Let others discover it for themselves.

3. Dag's Story

Goal: Rewrite *Cliff Hanger* from Dag's point of view.

Rewrite the part of the story that tells about the climb from Dag's point of view. Think about these questions:

- Why does Dag change his mind about letting Axel climb the mountain?
- What was Dag thinking as he watched Axel descend? Why did he say, "That was so close, I can't talk about it"?
- How does Dag feel when Axel safely reaches the bottom of the mountain?

TIPS

- Read the story again. Take notes about Dag.
- How is Dag's point of view different from his son's? Why?

Name _____

1. *Mulan: The Play*

Goal: Rewrite the legend of Mulan as a play and perform it.

Start Gathering Details

- List the characters in *The Ballad of Mulan* and describe them. Use an inference chart like the one on page 32 of the Practice Book to help you.
- Note details about the setting.
- List each of the events in the order in which they happen.
- Take notes of dialogue and actions you want to use.

Now plan what you'll use in your play. What events will you show or tell about? How many characters will you use?

Begin Writing

Remember, you have to tell the whole story through dialogue. *Dialogue* is what actors say to each other. Write dialogue that sounds real. Sometimes you will have a change in time or place. Have your actors leave the stage briefly to mark the end of a scene.

TIPS

- Don't use too many locations for your play.
- Keep each piece of dialogue short.

Perform the Play

Present your play to your class. First give a reading of the play. Allow classmates to read the different parts. Read the play aloud, but don't act it out. Gather your actors and choose actions to go along with the dialogue. Rehearse the play the way you want it to be. Make some basic costumes from cardboard, paper, or other materials. Now perform the play.

Name _____

Theme
Paperback

2. *Abigail's Drum*

Goal: Write a paragraph about lighthouses.

Do research to learn more about lighthouses. Compare Scituate Lighthouse in *Abigail's Drum* to other lighthouses. Think about these questions:

- How is Scituate Lighthouse like other lighthouses?
- How important were lighthouses and are they still useful?

TIPS

- Compare lighthouses by telling how they are alike and different.
- Use drawings to show details about lighthouses.

3. Dear Diary

Goal: Write a diary entry that Mulan might have written.

Mulan lived away from her family for ten years. She faced many hardships. How do you think she felt? What might she have thought about? Write a diary entry as if you were Mulan. Think about Mulan's circumstances:

- her loneliness
- her dangerous life
- her responsibilities
- her secret

TIPS

- First, list what you know about Mulan's personality and character.
- List her experiences while she was in the army.
- Use your notes to write the diary entry.

Name _____

1. My Unusual Adventure

Goal: Gather ideas and write a story about an unusual adventure.

Explore for Ideas

- Look at pictures of places in encyclopedias, magazines, or books. Pick some favorite ones.
- Imagine that something strange is hidden from view.
- Choose one picture as the setting of your story.
- Write some notes about what your story might be about.

Begin Writing

Read your notes. Organize and develop your ideas. Then write your story.

- Think about the plot, or what happens in the story. Write the events in the order in which they will happen.
- Describe the place. Think about what you see, hear, feel, smell, and taste.

Share What You Know

Decide how to share your story. You might:

- Read your story aloud to the class.
- Work with classmates to put all your stories together in one book. Place the book in your class library.

TIPS

- Write *dialogue*—the words that the characters say to each other. Put quotation marks (“ ”) around their words.
- Describe your characters. Tell what they look like, how they act, or what they’re feeling and thinking.

Name _____

2. Wait Until You Hear This!

Goal: Give a short oral presentation as one of the characters from *The Lost and Found*.

Choose Mona, Wendell, or Floyd as a character you would like to role-play. Prepare a short presentation telling about one of your adventures in *The Lost and Found*. Tell about events in the order in which they happened.

- Pick the most important events.
- Use words like *first*, *next*, *a few minutes later*, *then*, and *at last*. They will help the audience know the order of events.
- Use as much expression in your voice as possible.

TIPS

- Reread *The Lost and Found* and list all the major events.
- Number the events in the order they happened.
- Use your list to organize your presentation.

3. There It Is!

Goal: Write a personal letter to ask about something you have lost.

Suppose that you saw something of yours in a picture in *The Lost and Found*. Write a friendly letter to one of the characters in the book asking about the item.

- Ask if he or she saw the item.
- Tell them how you lost it.
- Get directions for finding your way in the bin.

TIPS

- Brainstorm a story of how you lost the item.
- List questions you need answered in order to find the item.

Name _____

1. My Treasure Story

Goal: Write and illustrate a story about a family treasure.

Gather Details

Start by thinking about something that has special meaning and reminds you of family or friends. Use a cluster map to organize ideas. Write the name of the object in the middle circle. In the surrounding circles write names of people it reminds you of, celebrations that you think of, and any other memories.

Write and Draw

Pick the most important ideas from your maps to write about.

When writing:

- Tell about events in order.
- Add details that tell what people see, hear, and feel.
- Choose events to illustrate.

Share Your Story

Decide how to share your story.

You might:

- Make a book of your story and pictures.
- Tell your story to a group of classmates. Show them the pictures as you talk.
- Put your story on your class website. Let others read it.

TIPS

- Make your treasure the center of your cluster map. Connect each part of your story to the treasure.
- Don't try to write about too many different events. Choose the best ones.
- Draw pictures that help tell the story.

Name _____

2. More from the Author

Goal: To read and discuss other books by Patricia Polacco.

Each member of your group chooses one book by Patricia Polacco and reads it. Then the group will meet and discuss the books. Before you meet, plan ahead what you'll say about your book. Think about:

- How is this book like *The Keeping Quilt*? How is it different?
- What did you like or dislike about the book?
- Do you think others should read the book? Why or why not?

TIPS

- Take turns speaking.
- Prepare notes on index cards. Use them during your discussion.
- Support your ideas with details from the book.

3. What Do You Think?

Goal: Evaluate the pictures in *The Keeping Quilt*.

Look at the pictures in *The Keeping Quilt* again. Take notes of your ideas. Think about:

- What do the pictures make you feel or think about?
- What do they add to the story?
- Do you like the pictures? Why or why not?

TIPS

- First, tell what you think about the pictures as a whole. Then tell about individual pictures.
- When you give your opinion, tell why and give examples.

Write a paragraph that gives your evaluation.

Name _____

1. My Family Tradition

Goal: Write about someone who is important in your life.

Gather Details

Think of someone important to you. This person can be a relative, such as a favorite aunt, uncle, or grandparent, or just someone special to you. Describe what this person means to you, fond memories you have of him or her, and things you do together. Make notes to answer these questions:

- Why is this person important?
- What do you do together?
- Why do you enjoy being with him or her?

Write and Draw

Organize your writing. Tell why this person is special. Tell about special things you do. Tell how often you see him or her. Next, draw the two of you together.

TIPS

- Construct an outline to help organize your thoughts.
- Make notes of special times you've shared together.
- Use drawings to show what you do together.

Share Your Story

Decide how to share your writing. You could:

- Tell your classmates about this person. Show them the picture and explain what you do together.
- Tell how long you've known this person and different things you've learned from him or her.
- Make a copy of your writing. Put it in the class library.

Name _____



2. *The Eyes of the Weaver*

Goal: To identify and discuss the main ideas in *The Eyes of the Weaver*.

Reread *The Eyes of the Weaver* and complete a Main Idea chart like the one on page 147 of the Practice Book. Meet with a group of classmates. Discuss the main ideas with them. Before you meet, plan what you'll say. Use your chart and take notes on these questions:

- What does the book's title mean?
- What does Cristina learn from Grandpa?
- What other traditions does Cristina learn?
- What is special about Grandpa's life?
- Should others read this book? Why or why not?

TIPS

- Support your ideas with details from the book.
- Take turns speaking.
- Prepare notes on index cards to use in your discussions.

3. How Does It Compare?

Goal: Compare and contrast two stories.

Choose another book or story about family traditions. Compare and contrast it to *Grandma's Records*. Use a comparison/contrast chart to take notes.

Then write two or three paragraphs that compare and contrast the books.

TIPS

- Organize your writing by categories.
- Give examples to show how things are alike and different.

Name _____

1. The Adinkra Cloth Says . . .

Goal: Create your own version of an adinkra cloth and then write about it.

Your Own Symbols

Reread pages 224–226 of *The Talking Cloth*. Then decide what you want to say in your cloth using symbols and colors. The symbols you choose should be meaningful to you. Think about

- what you like to do
- your goals
- your personality
- your family

Draw and Write

Plan your adinkra cloth. Draw each symbol in a pattern on a long piece of paper. Next, write about your adinkra. Make a chart that tells what each symbol and color means to you. In your chart, draw a picture of each symbol. Explain what each symbol and color means. Tell why they are important to you.

TIPS

- Plan what symbols and colors you will use in your drawing.
- In your chart, write in complete sentences and give details to make your explanation clear.

Share Your Adinkra

Decide how you want to share your adinkra and your writing. You could:

- Display your adinkra. Point out the symbols and colors you used and tell what they mean.
- Place your chart and your adinkra on the bulletin board.

Name _____

2. Who Are the Ashanti?

Goal: Write a report about the Ashanti people.

Aunt Phoebe's adinkra cloth was made by the Ashanti people. Review *The Talking Cloth*. Read what it says about the Ashanti. Write down questions you have about the Ashanti people.

- Do research to find answers to your questions.
- Take notes as you read. Use index cards.
- Plan your report. Number the cards in the order you will tell the information. Use your cards as you write your report.

TIPS

- Specific details will make your report more interesting.
- Use a map or pictures to give information.

3. An Inch at a Time

Goal: Write about a time when you "grew an inch or two."

Aunt Phoebe says that Amber has grown "an inch or two, *inside*." She means that Amber has learned something important. Write about a time when you grew "an inch or two inside." Be sure to tell

- what you learned
- where and when you learned it
- who helped you learn it

TIPS

- Use specific details to describe what happened.
- Draw pictures to help tell the story.

Name _____

1. Cultural Traditions

Goal: Find out about a cultural tradition, craft, or art and present it to the class.

Gather Information

Choose a culture that interests you. Research that culture in an encyclopedia and other sources to find out about the traditions, crafts, and arts of that culture. Pick one that interests you. Take notes about

- how it started
- why it is made or celebrated
- who teaches or makes it
- any other important facts

TIPS

- Organize your main ideas before you begin. Number your note cards.
- Follow the cards as you plan your presentation.

Write It Down

Read through your notes. Decide what your main ideas are. Write each one at the top of an index card. Then write the supporting details for each main idea on each card.

Share Your Research

Use your notes to present your subject. Some ideas:

- If your subject is a craft or art, teach the class how to do or make it.
- Give an oral presentation to your class. Use visual aids such as posters, photographs, and hand-outs to help you.
- If your subject is a tradition, act it out for the class.
- Write a report and present it to the class.

Name _____

2. Who Are the Pueblo?

Goal: Write and give a short report about the Pueblo Indians.

The Tewa are one tribe of the Pueblo Indians. Learn more about the Pueblo. Answer these questions in your report, and think of others.

- Who are the Pueblo Indians?
- Where do they live?
- What are their traditions?

Write a one-page report. Include a map or a picture to help tell about the Pueblo.

TIPS

- Explain any unfamiliar words.
- Give at least two details for each main idea.
- Decide which information is best shown by a map or a picture.

3. Tell a Friend

Goal: Write a letter to a friend about seeing a Tewa dance.

Write a personal letter that tells about one of the Tewa dances as if you had seen it yourself. Include details from the selection and your own experience. Be sure to mention what you saw, heard, and felt.

TIPS

- Reread the descriptions of the Tewa dances in the story. Write useful details in a web.
- Use these details to write your letter and support your opinion.

Name _____

1. *Mousopolis Daily News*

Goal: Write a newspaper article on the invasion of Dogzilla.

Gather the News

The *Mousopolis Daily News* is the mouse newspaper. Imagine that you and your classmates are reporters for the paper. With a group of classmates, discuss Dogzilla's attack. Think about:

- What is Dogzilla?
- What damage did Dogzilla do?
- What did the mice do?

List topics that you want to write about. Divide them up. Every student will have a story to report. Use facts from *Dogzilla* to make up what the citizens of Mousopolis might think or say. Then write your article.

TIPS

- Come up with an exciting headline and an interesting opening sentence.
- Put all quotations in quotation marks. Tell who said the words each time.

Create the Newspaper

Work on your own, and make a newspaper page. Use a large piece of paper. Write a headline on your page. Decide what pictures you will include. Leave space on the page for them. Copy your story onto the page. Draw your pictures and captions in the blank spaces.

Read All About It!

Compile each of your pages into one paper. Invite your classmates to read your paper.

Name _____

2. Pupzilla

Goal: Write a sequel to *Dogzilla*.

What happens after the puppies appear in the volcano at the end of *Dogzilla*? Write a sequel to the story telling what happens next.

- Think about both real and fantastic events that could happen in your sequel.
- Plan your sequel using a fantasy and realism chart like the one on page 196 of the Practice Book.
- Use the puppies as your main characters.

TIPS

- Use details to describe the characters and setting.
- Tell about events in the order they happen.
- Use dialogue to bring the story alive.
- Write an ending that wraps up the story.

3. Volcano!

Goal: Write a report on a volcano that erupted in the United States.

Work with a partner to learn about Mount St. Helens. Research these questions:

- Where is Mount St. Helens?
When has it erupted?
- How did the mountain and the land around it change when the volcano last erupted?

Write a report. Share what you learn with your class.

TIPS

- State the topic clearly in your opening sentence.
- Begin each paragraph with a main idea. Add supporting details.
- Include pictures, diagrams, and time lines.

Name _____

1. A Long Time Ago

Goal: Write a folktale set in a real place.

Plan Your Folktale

Look for ideas for the subject of your folktale in your community and in places around you. Think about

- natural settings like caves, streams, and mountains
- old statues, buildings, and tunnels

Imagine how these places might have been created. Think of stories that might have happened in these places. Write down a few ideas for some folktales.

Write and Draw

Use a story map to list the characters, describe the setting, and write the main plot events. Put them in the order they happen.

Now, write your folktale. Use your story map as your guide. Illustrate the most important scenes.

Share Your Folktale

Decide how you will share your folktale with your classmates. You might:

- Tell your folktale to your classmates. Show your pictures as you tell the story.
- Put your folktale on your class computer or school website.
- Include your story in a class collection of folktales.

TIPS

- Think up a difficult problem, then let your characters solve it.
- Present events in the order they happen.

Name _____

Theme
Paperback

2. *Charlotte's Web*

Goal: Write and follow directions.

Imagine that Charlotte's children don't know how to spell. With some classmates, choose a word to write for Wilbur. The word should have the same number of letters as there are members in your group. Write each letter on a slip of paper. Fold the papers. Each person takes a letter.

On your own, write step-by-step directions telling the spiders how to form your letter. When you finish, exchange directions with a classmate from your group. Follow the directions and write the letter. When everyone is done, put your letters together. Were your directions clear?

TIPS

- Number each step.
- Use signal words.
- Give precise directions.

3. *What a Day!*

Goal: Write a journal entry for a soldier.

Captain Minckion's soldiers have a very bad day. That night one of the soldiers writes a journal entry about the events of the day. Write the journal entry from his point of view. Think about

- the powerful army and its many victories
- the huge, sad boy and the people back in his town
- how the soldiers felt as they marched away

TIPS

- Use the words *I* and *we*.
- Include descriptions and explanations of important events.

Name _____

1. A Dragon of Your Own

Goal: Write a story about raising your own dragon.

Plan Your Dragon Tale

Imagine that you find a dragon egg. Now you must figure out how to raise the dragon.

- Reread *Raising Dragons* and look at the pictures for more details and ideas.
- Use a story map to develop a beginning, middle, and end of your story.

Write and Draw

Write the story of raising your dragon. Tell the events in the order that they happen. Describe the setting using sensory details. Present a problem that gets solved. Include dialogue between your characters. Draw two or three pictures that would help tell the story.

Share Your Dragon Story

Share your story with others. Use one of these ideas:

- Make the pictures and story into a book. Put the pages together. Make a cover with a picture of you and your dragon. Staple it together. Let your classmates read it.
- Tell your story to a group of classmates. Pass around your pictures as you tell the tale.

TIPS

- Create a plot that has an interesting problem or situation.
- Stick to the main events in your story.
- Use details that help the reader see and hear what is happening.

Name _____

2. When Dragons Grow Up

Goal: Draw conclusions about what to do after raising a dragon.

When and why should a dragon leave the farm? Look in the story for details to help you draw conclusions. Use a conclusions chart like the one on Practice Book page 231. Come up with at least three conclusions. Write your conclusions about raising dragons in a paragraph.

TIPS

- Take notes as you read the end of the story.
- Be sure to present all of your conclusions in your paragraph.

3. News at Six

Goal: Write a news report for a television station.

Imagine you are a reporter. Work with a partner to write a news report about Hank and the girl. Include an interview with questions and answers. Think about

- what it's like to live with a dragon
- what Hank thinks of the human world
- what their plans are

Share your news report with your class. One of you will be the reporter. The other will be the character who is interviewed. Act out the interview.

TIPS

- Be sure to answer the questions *Who? What? When? Where? Why?* and *How?*
- Present only the facts, except in the interview. The people being interviewed can give opinions.

Name _____

1. As Fritz Sees It

Goal: Write the story from Fritz's point of view.

Plan Your Story

Tell the story from Fritz's point of view. Explain what happened after he escaped from Alan.

Brainstorm ideas for your story. Take notes about these questions:

- Did Gasazi capture Fritz?
- Did they really turn Fritz into a duck? If not, where was Fritz and what was he doing?

Organize your story using a story map.

TIPS

- Imagine the problem that Fritz had to solve while Alan was looking for him.
- Tell the events in the order that Fritz experienced them.

Write Your Story

Write Fritz's story. Some parts of the story won't change much. Other parts might be very different. Use your story map as a guide. Think about Fritz. What kind of dog is he? How would he tell the story? Add details that help the reader see and hear what is happening. Draw illustrations to help bring your story to life.

Share Your Story

Share your story with others. You could:

- Read your story to a group of classmates.
- Pass around your pictures while you tell your story to a group of classmates.

Name _____

2. Book Review

Goal: Write a book review.

When you review a book you tell about the characters, setting, and plot. You also tell what you like about it. Write a review of *The Garden of Abdul Gasazi*. Include answers to these questions:

- What do you like about the story?
- Did the story keep you interested? Why or why not?
- Do you think others should read the story? Why?

Share your review with a group. Discuss each other's opinions.

TIPS

- Make sure your opinions are separate from the facts of the story.
- Give details from the story to support your opinions.

3. Gardens Galore!

Goal: Write about gardens.

There are many kinds of gardens. Write about two or three different kinds of gardens. Think about:

- Why are there different kinds of gardens?
- What is the purpose of each kind of garden?
- Where can you find each of these kinds of gardens?

Add your own questions. Research the questions. Write a report. Draw pictures to help explain the different kinds of gardens.

TIPS

- Think about gardens you have visited or seen. How were they alike and different?
- Look for answers to your questions in different sources.

Name _____

1. Animal Habitat Mural

Goal: Create and present a mural that shows animals in their habitats.

Gather Information

Working in a small group, brainstorm a list of animals. Have each member of your group look up an animal in an encyclopedia or books on animals. Find out about your animal's habitat. Answer these questions:

- What does the habitat look like?
- What is the animal's home?
- What does the animal eat?

Make notes about your animal and its habitat on index cards.

Draw Your Mural

Plan out your mural panel.

- Draw a sketch of what you want to include in your panel.
- Use the sketches to decide the order of your panels.
- Draw and color your panel on a large sheet of butcher paper.
- Label the animals and plants in your habitat.

Present Your Mural

Hang your mural on the board with tape and present it to the class. Each member of the group should present his or her panel.

TIPS

- Be sure to make a sketch of your panel before you draw.
- Present your mural in the order it is drawn.

Name _____

2. Animals Around Us

Goal: Write a description of a wild animal that you see every day.

What wild animals do you see all the time? Choose one kind of animal and write a description of it. Tell what facts you know about it. Use an encyclopedia to learn more about it. Give your opinion of it. Be sure to

- tell where you see the animal
- describe what it looks like
- tell what you know about how it lives

TIPS

- Select an animal that you find interesting.
- Be specific. Tell what the animal looks and sounds like. Describe its behavior.

3. Dear Halla

Goal: Write a letter to Halla. Tell her about something important you do with your friends every year.

Halla looks forward to the nights of the pufflings. She and her friends stay up late to help the young birds. Write a letter to Halla and tell her about something that you do with your friends. Tell her what you do, when you do it, why you do it, and what you like about it.

TIPS

- List details about your activity. Number them in the order you want to tell about them.
- Write a friendly letter. Use the words *I* and *we*.

Name _____

1. Two Kinds of Seals

Goal: Compare and contrast two kinds of seals.

Gather Information

Did you know there are many kinds of seals? Do research and learn about some of these seals. Pick two kinds of seals to compare and contrast. Think about

- what they look like
- where they live
- how they live

Take Notes

Take notes as you read. Write each main idea at the top of an index card. Write details that tell more about each main idea on each card.

TIPS

- Include only facts about your topic.
- Use illustrations to show the different kinds of seals. Use maps to show where they live.

Compare and Contrast

Use a Venn diagram.

- Label each circle with the names of the two kinds of seals.
- Fill in the center circle with phrases that tell how the seals are alike. Fill in each side circle with phrases that tell how the seals are different.
- Give an oral report to a group of classmates to tell about the seals you picked. Use illustrations and a map to give more information.

Name _____

2. Surfing

Goal: Write and illustrate a report on surfing.

What do you know about surfing?
Think about these questions:

- How and where do people surf?
- What skills are needed for surfing?

Research surfing in an encyclopedia. Then organize your information and write a paragraph. Use pictures to help tell about surfing. Write captions for each picture. Put your work on the classroom bulletin board.

TIPS

- Be sure to include a clear topic sentence.
- Think about someone who knows nothing about surfing. What details would he or she need to know to understand it?

Theme
Paperback

3. *In Good Hands*

Goal: Have a discussion about how people can help animals and plants.

Hannah works hard at the raptor center to save birds. Do you think it is important to save an orphaned owl? Look for information in *In Good Hands* and in other books as well. Think about why it might be important to help things in nature. Then get together with three classmates. Talk about and give reasons for your opinion. Discuss some ways people can help animals and plants.

TIPS

- Think about what you've learned from reading about this topic.
- Listen carefully to your classmates' opinions.

Name _____

1. Nowhere to Go

Goal: Decide what people can do to help animals who are losing their habitats.

Gather Information

Animals are losing their homes. What can people do to help? Use books, magazines, and encyclopedias to do research. Look for facts about

- how animal habitats are changing
- what kinds of animals are losing their homes
- what people are doing to help

TIPS

- Express your opinion clearly.
- Give reasons for your solution.
- Support your reasons with facts.

Think About the Problem

Make a problem-solving chart like the one below. List as many possible solutions as you can. List the pros and cons of each solution. Select the best idea.

Problem: How to help animals who are losing their habitats.		
Solutions: 1. 2. 3.	Pros:	Cons:
Which solution is best and why?		

Share Your Information

Share what you've learned. You might write an opinion essay to read to the class, or make a pamphlet that states the problem and solution to hang on a classroom bulletin board.

Name _____

2. In My Opinion . . .

Goal: Read about a problem and make a judgment about the solution.

Read a magazine article or a book about an animal habitat or the environment. Make sure it states a problem and offers a solution. Think about the opinions, reasons, and facts given. Make a decision chart similar to the one on Practice Book page 39 to help you weigh the ideas. Decide if you think the solution is the best one. Then write an essay stating whether you agree or disagree, and why. If you disagree, tell what you think should be done.

TIPS

- State your opinion in the opening.
- Give reasons and facts to support your opinion.
- Sum up your reasons and opinion in your closing.



3. *Two Days In May*

Goal: Write the story from the point of view of one of the deer.

Imagine what it might have been like for the deer in *Two Days in May*. Think about these points:

- The deer were hungry and far from home.
- They were in a strange place filled with humans, buildings, and cars.

Now rewrite the story. Tell it from the point of view of one of the deer.

TIPS

- Write a beginning that makes your audience curious.
- Include details that tell what the deer saw, heard, and felt.

Name _____

1. A Story About Squanto

Goal: Write historical fiction that tells about an important visitor to the Pilgrims' settlement.

Gather Information

Use an encyclopedia or another reference source to learn more about Squanto. Take notes.

Write Your Story

Choose one time in Squanto's life to tell about. Build your story around that event. Use a story map to organize your ideas.

- Describe the setting.
- Develop your plot. Begin with a real problem that Squanto faced. Add events that tell how he tried to solve the problem.
- Add realistic details. Tell what the characters think and feel.

Put it together and write your story.

Share Your Historical Fiction

Decide how you want to share your story. You might:

- Create an illustrated book.
- Read or tell your story aloud to a group of classmates.
- Post your story on the classroom computer.

TIPS

- Stick to the facts from your research.
- Use real people from that time as characters, if possible.

Name _____

2. Our First Conversation

Goal: Write a dialogue between a Pilgrim and an Indian.

In *Across the Wide Dark Sea*, you read that in March, an Indian walked into the Pilgrims' settlement and said, "Welcome." What do you think the Pilgrims said in response? What do you imagine their first conversation was like? Use details from the story and what you know to make inferences about what they might have talked about. Write dialogue. Then read it aloud with a partner.

TIPS

- Think about what the Pilgrims had already experienced.
- Think about why the Indian might have visited the Pilgrims.

3. Journey in Time

Goal: Write a story about a journey back to the time of the Pilgrims.

You can't actually go back in time. But you can travel in your mind and visit other times and places.

Take a trip in your mind to the time of the *Mayflower*. Write about your journey and what you find in the Pilgrims' new home. Reread pages 170–177 of *Across the Wide Dark Sea*. Write about your visit.

TIPS

- Think about what the Pilgrims might have heard and seen.
- Take notes as you read.

Name _____

1. Travel Guide

Goal: Write a travel guide for Korea.

Gather Information

Look back at *Yunmi and Halmoni's Trip*. Make a list of the places they visit. Look in an encyclopedia, Atlas, or on the Internet to find more places you would like to see. Use a K-W-L chart to take notes as you read. Think about

- cities
- museums, monuments, and other buildings
- mountains, rivers, and other natural places

Write Your Travel Guide

Pick the most interesting places to include in your travel guide. Don't try to include everything. How will you organize your writing? As you write, use the following:

- headings and subheadings
- pictures and maps
- captions

Share Your Travel Guide

Decide how to publish your travel guide. You could:

- Make a brochure. Fold sheets of paper in half like a book. Put your information on the inside. Draw a picture and title for the cover.
- Create a bulletin board display.
- Make a poster. Hang it on the wall.

TIPS

- Think about your audience. Be sure to give them enough information.
- Give specific details.

Name _____

2. Will You Visit?

Goal: Write a story about Yunmi and her cousins.

At the end of the story, Yunmi wants to invite her cousins, Sunhi and Jinhi, to visit her in New York. Think about these questions:

- What will they say?
- What will it be like for Yunmi to say goodbye before she leaves?

Predict the outcome using clues from the story. Write a story that tells what happens after the end of the selection.

TIPS

- Think about Yunmi's friendship with her cousins.
- Think about what Halmoni tells Yunmi at the end.

Theme
Paperback

3. *Balto and the Great Race*

Goal: Compare and contrast *Balto and the Great Race* with another animal story.

How does *Balto and the Great Race* compare to another book about animals that you have read? Organize your ideas and opinions. Then write a comparison of the two books. For each book think about these questions:

- Who is telling the story?
- Is it a true story or fiction?
- What makes the story interesting?

TIPS

- Use a Venn diagram or comparison/contrast chart to organize your ideas.
- Give examples to support your opinions.
- Give details when you make comparisons.

Name _____

1. The Arctic and Antarctica

Goal: Compare and contrast the Arctic with Antarctica.

Find the Facts

Many people get Antarctica confused with the Arctic.

- Use a Venn diagram. Label one circle *Antarctica*, the other *Arctic*, and the overlapping area *Both*.
- Fill in facts that you already know about Antarctica from reading *Trapped by the Ice!*
- Use an encyclopedia to find facts about the Arctic. What lives there? What are the summer and winter temperatures?
- Fill in any facts that apply to both regions.

TIPS

- Focus on *comparing* and *contrasting*.
- Organize your information so it is easy to read. Use headings, titles, captions, and labels.

Compare the Facts

Read the information in your diagram. What else would you like to find out? Use an encyclopedia to find other information for both the Arctic and Antarctica, such as any explorers who have visited the regions.

Share What You Know

Decide how to present your information. You could:

- Write a report.
- Make a “picture essay.” Draw several pictures and write captions to show what you have learned.
- Give an oral presentation to the class.

Name _____

2. What's in a Name?

Goal: Write an opinion paragraph about the name of Shackleton's ship.

Was *Endurance* a good name for Shackleton's ship? Write an opinion paragraph to answer this question. Be sure to

- explain the meaning of the word *endurance*
- give your opinion and reasons for your opinion
- include details from the story that explain your reasons

TIPS

- Include a definition of the word *endurance* in your paragraph.
- Think about story events, characters, and actions.

3. A Crew Member's Letter

Goal: Write a personal letter as if you were a crew member on *Endurance*.

The crew of *Endurance* depended on Shackleton's leadership to survive. Write a personal letter that describes Shackleton. Think about Shackleton's

- actions
- decisions
- judgment
- concern for the crew

TIPS

- First brainstorm a list of ideas about Shackleton's character. Then find story details to support your ideas.
- Use the five parts of a letter: heading, greeting, body, closing, and signature.

Name _____

1. Smart Comic Strip Solutions

Goal: Create a comic strip that shows a smart solution to an everyday problem.

Choose a Problem and Plan a Solution

- Work with a partner. Brainstorm a list of everyday problems. Choose a problem to solve.
- Figure out an unusual, clever solution. Don't look for easy solutions. Use the picture on page 296 to get you started.
- List the steps in your solution. It should have at least five steps. Make a cause-effect chart. Draw or write the steps in each box. Add as many boxes as you need.

Create Your Comic Strip

Now draw your comic strip solution. Be sure to

- show all the steps
- make the problem and solution clear in your pictures
- use labels, arrows, letters, or numbers to help the reader understand what happens
- at the bottom of your comic strip write explanations

TIPS

- Invent a complicated solution to an easy problem.
- Show how each step is connected.

Share Your Comic Strip

Choose one of the following ways to share your comic strip:

- Make a poster. Show all the steps in a single picture.
- Make a long comic strip. Show the steps in a row of boxes.
- Make a comic book. Show one step on each page.

Name _____

2. Problems, Problems, Problems

Goal: Write your opinion of what the characters did to solve a problem.

Read another book, such as *Three Days on a River in a Red Canoe* or *How the Stars Fell into the Sky*. Choose an important problem the characters faced. Fill in a problem-solution chart like the one on page 168 of the Practice Book to help you. Then write a short opinion essay. Tell whether you think the characters make the right decision. Explain why. If you disagree with their solution, tell why and provide another one.

TIPS

- Think of your own solutions.
- Look at the problem from the characters' point of view.

3. In My Opinion

Goal: Write a pretend letter to Pepita, giving a solution to her problem from the point of view of another character in the story.

- Pick a character from the story that isn't Pepita.
- Review *Pepita Talks Twice*. Look for clues in the story that tell how the character would solve Pepita's problem.
- Write a letter from that character to Pepita, suggesting a solution and explaining why it makes sense.

TIPS

- Look for clues about what the character thinks Pepita should or shouldn't do.
- What would that character say to Pepita? How would he or she say it?

Name _____

1. It Was So Funny . . .

Goal: Write a story about a funny personal experience.

Plan Your Funny Story

Think of a time when you saw or experienced something really funny. Then gather details. Take notes as you think about

- what happened
- where and when it happened
- who was there

Then make a story map. Fill in the details telling what you saw, heard, and felt.

Write Your Story

Your story should have a beginning, a middle, and an end. When you write

- introduce your characters at the beginning of the story
- tell events in the order they happened
- write an ending that wraps up the story
- include dialogue to define the characters and move the action along
- include all the humorous elements in your plot

Share Your Story

Share your story with your classmates. Use one of these ideas.

- Post your story on your class computer or school website.
- Make your story into a book by adding drawings.
- Practice telling your story aloud. Then tell it to the class.

TIPS

- Tell your story from your point of view.
- Use specific details.
- Use exaggeration to add humor.

Name _____

2. Grandma Tiny Speaks

Goal: Write Grandma Tiny's version of *Poppa's New Pants*.

Learn more about Grandma Tiny by making inferences and drawing conclusions. Reread the story. Look carefully at what she says and does. Now tell the story from her point of view. Write the story as though Grandma Tiny were telling it to a friend.

TIPS

- Make a character web of Grandma Tiny.
- Look at the pictures. What do they tell you about Grandma Tiny?
- Think about her feelings toward George and Poppa.



3. *Stealing Home*

Goal: Write a short essay comparing two authors' viewpoints.

You've read *Poppa's New Pants* and *Stealing Home*. Both end with smart solutions. How do these two authors feel about dealing with problems? Draw conclusions. Look at

- how the author describes characters and events
- what their characters do when they face problems
- what the authors say about unexpected problems and solutions

Write a short essay comparing the two authors' viewpoints.

TIPS

- Ask the same questions of each story.
- Support your opinion with examples and details from the stories.
- Include a conclusion that summarizes the important points.

Name _____

1. Another Sunday

Goal: Write a story about another Sunday when the Quimbys meet the old man again.

Plan Your Story

Write a story about another time the Quimbys meet the old man. Think about what might happen.

- Where might the Quimbys meet the old man again?
- What do you think they would say or ask each other?
- How would they feel?

Come up with several possible answers to each question. Based on the story, which of your answers are most possible?

Write Your Story

Before you begin writing, complete a story map. Use the map to guide you as you write. Describe the setting and characters. Decide on a problem and how the characters will solve it. Decide on the order of the major events in your story. Now write your story.

Share Your Story

Decide how you want to share your story. You could:

- Read your story aloud to a group of classmates.
- Publish your story on your class computer or website.
- Make a collection of classroom stories. Put all your stories together. Make a cover.

TIPS

- Use dialogue.
- Include details that show what your characters see, hear, and feel.
- Make sure your characters act and talk the way they did in the original story.

Name _____

2. Beverly Cleary's Books

Goal: Make generalizations about other Beverly Cleary books.

Begin by choosing another book by Beverly Cleary. Read it on your own. Take notes as you read. Think about what it has in common with *Ramona Quimby, Age 8*. Think about setting, characters, problems, and solutions.

Now meet with a group of classmates. Take turns telling about the book you have read and making generalizations about books by Beverly Cleary. Work together as a group to fill out a generalizations chart about her books.

TIPS

- Think about what elements are in both books.
- Think about the problems the characters face. How are they the same?

3. Book Review

Goal: Write a book review.

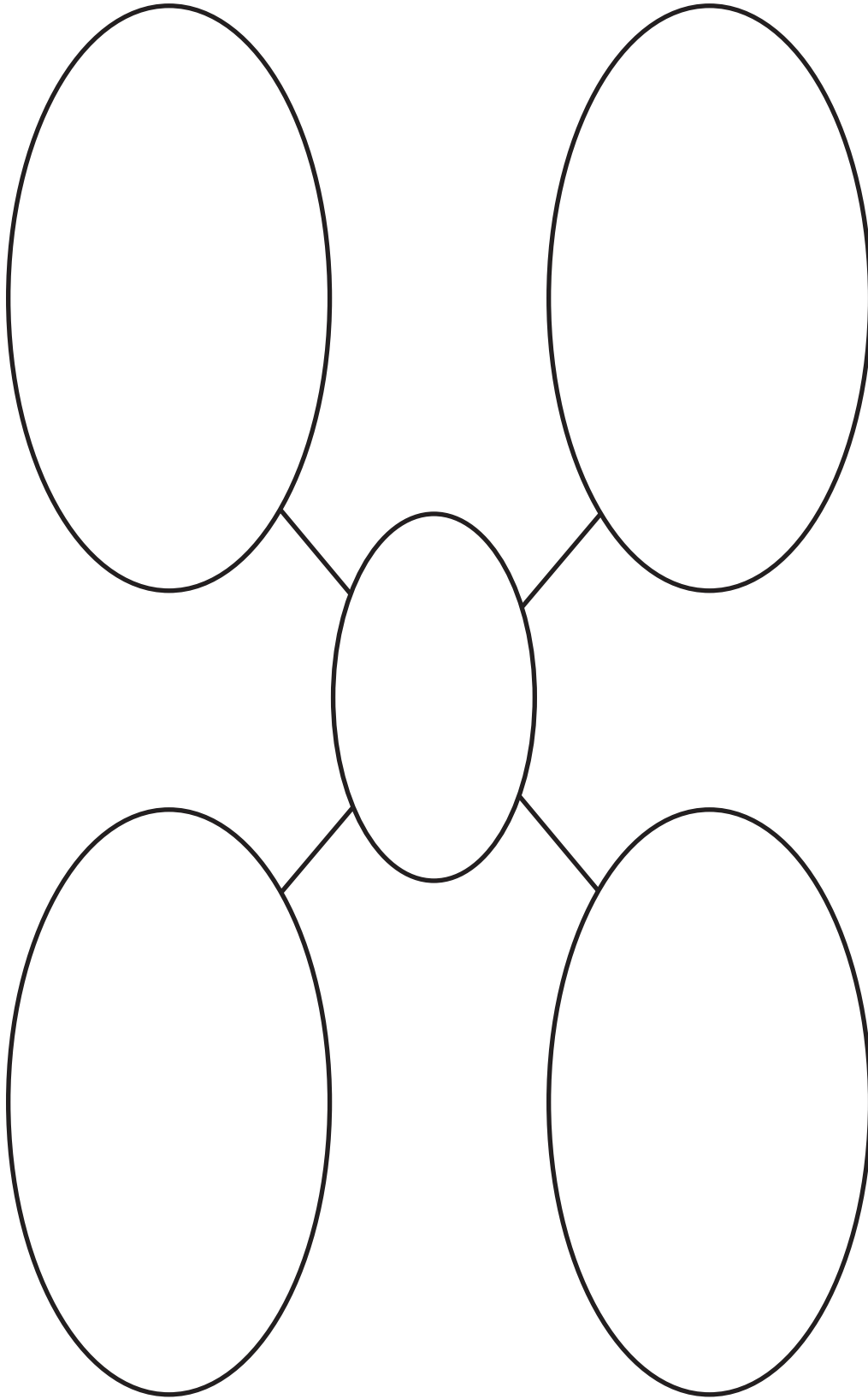
Did you like *Ramona Quimby, Age 8*? Write a book review and give your opinion. Think about:

- What did you think of the characters?
- Did the plot keep you interested? Why?
- What did you think of the pictures?
- Do you think other students would enjoy the book? Why or why not?

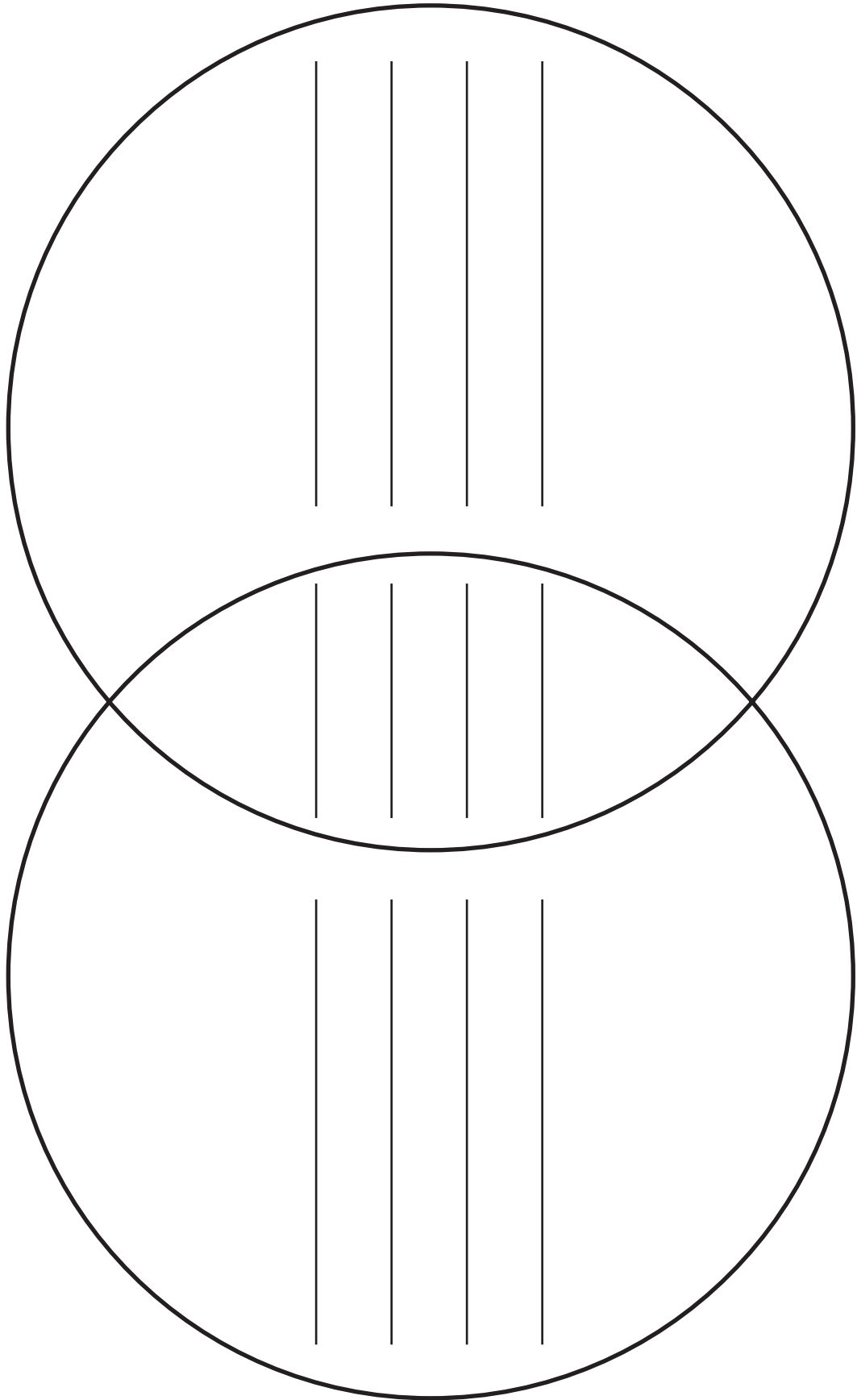
TIPS

- Make a list of what you did and didn't like about the book.
- Give reasons and details from the book to support your opinions.

Web



Venn Diagram



Story Map

Title: _____	
Characters	Setting
Plot	
Problem	
What Happens	
Ending	

K-W-L Chart

What I <u>K</u> now	What I <u>W</u> ant to Learn	What I <u>L</u> earned

Main Idea Chart

Topic: _____

Pages _____	Main Idea: _____

Details:	
1. _____	
2. _____	

Pages _____	Main Idea: _____

Details:	
1. _____	
2. _____	

Pages _____	Main Idea: _____

Details:	
1. _____	
2. _____	

Problem/Solution Chart

Problem: _____

Possible Solutions	Pros (+) and Cons (—)
1. _____ _____ _____ _____	(+) _____ _____ (-) _____ _____
2. _____ _____ _____ _____	(+) _____ _____ (-) _____ _____
3. _____ _____ _____ _____	(+) _____ _____ (-) _____ _____
4. _____ _____ _____ _____	(+) _____ _____ (-) _____ _____

Compare and Contrast Chart

Topic 1: _____	Topic 2: _____

Conclusions Chart

Story Details		Story Details		Conclusion
page _____ _____ _____	+	page _____ _____ _____	=	_____ _____ _____
page _____ _____ _____	+	page _____ _____ _____	=	_____ _____ _____
page _____ _____ _____	+	page _____ _____ _____	=	_____ _____ _____
page _____ _____ _____	+	page _____ _____ _____	=	_____ _____ _____

Generalizations Chart

In general, what statement can you make about

_____ ?
