Blackline Masters for Grade 4

Activity Masters
Graphic Organizer Masters
1. **Tell Me Your Journey**

**Goal:** Interview someone you know about a journey he or she has taken. Retell or present the journey to classmates.

**Think About a Journey**

Think about someone you know who has taken a journey or trip. It could be a parent, relative, friend, teacher, or someone in your community.

- Write down what you already know about the person’s journey.
- Write down what you want to know about the journey.

**Questions for the Interview**

Read the information you wrote. Do the facts fit together well or is something missing?

- When, where, and why did you go on the journey?
- What did you see during the journey?
- Why was the journey important to you?

**Sharing the Story**

Choose a format for retelling the journey. For example:

- Write and illustrate a booklet; write a newspaper article or a long poem.
- Create a map or time line, with captions.
- Make a display center with objects from the journey.

**TIPS**

- Think about your format before your interview. For a time line, ask about dates.
- Ask about details of the journey and how the person you are interviewing felt. Use direct quotations.
2. A New Point of View

Goal: Retell a story scene from a new point of view.

Change the narration in Akiak. Choose a scene from the story and write it from the point of view of one of the other characters. For example:

- Mick or another musher
- Akiak or another dog
- the man who let Akiak out the back door

3. Follow That Story!

Goal: Read two news stories and compare them in writing.

Find two news stories on the same topic. Write a short paper that compares how reporters describe the events and how they use quotations in each. Tell which news story you like best and explain why.

TIPS

- Think about details that bring a story to life. What would the character see, hear, and remember?
- Think about the character’s feelings in that scene. How would those feelings affect the way he or she tells the story?

TIPS

- Look for facts about the topic used in both stories to help you make comparisons.
- Make a list of people quoted in each story and what they said.
- Jot down details that support your choice for best story.
1. Story Circle

**Goal:** Learn a story from another country or culture and share it with the class.

**Find a Common Theme**

Find examples of stories from different cultures that share a theme or subject, such as bravery, overcoming problems, or wisdom.

- In a small group, discuss how the stories are alike and different.
- Each member of the group will then choose a story to share.
- Read and reread the story until you know it very well.
- List ways to present your story, such as reading it aloud, presenting it as a play, or using puppets.

**Plan the Retelling**

Meet with your story circle.

- Based on how much class time your story circle will have, decide how many minutes each member will have to share his or her story.
- Discuss the presentations the group is planning and decide on their order.

**Share What You Know**

Invite your classmates to hear your stories.

- Create a program naming the story presenters and their stories.
- Form a circle and tell your stories in order.

**TIPS**

- If your original story is long, choose an important part to read word for word. Summarize the rest.
- Rehearse your presentation in front of a mirror and/or with someone who can give you helpful comments.
- Have fun telling the story.
2. Personal Poetry

**Goal:** Create poetry from Grandfather’s point of view.

Write a poem from Grandfather’s point of view that reveals his feelings about his two homes. Find a line from the story that describes how Grandfather felt. Change it to read the way Grandfather might have written it. Add other lines to create a poem that expresses Grandfather’s feelings. Copy your final draft onto drawing paper and illustrate it.

**TIPS**
- Refer to things the author says Grandfather did, felt, and said.
- Use words that show Grandfather’s thoughts and feelings.

3. Over the Top of the World

**Goal:** Make a list of important information a traveler to the Arctic should know about the region.

Select ten points of information from *Over the Top of the World* that you think are necessary for an explorer’s safety. Use resources to define any terms that might be unfamiliar, such as *windchill* and *pressure ridges*. Arrange the information in a numbered list, in order of importance.

**TIPS**
- For each point, make clear why the information is important.
- Explain how explorers might use the information to stay safe.
1. Extra! Extra!

**Goal:** Recreate the front page of a local paper as it might have appeared on April 16, 1912, the day after the sinking of the Titanic.

**Find the Facts**

On April 16, 1912, newspapers around the world were full of the news of the sinking of the “unsinkable” Titanic.

- Find a current local or national newspaper to use as a model for your front page.
- Look for sources about the sinking, and make notes of the important details.
- Act as if you were the editor. Decide on a name for your newspaper, how many stories you would include, and how many photographs or illustrations would be on the front page.

**Writing the Stories**

Plan your front page. Each story should have an attention-grabbing headline and at least two supporting paragraphs. Then write one of the stories. Think about the focus of this story and how many details should be included.

**Share What You Know**

- Paste your story, illustrations, and photographs, on a large sheet of paper that will be your front page.
- Display your front page on the bulletin board along with other classmates’ front pages.

**TIPS**

- Think about your audience; your story should keep your readers’ attention.
- Write your story in short, informative sentences to deliver important information quickly.
2. To Preserve or Not to Preserve?

**Goal:** Write a persuasive essay about whether the *Titanic* should be left undisturbed as a monument or not.

- Support your opinion with strong reasons that appeal to your audience.
- Support your reasons with facts and examples.
- Answer any objections you think your audience might have.
- Order your reasons from least to most important.
- Use positive, confident language.
- End by summing up your reasons and repeating your opinion.

3. Diorama

**Goal:** Create a diorama of what Robert Ballard and his crew found two and one-half miles down on the bottom of the Atlantic Ocean.

Reread *Finding the Titanic* and make notes about what Robert Ballard found. Think about

- what materials you might work with
- whether to use models, pictures, or realistic materials
- how large to make your diorama
- what kind of explanatory material, if any, to include

**TIPS**

- Use graph paper to plan your diorama.
- Refer to reference sources for photographs and background data.

**TIPS**

- Draft your essay with a strong introduction.
- Use details to explain each reason.
1. A Sense-ible Source Book

**Goal:** Create a source book of the senses.

**Brainstorm Topics**

First, freely list sense words that come to mind. Include
- images and textures
- words, synonyms, definitions
- examples from magazines, books, television, and other sources

Jot down any other words that come to mind. Then organize your words into categories representing the five senses.

**Create the Pages**

Using your categorized word lists, make a table of contents for your book.
- Write the sense category, for example, *Sight*, and any words you brainstormed for that category.
- Create a book page for each sense word.
- Include a picture to represent each word.

**Put Your Book Together**

Assemble your pages in a book or loose-leaf binder.
- Place your table of contents in the front. Arrange your pages in the order of the table of contents.
- Create an interesting cover that relates to the subject.

**TIPS**

- Be sure that your words are categorized under the right sense.
- Include many descriptive words and images.
2. The First Time I Ever . . .

**Goal:** Write an essay about the first time you ever did something, using important details to make the description interesting and believable.

Think about the first time you ever did something, such as ride a bike, go to school, or play a sport. Include the following in your writing:

- a description of the situation leading up to the event, during it, and afterward
- the physical and emotional feelings that you experienced
- how the experience helped with later challenges

**TIPS**
- To get started, list important details.
- Use details and words that capture both your actions and feelings.

3. Seeing Out Loud

**Goal:** Describe your favorite place so that a classmate can draw a picture of it.

Think about your favorite place. Describe it to a classmate with descriptive words.

- Give the drawer some idea of how much space he or she will need.
- Mention which things are close, which are farther away.
- Compare colors and textures to familiar objects and sights. Finally, talk about the drawing.

**TIPS**
- Take a moment to get a good picture in your mind of your place.
- Describe only the most important elements of your place.
- Do not look at the drawing until it is completely done.
1. The Library, Live!

**Goal:** Create interest in a favorite library book by giving a dramatic presentation based on it.

**Choose Your Inspiration**
When you finish a book you really enjoy, do you tell others about it? Do you wish there were more of it?

- Jot down the names of three library books you have enjoyed, and list things that appealed to you.
- Choose one book to present to your classmates.

**Choose Your Scene**
Look through the book to

- find passages that show the qualities you like most
- choose a passage that is simple enough to act out
- think how to adapt the passage

You may decide on a monologue, a retelling from one point of view.

**Show What You Know**
Think about how you can present your passage so that it appeals to your audience. Choose one of these ideas or an idea of your own.

- Make stick puppets of a major character or characters to hold up as you act out part of the story.
- Dress up as one character in a simple costume.
2. Meet the Librarian

**Goal:** Interview your school librarian and report to your class.

Do you know your librarian?
- Set up a time to meet with the school librarian.
- Prepare interview questions ahead of time, such as *Why did you become a librarian?*
- Summarize the information in a newspaper profile to share with the class.

**TIPS**
- Take good notes or tape record your interview. Ask the librarian to repeat answers if needed.
- In your article, use summaries and direct quotations.

3. From Seedling to Harvest

**Goal:** Show the sequence of events in the life cycle of a crop—from planting to harvest—and tell its story.

Choose a major crop of Texas or Iowa. Research that crop to find
- how it is planted
- how long it takes to grow
- how it is picked or processed

Present the information as if you were telling a story. Use time words to signal events, such as *in the spring.* To help others understand the life cycle, draw a diagram to go with your story.

**TIPS**
- Use reference sources.
- Include special details that apply to Iowa or Texas, such as climate, soil, or rainfall.
- Describe what people and machinery do.
1. Road Games

**Goal:** Publish a book of family games to play on a trip.

**Collecting**

There are many games that people have invented over the years to make traveling more fun. You can collect your favorites into a book.

- Ask family members and friends for suggestions of games that help pass the time on a long trip.
- Add games or puzzles that you’ve enjoyed.
- Make notes about each game and how to play it.

**Sorting Out**

List the kinds of games you want in your book such as games that

- are for all ages
- aren’t too noisy
- don’t need any special equipment
- might be for only one player

Choose at least ten games that match your list.

**Show What You Know**

Turn your list into a book. You may want to use a computer to type the pages and make the pictures. Decide how to publish your information.
2. In Search of the Grand Canyon

**Goal:** Write a report that John Wesley Powell might have written about his journey in *In Search of the Grand Canyon.*

The book *In Search of the Grand Canyon* tells of a thrilling and sometimes dangerous trip. Choose two moments when Powell and his companions saw unfamiliar things and gave them new names. Write a report about those moments.

- Explain where Powell and his companions were and show it on a map of the Grand Canyon.
- Describe, in your own words, what happened.
- Tell what the new names were and why the men chose them.

3. A Quality Character

**Goal:** Write a character sketch of a person whom you admire.

**TIPS**
- Present the facts in order.
- Include descriptive words and phrases.

- Choose a person. If necessary, research that person’s life.
- Write a short character sketch of that person.

Make an inference chart that shows

- the events or facts you describe in your sketch
- references to similar events or facts from your life
- the inferences you made based on the person’s qualities
1. Story Hat

**Goal:** Become a storyteller and make a hat that gives story choices.

**Find the Stories**

Imagine that you are a traveling storyteller with a hat that shows the stories you can tell. The stories have the same theme—a person leaves home and finds or does something special. You will need to

- look for stories from different cultures
- find at least three stories based on this theme
- learn the stories by heart

**Make the Hat**

When you have chosen your stories and know them well enough to retell them, make the hat that names the stories.

- Find any kind of hat, for example, a baseball cap or a rain hat.
- Write the titles of the stories on self-stick notes and attach them to the hat.
- Add story-related decorations to your hat.

**Share What You Know**

Drop your hat and ask a classmate to pick out a story for everyone to hear. Or, visit a reading circle or another class.
2. What’s the Reason?

**Goal:** Make generalizations about why people wear hats.

At times in our country’s history more people wore hats. Still, some people do wear hats. Why?

- Brainstorm a list of people at work or at play who wear hats.
- Identify the reason that person wears a hat.
- Sort your list into groups. Use your groups to write three generalizations about why people wear hats today.

**TIPS**
- Use a reference source, if necessary, to fill out your list.
- Make a chart that shows the sorting on which you based your generalization.

3. Song of the West

**Goal:** Using a traditional tune, write your own lyrics to a song about workers.

*Boss of the Plains* mentions different workers who sang songs while they worked.

- Learn a song in the anthology or find another traditional song.
- Write a work song for a worker in the selection.
- Write three stanzas and a chorus to the tune of the song you chose.

**TIPS**
- Look for a song that has a rhythm that suggests the kind of work being done.
- Keep the chorus simple so that your audience can join in.
1. The Start of a New Day

**Goal:** Suggest a new holiday the democratic way.

**Set Up the Choices**

What if you could create a new holiday? Use the following steps:

- Form a holiday committee.
- As a group select a moderator to run the meeting, a secretary to take notes, and a recorder to count votes.
- Each committee member will list ideas about what the holiday will honor, its name, and when it will be celebrated.

**Vote on the Holiday**

Meet again to narrow the choices and discuss favorite ideas. Decide on three of the suggested holidays to put on a ballot. The ballot should have a yes/no format. Distribute the ballots to committee members and hold a vote. The suggestion with the most votes may become the new holiday.

**Share What You Know**

Create a poster that announces the new holiday. It should

- name the new holiday
- describe its purpose
- declare how it ought to be celebrated

Present your new holiday to the class.
2. New Americans’ Contributions

Goal: Write a report on the contributions of someone who immigrated to the United States.

Find a famous person who immigrated to the United States. Write a report about him or her. Include:
- where the person started from
- when he or she immigrated
- what major contributions this person has made
- why you think this person is important

TIPS
- Think about people who are influential in different areas of life, such as art, music, literature, sports, government, and film.
- Explain why you think this person should be recognized.

3. Sorting States

Goal: Sort the states of the United States into different categories.

How many ways can you categorize the states? Create webs that show the different categories. Use a map to help you. The same state can be used more than once. Share your webs with a classmate and talk about the different categories you chose and why.

TIPS
- List ways to categorize the states, such as geographically, alphabetically, and by size. Use reference sources as needed.
- Use a neat, easy-to-read format.
1. Showing Change Over Time

Goal: Show a change in nature as it occurs over time.

Find the Facts

When leaves change color in the fall, it happens over a period of time. Find an example in nature of this kind of change. Some suggestions:

- the development of a bird from egg to flight
- a plant from seed to flower or to fruit
- a tadpole changing into a frog

Take detailed notes on your research. Write down your reference sources. Check your completed work against them.

Organize and Present the Facts

Think what you might show visually. Decide what you will explain in text.

Choose one of these ideas or an idea of your own:

- a filmstrip (on a roll of paper)
- a series of strips explaining the stages of development
- an illustrated, step-by-step diagram or flowchart

Share What You Know

Give an oral presentation to the class. Provide handouts or models. Have a question-and-answer session.

TIPS

- Label important details of visual aids.
- Write text that helps the class connect the steps.
- Present your information logically.
2. Synonym Dominoes

**Goal:** Create a synonym matching game based on dominoes.

You can make a game of matching synonyms.

- To begin, collect about 20 pairs of synonyms. Add four words for which you do not have a synonym.
- Make domino cards out of index cards. Draw a line down the center of the card and write one word on each side of the line. The two words should not be synonyms.
- Divide the cards equally between you and another classmate.
- Play the game by matching all the synonyms end to end.

3. Drawing Word Pictures

**Goal:** Make a word picture of a living tree.

First, research a type of tree and make notes of details, such as leaves, flowers, and fruits, depending on the season; height and trunk size; the shape of the whole tree; and the bark texture and color.

Then create your word picture by writing the details in the shape of your tree.
1. What Really Happened?

**Goal:** Retell the story *Cendrillon* from different perspectives.

**Revisit the Story**

- Interview the other main characters in *Cendrillon* to get their versions of events.
- Make one list of questions to ask the characters.
- Each version of the story should have the same events, but will be different depending on each character’s point of view.

**Compare the Versions**

Collect all the versions and put them together to retell the story.

- Make notes for the new version from each interview.
- List all the events in the story.
- Match each event with the character you’ve picked to tell about it.
- Include something from the point of view of everyone you interview.
- Include the same plot elements that occur in *Cendrillon*.

**Share What You Know**

Decide how to retell and present your story to the class. You might:

- Present your new story orally.
- Act out your retelling by role-playing the different characters.
- Write and illustrate your version.

**TIPS**

- Reread the story.
- Make a list of the main characters to be sure to interview them all.
- Choose a presentation that will include all the elements of your story.
2. **The Real Thief**

**Goal:** Write a character sketch of Gawain.

How does Gawain change in the course of the story? Write a two-part character sketch. First, show Gawain before he is accused of theft. Then show how his experience changed him. Share your sketch with a classmate.

**TIPS**

- Begin by listing Gawain’s character traits.
- List an event, or events, that show Gawain using each trait.

3. **Island Life**

**Goal:** Compare and contrast life on two islands.

In some ways, living on any island in the West Indies can be similar. But island life can also be very different.

- Research life on Martinique and another island in the West Indies.
- Look for similar or different facts about climate, economy, population, and government.
- Use a three-column format. List what you are comparing and contrasting in the first column. In the other two columns write related facts about the two islands you are researching.

**TIPS**

- Use an almanac, atlas, and encyclopedia to help you.
- Remember to find similarities and differences in your research.
1. Telling Tall Tales

**Goal:** Write and tell a tall tale based on real events.

**Tale Hunt**

Most tall tales are based on real events, but are called “tall” because the author exaggerates or stretches the details. Read some tall tales to understand why they’re called “tall.”

- List events in your own life that you could turn into a tall tale.
- Choose one event and write down the real things that happened.
- Think about how you could stretch these things to make them amazing.

**Write the Tale**

Write your tall tale.

- List adjectives and verbs that would make your story taller.
- Think about amazing abilities that you can give yourself and other characters in the tale.
- Draw pictures to go with your tale.

**Share What You Know**

Tell your tall tale to the class. You might:

- Read your story and show your pictures.
- Use puppets to act out the story or play the different parts yourself.
2. Fact or Fantasy?

**Goal:** Reject or accept weather sayings after researching them.

Listed below are sayings about the weather. Test them by researching the weather facts that the sayings are based on. Write down what you learn and record your sources.

- A ring around the moon means that there will be rain or snow the next day.
- If a groundhog sees its shadow on February 2, winter will last six more weeks.
- Pinecones close up when rain is on the way.
- When the barometer falls low, prepare for a blow.

3. Ms. Incredible

**Goal:** Write and illustrate a newspaper story about a female athlete with incredible ability.

- Choose a sport you know well.
- Think about an amazing skill that would help any athlete in that sport.
- Imagine the headlines about this athlete; then write her story. Include an illustration of the athlete’s skill.

**TIPS**
- Find facts to support or disprove each saying.
- Check more than one source for each fact.

**TIPS**
- Make your athlete interesting and funny.
- Add details about the sport.
1. Problem-Solving Skit

**Goal:** Write and perform a skit in which characters identify and solve a problem.

**Decide on the Problem**

With a small group of classmates brainstorm a list of problems the characters in your skit could solve. Think about

- problems you have solved
- problems in which you overcame obstacles to reach a goal
- problems that would be interesting to your audience

Choose one problem from your list for your skit. Think about a way to act out this problem and its solution.

**Write Your Skit**

Write a short script for your skit. Think about

- how many characters you need so that every member of the group participates
- what each character will say
- what part each character will have in solving the problem

Assign a character to each member of your group. Practice your skit together. Make any necessary changes to improve it.

**Share What You Know**

Once you feel comfortable with your skit, perform it for the class. Speak clearly so that everyone can hear you. Ask the class if they can tell you what the problem was and how the characters solved it.
2. Go, Team, Go!

**Goal:** Predict what a favorite team or athlete will do next season.

A common saying in sports is “Wait until next year.” People say this because they hope that the next season will be better. Choose your favorite sports team or athlete. Use a prediction chart, like the one on page 4 of the Practice Book, to list details about your subject, such as

- talents and abilities
- past achievements
- changes that might affect performance

Then write a prediction of how that team or athlete will do next season.

3. Alternative Solutions

**Goal:** Choose a different solution for the problem in the selection and rewrite the ending to show your solution.

In *My Name Is María Isabel*, María Isabel solves a problem by writing how she feels in an essay. List three other ways María Isabel could have solved her problem or achieved her goal. Choose one and rewrite the ending of the story so that her problem gets solved using your solution. Be sure your ending fits the story.
1. A Change in Cast

Goal: Change the plot of a story by adding, removing, or changing a main character. Present your new story.

Choose the Story

If a new character is added or a main character is changed, plots can take unexpected turns.

- Choose a favorite story and list the main characters.
- Map out the plot on a story map.

Make one of the following changes:

- Take out a main character.
- Replace a main character with a new character.
- Add a new character.
- Change something important about a main character.

Plot the Effects

Using a new story map, show how your change will affect the plot. Think about how your change affects other characters, the conflict, and the resolution of the conflict.

Share What You Know

Decide how to present your work to the class. You might:

- Use the story maps or act out a key scene to show “before” and “after.”
- Retell the story or draw a comic strip with its new ending.
2. Who Stole The Wizard of Oz?

**Goal:** Have a classmate find errors in your summary of the story.

- Write a detailed summary of *Who Stole* The Wizard of Oz?
- Rewrite the summary, changing some of the important elements in the story, such as events, facts, or dialogue.
- Have a classmate identify and rewrite the false elements to make them true.
- Compare and discuss the summaries.

**TIPS**
- Don’t make your changes too obvious.
- Stick to main events rather than unimportant ones.

3. Prize-Winning Problem Solvers

**Goal:** Use a Problem/Solution chart to analyze how a Nobel Peace Prize recipient worked toward the solution of a problem.

Mother Teresa (1979)
Bishop Desmond Tutu (1984)
Kim Dae Jung (2000)

Choose someone from above.
- Find out why he or she was awarded the Nobel Peace Prize.
- Analyze what he or she did, using a Problem/Solution chart.
- Tell what steps he or she took to resolve the problem.

**TIPS**
- Choose a major problem.
- Put the steps in the sequence that he or she took to solve the problem.
From Parts to Whole

Choose the Project

Dividing responsibility for a project gets it done. First, as a group, choose a project that has several parts or steps. You might:

• Create a reading mural made up of several different panels.
• Create an alphabet or number book for younger students.
• Construct an illustrated time line for a scientific discovery or invention, such as the telephone.

Division of Labor

Divide the tasks among your small teams. Use these guidelines:

• Each task should be about equal in work and easy to understand.
• The teams will need someone to track and organize all the parts.
• Focus on working together.

Share What You Know

Put the parts together. Then give an oral presentation to the class. Have a spokesperson from each team explain how his or her group worked together to complete the project.

TIPS

• When choosing or assigning tasks, consider the talents of team members.
• Be sure that all the tasks in the project are assigned or chosen.
2. Beyond the Frame

**Goal:** Study a work of art and report your conclusions.

With a classmate, find a color reproduction of an interesting work of art. Separately, draw conclusions from what you see. Use a chart like the one on Practice Book page 39 to help you. Share your conclusions with your classmate and talk about how your conclusions are similar and different, and why.

3. The Spelling Dragon

**Goal:** Create a board game.

Draw a dragon shape on a large piece of poster board. Put plenty of twists in its body. Divide the dragon into sections large enough for a colored marker. Label the dragon’s head as **Start** and the tail as **Finish**.

Write each of your 20 spelling words on page 44 of the Practice Book on a separate card. The first player draws a card from the spelling card pile. The first player then asks the classmate to the right to spell that word. If the classmate spells it correctly, he or she moves one space. If not, the classmate stays on the same space. Play continues until someone has reached the finish line, or the dragon’s tail.
1. Open Your Ears!

**Goal:** Listen to a new kind of music and respond to it in a creative way.

**Choose the Music**

Do you have a favorite kind of music? In this activity, you’ll find out about a different kind of music. Choose one of the following kinds to research.

- classical
- folk
- country
- jazz

**Respond to the Music**

Once you have chosen a kind of music, become familiar with one song or musical piece. Let the music inspire you to create something. You might:

- Make a drawing, using colors suggested by the music.
- Write a poem to be read to the music.
- Create movements for a dance.

**Share the Response**

Share your creative work with your classmates. As you share:

- Play the music that inspired you.
- Explain what you heard in the music that led to your work.
- Tell how the experience broadened your musical interests.
2. Sequels and Structures

**Goal:** Write a sequel to *Sing to the Stars.*

In *Sing to the Stars,* Ephram gains new confidence. At the same time, Mr. Washington seems to regain his. What if the story continued, but contained a new problem? Write a short sequel using a story map to outline the plot. When you finish writing, share your sequel in a small group.

3. Making Music

**Goal:** Create and play musical instruments.

A plastic container with an old balloon stretched over it held on with rubber bands makes a drum. Plastic bottles with varying amounts of water that you blow across to make different pitches sound like a flute. Get together with your group to try out these instruments. Each drum or water bottle will have a different sound. Demonstrate your instruments for the class. Then show them how you play together.
1. A Better Way

**Goal:** Write and perform a play that shows a peaceful resolution.

**Map the Problem**

How can you settle disagreements without fighting? Working in a small group, write and perform a play about a peaceful solution to a disagreement. Follow these steps:

- Think of a situation, based on your experiences, that often leads to a disagreement.
- Put the situation into play form. Write out dialogue and actions for each character.
- Assign roles.

**Choose the Solution**

Add a peaceful solution to your play. Use one of these solutions, or another that comes to mind:

- compromising, each side gives up something
- both sides apologizing
- deciding by the flip of a counter
- asking someone outside of the disagreement to decide

**Present Your Play**

Present your play to the class. At the end of your play, talk with your audience about the disagreement and the peaceful solution. Ask your audience to suggest other peaceful solutions.
2. Civil Rights Quilt

**Goal:** Assemble a paper quilt of civil rights activists.

Research the lives of each activist listed below. Then draw their pictures, add brief biographical paragraphs, and mount the portraits in a quilt pattern on a colorful backing.

Rosa Parks  
Ida B. Wells  
Susan B. Anthony  
Steve Biko  
Frederick Douglass  
Mahatma Gandhi  
César Chávez  
Peter Zenger  
Harriet Tubman

3. The Inspiration, Poetry

**Goal:** Find and recite poetry that might have inspired people to become civil rights activists.

Poetry can reach out to others. For example, Langston Hughes (1902–1967) shared in his poems what he felt about being an African American without full civil rights.

- Find a Langston Hughes poem, or one by another poet, in which the poet expresses similar feelings.
- Recite the poem with your group. Then explain how it might have caused readers to become civil rights activists.

**TIPS**

- Indicate what country each person comes from.
- State who each person is, what he or she accomplished, and when.
- Recite the poem in a stirring manner.
- Think about how the poem’s ideas affect you personally.
1. The Benefits of Biography

**Goal:** Hold a panel discussion on the purposes and benefits of reading biographies.

**Go to the Source**

Why do people read biographies? For ideas:

- Recall a biography you especially liked.
- Reread or skim it. List the qualities that most appeal to you.
- Highlight the qualities you would look for in other biographies.

**Make Your Argument**

Prepare your ideas for the panel discussion. Organize your thoughts about biographies into categories. For example, people read biographies

- to learn (about a period of time, career, or field of study)
- to be inspired
- to find a role model
- to satisfy curiosity

**Discuss Your Thoughts**

Hold a panel discussion. Share your ideas on the benefits of reading biographies. Follow these guidelines:

- Choose a moderator to guide the discussion.
- Have the moderator pose questions, such as, “Should students be required to read biographies, and if so, why?”
- Invite questions from the audience after the discussion.

**TIPS**

- Think through your ideas.
- Use examples to back up your opinions.
2. The Wreck of the Ethie

**Goal:** Judge whether the fictional version of the shipwreck of the *Ethie* is true to the spirit of the real shipwreck.

*The Wreck of the Ethie* is fiction based on fact. Use a judgment chart like the one on Practice Book page 124 to help you decide whether the author remained true to the spirit of the actual event. Think about which story elements changed and which remained the same. Decide whether the differences make the story clearer or more exciting. When you finish your chart, write a short conclusion that summarizes your opinion.

3. Appealing for Help

**Goal:** Write a letter to a recording artist asking him or her to appear at a benefit for a charitable cause.

Think of a charitable cause that is important to you, and do some research to learn more about it. Write to a recording artist asking him or her to perform at a benefit for this cause. Follow these guidelines:

- Clearly state what you want.
- Include at least three strong reasons for the artist to perform.
- Use positive and polite language.
- Summarize your reasons and ask for a response.
1. Equipped for Baseball

**Goal:** Work in small groups to explain and illustrate a reference source on baseball equipment.

**Choose the Items**

To help a newcomer, make an easy-to-use reference source that explains different pieces of baseball equipment.

- Brainstorm a list of baseball equipment.
- Write the name of each item on an index card.
- Divide the cards among the group.

**Research Their Uses**

Consult encyclopedias and sports books.

- Make notes on the index cards.
- Name the source that gave you the information.
- On separate sheets of paper, sketch the items and write a one-paragraph explanation for each.

**Publish Your Work**

Decide how to present your information. You could create

- a sports dictionary
- a baseball magazine
- sports flash cards

Share your work with the class.
2. Heroes

**Goal:** Write an essay about someone that you consider a hero.

Reread the selections and list all the qualities that make up a hero. Then, think of someone in your life or in history that you feel shows the qualities of a hero. Write an essay explaining why he or she is a hero.

3. The Fact or Opinion Game

**Goal:** Create a fact and opinion board game.

With a partner, make a set of cards with a statement about baseball on each one. Some should be facts and some should be opinions. Check each fact.

- Make the board on poster board. Be sure it has a start, a finish, and multiple squares to travel on.

- Rules should describe how each player draws a card from the deck, identifies the statement as fact or opinion, and if correct, moves along the board.

- In the deck, include chances for players to hit a double (advance two places), a triple (three places), and a home run (four places), or to steal a base (advance one place).

- Play the game with your partner.
1. Kodiak Island Experts

**Goal:** Take part in a question and answer session about Kodiak Island.

**Choose Your Questions**

You and a group of classmates are going to become experts on Kodiak Island. As a group, brainstorm a list of questions about Kodiak Island. Reread *Salmon Summer* and read other reference sources to help you. Choose one member of your group as moderator. He or she will ask the questions. Each group member should choose two questions to research.

**Become an Expert**

- When you have chosen your two questions, research Kodiak Island and take notes on each question.
- Once you have completed your research, make notes on index cards that you will use to answer your questions.
- The moderator should write out each question on a slip of paper and put all the questions into a jar or box.

**Inform the Class**

Have a question and answer session for your class.

- The moderator will ask volunteers to draw a question from the jar or box.
- The moderator reads the question aloud, and the expert whose question is read stands and answers the question.
2. Hidden Ocean Treasure

**Goal:** Gain ability in giving and receiving directions.

Write clear directions for a classmate to find a hidden object.

- Find an object in the classroom that has to do with the ocean.
- Hide your object somewhere in the classroom.
- Write directions to find the object using words like start, right, left, up, down, first, next, and last.
- Once your partner has found the object, switch roles.

3. Catch and Release: A Debate

**Goal:** Debate catch-and-release fishing.

Pollution and other factors have decreased the population of some fish. One suggestion to stop this decline is catch-and-release fishing. With a partner, research this topic and interview people who fish. Make a chart listing the reasons for and against catch-and-release fishing. Learn the arguments for, and ask your partner to learn the arguments against the idea. Then hold a debate. Invite your classmates to vote on the issue after hearing both sides.
1. The Answer Machine

**Goal:** Create an answer machine.

**Build the Machine**

Working in a small group, make an answer machine.

• Design and make a machine from a carton or box. Decorate it with dials and buttons.

• Provide a slot into which classmates can drop their question cards.

• Create question cards for your classmates to fill out. Each card should have space for the classmate’s name, the topic, the question, and the answer.

**Ask for Questions**

Meet with your group to choose a nature topic.

• Put up an announcement listing the nature topic you will focus on. Add a pouch to hold a supply of question cards.

• Invite classmates to use the question cards. Tell them to place the cards into the slot on your machine.

• Divide the cards among your group and research the answers.

**Deliver the Answers**

Decide how to present your answers. Some possibilities:

• Display the answers on a poster in your classroom.

• Hold a question and answer session with the class.
2. The Good Side of Volcanoes

**Goal:** Research the aftereffects of volcanic eruptions to determine benefits.

What are some benefits of volcanic eruptions?

- Research volcanoes to find the benefits.
- Fill out a main idea and details chart like the one on page 208 of the Practice Book.
- Write an essay using your chart. Share your essay with a classmate.

**TIPS**

- The main idea of each paragraph should be related to the topic of the entire selection.
- Each supporting detail should connect to the main idea.

3. Water Hole: Life in a Rescued Tropical Forest

**Goal:** Record your impressions of one hour spent “observing” the water hole.

- Choose one time of the day you could be observing the water hole and reread that section in *Water Hole: Life in a Rescued Tropical Forest.*
- Make mental notes of your impressions as you read.
- Express those impressions in art, poetry, or another kind of creative work. Share your work with the class.

**TIPS**

- Try to capture the tempo or rhythm of the movements you observe.
- Express your personal reactions to what you see and hear.
1. From Small Things

**Goal:** Learn how a small step like recycling paper can help improve water supplies.

**Find the Facts**

Can little things make a difference? To answer that question, work with a group to research and make connections. The “little thing” is recycling paper. The difference it might make is protecting water supplies. Begin by researching and taking notes on the following:

- deforestation
- soil erosion
- fertilizers and pesticides

**Make the Connections**

Discuss the following questions with your group. Write your conclusions. What is the connection between

- recycling paper and deforestation?
- deforestation and soil erosion?
- fertilizers and pesticides, and water pollution?

**Share What You Learned**

Decide how your group will present your conclusions:

- a written report, with each group member writing a different step
- a chart showing cause and effect
- a picture essay
2. Caleb’s Story

**Goal:** Retell the story from Caleb’s point of view.

Different people have different versions of the same story. In *Skylark*, the reader gets the story from Anna’s point of view.

- Write the story the way Caleb might have told it.
- Use what you know and the details of the selection to make inferences about how events affected Caleb. Use an inference chart like the one on page 223 of the Practice Book.

**TIPS**
- Include details that would be important to Caleb.
- Describe feelings he might have had.

3. Nature: Friend or Foe?

**Goal:** Write a speech about nature.

In this theme, you read about how nature can be both a friend and a foe. Write a speech about either way. In your speech, be sure to

- state the main idea first
- list the important facts or events in a clear order
- include interesting and important details that develop the topic
- end with a closing sentence
- display the answer on the poster in your classroom
- hold a class question and answer session

**TIPS**
- List ways nature is helpful or harmful before you write.
- Use persuasive and interesting language.
# Problem/Solution Chart

<table>
<thead>
<tr>
<th>Page</th>
<th>Problem</th>
<th>Steps</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright © Houghton Mifflin Company. All rights reserved.
Story Map

<table>
<thead>
<tr>
<th>Title: ____________________________</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td></td>
</tr>
<tr>
<td>What Happens</td>
<td></td>
</tr>
<tr>
<td>Ending</td>
<td></td>
</tr>
</tbody>
</table>
# Main Idea and Details Chart

**Topic:**

<table>
<thead>
<tr>
<th>Page _____ Main Idea</th>
<th>Page _____ Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Supporting Details</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Supporting Details</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Supporting Details</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Supporting Details</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Judgments Chart

Question: ___________________________?