

BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // LEVEL 5

The Stories We Carry

LESSON GUIDE



LEVEL 5

Integrating Creativity, Social Studies, Reading, and Writing with Fiction, Non-Fiction, and Poetry



www.blossomandroot.com

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Blossom & Root

Integrated Language Arts,
Level 5:

The Stories We Carry

A Complete, Hands-On Language Arts Curriculum

Blossom & Root Integrated Language Arts Level 5: The Stories We Carry

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Welcome to a Year of Adventures

Exploring the Stories We Carry With Us

Welcome to a transformative year full of stories! This year, you will meet kids with courage and vision, a mythological tiger come to life, a wolf on the move to find a new home, friends and enemies, parents and grandparents sharing their stories, and an international team of specialists that have come together to serve those in need. You'll snuggle up over selections of realistic fiction, historical fiction, non-fiction, and even a splash of magical realism. You will explore these stories through hands-on activities, narration, and projects designed to investigate character, plot, setting, point of view, conflict, symbolism, and more. You'll discuss themes of transformation, language and education, migration, memory, collaboration, justice and injustice, family, and courage. You'll explore geography through rabbit-trails designed to accompany each literature selection (optional.) You'll read and explore powerful, moving, and meaningful poetry.

Take your time, savor the wonder, and make it yours! This curriculum is here to support and inspire you in your journey.

Parents: If you ever need anything, please don't hesitate to reach out--I am always happy to help!

- Kristina Garner
kristina@blossomandroot.com

Important: Please Read: Transitioning Options

Like Level 4, Level 5 is a transitional level. Some children will be ready to take on more independent work at this level, while others will still need (or prefer) the guidance of an adult. Please consider the options on the next page, and decide which one fits your family best. Regardless of the option you choose, please follow these guidelines:

- **Always screen any and all films, website links, and books before allowing your child access to them.** Some of these will not be appropriate for every family.
- **This guide is written for a parent or guardian to oversee their child's work, even if they are using the independent option.** Please take time to look over the lesson guide at the beginning and end of each week. Decide what your child will and won't be expected to complete, as there are many optional activities. Decide which links you want them to access or skip. Mark the guide as needed to help your child understand what to do and what to skip.
- Please always sit with your child when they're using the internet for research, to access links, etc.

Options for Use

Adult-Led Option

If your child is not ready for independent work, or you prefer to do the work together, please use this guide as a parent guide. You will read the literature books to them, guide them through the lessons as written, oversee the assignments, etc. Treat this lesson guide as you would a parent guide from previous levels. Even though the guide is written to the child, you can easily use it as a framework for instruction. Please note that you do not have to follow the schedule for each week as written. We provide a daily framework in this level to help guide independent learners, but it is only a suggestion. Please feel free to adapt it as needed to work for you and your family.

Transitional Option

If your child is ready for some independent work, but not all of it, or if they are ready to do some of the assignments independently but they aren't ready to read the literature to themselves, or if they're ready to work independently but you still want to do the read-alouds as a family, you can use the transitional option. Assign and oversee the work you want your child to complete independently, and lead the rest yourself. You can pass this lesson guide back and forth, note what you want them to complete alone or together with you, etc. Please note that you do not have to follow the schedule for each week as written. We provide a daily framework in this level to help guide independent learners, but it is only a suggestion. Please feel free to adapt as needed to work for you and your family.

Independent Option

If your child is ready or wanting to complete the work independently, they can use this guide as a lesson guide for themselves. **You will still need to oversee their work to some degree, help them to understand what to do and what to skip from the week's various options, and screen ALL links, books, and websites before allowing them to watch or access them.** This curriculum was not designed to be handed over to a child without parental supervision and screening. If your child wants to work independently but cannot read the literature selections alone just yet, audiobooks are a great option. Please see the following page for more information on the independent option. Please note that you do not have to follow the schedule for each week as written. We provide a daily framework in this level to help guide independent learners, but it is only a suggestion. Please feel free to adapt as needed to work for you and your family.

Tips for Use: Independent Option

- Think of this option as a "teamwork" option. You are still the coach, but your child has more freedom to work independently. You are still overseeing them, screening links and books, and helping them learn how to manage their time and follow a framework, but they are completing the bulk of the work itself on their own.
- Before handing anything to your child, read over this lesson guide when you first receive it. Get familiar with the layout. Note any extra resources you'll need to acquire from the book and supply lists at the beginning. Decide if you want them to follow the daily layout as written, or if you want to allow them to complete things in any order they like.
- Take a half an hour at the beginning of the school year to walk your child through the guide, and show them which assignments correspond with pages in their notebooks. Show them how to mark assignment checkboxes (one slash for "in progress", two crossing slashes in an "X" for "completed". Show them the "catch up" day on day 5 of each week. We do not recommend that you give the child access to the clickable links PDF. Rather, we recommend you setting up the links you've approved for them as needed. If you would prefer your child to access the links themselves, please show them how you will mark links approved for them to watch or visit and how you will mark those they may not watch or visit in the lesson guide. **ALWAYS SCREEN every single link. Not every video or website (or book) will be appropriate for every family.**
- We highly recommend taking a few minutes the night before a new week begins to screen the next week's links, cross out any links or optional activities you'd like them to skip, write a "T" next to any assignments you want to complete together, etc.
- Sit down with them for a quick moment at the beginning of the week and go through the week ahead with them, using the lesson guide. Show them where you crossed out any assignments or links you want them to skip. Show them where you marked a "T" next to anything you want to do together, so they won't complete it without you. If you want them to follow the daily schedule as written, let them know. If you don't care what order they complete things in, let them know that they may complete the assignments in any order they want over the course of the week.
- Optional: At the beginning of Day 5, look over the past 4 days with your child. Is there anything unfinished that needs to be finished? Help them learn to manage their time and their assignments by providing guidance and support.
- If your child wants to read the literature independently, but they are not quite able to yet, audiobooks are a great option! And you can always read the literature together as a family read-aloud, even if they're using the independent option.

Make It Yours

How to Teach This Curriculum

"We are all storytellers. We all live in a network of stories. There isn't a stronger connection between people than storytelling."

– Jimmy Neil Smith

Part One: Exploring Literature

You will spend time each week reading the literature selections aloud to your child, or they will read them on their own. After reading, they'll explore elements of story through short prompts provided in the curriculum. They will then explore the literature through a variety of activities, from hands-on projects, to rabbit-trail options, and more.

We also offer a geography activity and a "super secret notebook prompt" for each unit. These are completely optional, and you may pick and choose which ones you complete.

The Student Notebook: Literature and Writing

Your student's notebook contains journal prompts and narration pages to help them explore the literature. By level five, most children will be ready to do all of their own writing. In this level, we have moved into a "wide-ruled" format in place of the "primary lines" of previous levels. However, if writing independently limits your child, or you feel it is keeping them from expressing their thoughts fully, or if you're using this with a younger child, feel free to act as an assistant and write their words down for them. They may add drawings before or after this, but this is completely optional. Children who do not enjoy coloring and drawing need not feel pressured to do so every week.

Part Two: Word Play / Practice Passages

The next part of each week's plan involves the exploration of reading concepts that build off of levels 1 – 4. For most level five students, a bare-bones approach will be best. They will read the information at the top of the word play page in the notebook, read any word lists or passages, and sometimes complete an additional activity below. The lessons in weeks 1 – 11 will review key concepts from previous years and equip your child to decode unfamiliar words moving forward. Beginning with week 12, practice passages will replace the "word list" lessons. The idea is to help your child develop confidence in sounding out or recognizing words. Perfection is not expected, the goal is rather to move toward ever-increasing confidence. A child who is unafraid to work out difficult words because they have learned to approach the task with a sense of play will develop fluency over time, while maintaining a love for words and reading.

Vocabulary

Your child will explore new vocabulary by writing an original sentence, poem, meme, joke, song lyric, billboard, or whatever else they can think up, using provided vocabulary words. Sometimes, the vocabulary lesson uses match-up prompts instead.

Copywork, Dictation, and Grammar

We have provided copywork prompts and passages each week in the student notebook. These are meant to help children practice handwriting, spelling, and simple punctuation and grammar concepts. They may take more than one session to complete, but should never cause pressure or stress. If your child needs more room (or larger lines) for their copywork, feel free to use a separate notebook or loose pages created for early writers. You will notice that there is a greater emphasis on grammar in this level than in previous levels. Please feel free to adjust, adapt, or supplement according to your child's needs. There is also an optional dictation exercise on several (but not all) of the weeks. If copywork alone is enough, feel free to skip the dictation prompts.

We recommend that most level five students read from a level-appropriate reader or book for 30 to 40 minutes per day. We highly recommend letting them choose their own books for independent reading at this level, from both fiction and non-fiction sources.

Step One: Share the Story

Inspiring Important Ideas in Your Child's Inner World

The main purpose of our Level 5 Language Arts curriculum is to "listen-in" on the stories that we carry and share with one another. **This is, above all, the most important part of this curriculum. If you have weeks when you accomplish nothing else, other than reading these stories, you have still had a successful week!**

First, Read Ahead!

Before reading any of the stories in this curriculum, we highly suggest you read ahead. Some stories may contain elements, words, or imagery that are not appropriate for your family's values, or perhaps too intense for your child's individual sensitivities. We have worked hard to select secular resources, but (by their very nature) some of the myths and stories do refer to deities in various belief systems, usually as an aside from a character's point of view. If you wish to avoid these, you may want to note these as well. Some stories may also contain references to alcohol use, adult situations, violence, racism, peril, gambling, or cruelty. Please use your best judgement to decide which sections or stories to omit. **Many of the stories in this level are more intense than those in previous levels. Please spend some time reviewing the books thoroughly before moving forward.**

However, please remember that children's books often contain important stories and lessons that may help children to deal with feelings of fear, mistrust, or hurt. In many of the books we've chosen, there are opportunities to breach difficult topics that your child may be grappling with as they become more and more aware of the world around them. There is a reason we have been sharing them since the dawn of time. You may be surprised by the concepts and conclusions your child gathers from these stories.

Share the Story

After you've read ahead, it's time to snuggle up for story time. Make this part of your week as cozy and comfortable as possible. Your child may wish to do their reading at bedtime, or in the morning on the couch (alone or together.) You are also welcome to listen to any of the selections as audiobooks.

Your child will also read or listen to suggested poetry each week. *You may use the poems we suggest, but you are also welcome to substitute these with any poetry you like.* Try to read at least one new poem per week. We occasionally suggest a shorter poem be memorized. This is optional, but it is a wonderful way to meditate on language and ideas, and many children at this age delight in memorizing and reciting verse, song lyrics, and quotes from favorite movies and books.

Some of our assigned weekly readings are longer than others. Do not feel pressured or rushed. Take your time and enjoy these stories. Again, they are the most important part of this curriculum.

Explore the Literature

There are elements of story and a related activity to complete each week. Sometimes, these will take multiple days, or even weeks, to finish. You will also want to have your child complete the journal and narration entries in their notebook. Allow your child to do their own writing if they are ready, but assist them if this limits their responses.

They may choose to illustrate their thoughts on the narration and journaling pages. This is optional. If your child loves to draw and color, let them. If they do not enjoy it, skip this.

Optional Bonus Activities

Each week also offers optional bonus activities. You do not have to do these, but may pick and choose which ones you would like to complete.

The Super Secret Notebook Guide

The Super Secret Notebook Guide replaces the Creative Extensions Guide (from levels two and three) in levels four and five. This guide is designed to get your child playing with words, sentences, paragraphs, short essays (if they are ready) and stories in a gentle and creative way. **It is the primary writing portion of this curriculum**, though it is optional. These prompts are designed to be done by your child independently, but you are welcome to adapt it to be parent-led instead, if that fits your needs better. Please refer to the guide itself for further details.

Step Two: Word Play

Building Confidence in Reading Skills

"Sometimes reality is too complex. Stories give it form." – Jean Luc Godard

Word Play and Word Lists (Weeks 1 - 11)

Each week, open your student notebook up to the word lists. These will guide your word play. For younger learners, start by helping your child to play with, build, and read the words on the list with the tiles. For older children, simply have them review the information at the top of the page, read the word lists, read any passages that may be included, and complete any activities included.

There may be words on your list that are too difficult for your child. Do not stress over these. Show your child how to read them, practice them once, and move on. They can be reviewed again later in the week as needed. You should aim to spend about 15 – 20 minutes over two to three days playing with the words on the list. Once your child is fairly confident, they may try reading the word lists and, if provided, the practice passages, out loud to you. Don't worry if they struggle with some of the words. Gently assist them and move on. Frequency will come, but a love for reading can be squashed by pressure and stress.

Practice Passages (Weeks 12 - 36)

Beginning in week 12, your child will work through a practice passage in place of the weekly word list. The goals of the "Practice Passage" lessons are to get comfortable with breaking down the pronunciation and meaning of unfamiliar words; to read passages with varying styles, structures, and tones; and (optionally) to practice reading out loud. Some of these will be easier than others. Some are meant to be quite challenging. Feel free to break them up over multiple days, or to complete it in one session--whichever works best for you. Explicit instructions for the practice passages can be found in week 12 in the Student Notebook. Please feel free, at any time, to switch out any passage we've selected for another of your choosing.

Playing with New Vocabulary

Once your child has read through their word list or practice passage, it's time to move on to vocabulary play. For some weeks, we provide words for your child to play with. Begin by reading the words. Many of the unfamiliar words come from our literature selection. Talk about the meaning of each word, read the clues on the following page in the notebook, and use them in a sentence so your child can hear them in context. Your child will choose the word(s) they want to use. They may use one word, two words, three words, or all four words. It's completely up to them.

They will construct something with their chosen word(s.) It can be anything--a sign, a joke, a meme, a song lyric, a poem, a slogan, an original sentence or quote, a billboard, a definition with a doodle demonstrating the meaning of the word--they can even make the word into a picture itself. Anything and everything goes--it does not even have to "make sense." The purpose of this activity is to begin to play with language, to have fun with it, and to explore it.

Some weeks, the vocabulary section will be a series of match-up activities instead.

Copywork and Optional Dictation

Your child will complete the copywork passage in the notebook. Our copywork includes grammar prompts to complete first. Some weeks also include an optional dictation exercise. After your child finishes copywork, on a different day you will read the dictation passage slowly out loud and they will write it down. You may need to read it several times. When they finish, give them the passage from the lesson guide to check their work and make any corrections to their own passage. Cursive copywork pages have been included at the back of this guide, and can be switched out for the regular print copywork if you wish.

Daily Reading Practice

It is highly recommended that your child practice reading for 30 to 40 minutes per day from an appropriately-leveled reader or book. We recommend letting level four students choose their own books.

Step Two: Word Play

Continued

Options for Approaches to Word Play (for Younger Learners Who Would Still Benefit from a Play-Based Approach):

Option 1: Hands-On Manipulatives

If you used our Year 1 and 2 curricula for language arts, this was the approach we used at those levels. As the directions on the previous page explain, you will use manipulatives to build words with your child, according to the concept being introduced that week. Here are just a few of the optional manipulatives you can choose from:

- Letter magnets
- Unifix cubes with letters on them (like these [copy & paste link:
https://www.amazon.com/Didax-Educational-Resources-Unifix-Letter/dp/B000FA1P50](https://www.amazon.com/Didax-Educational-Resources-Unifix-Letter/dp/B000FA1P50))
- Letter tiles (such as Scrabble tiles or Bananagrams, Jr. tiles)
- Wooden letters (you can find these at craft stores)
- Flash cards or index cards with letters written on them

Option 2: Watercolor Resist Reveal

This is a fun way to shake things up now and then, or to present the words from the review weeks. Use a white wax crayon to write the words on a sheet of painting paper. When it's time for the lesson, give your child watercolor paint, water, and a paintbrush, and have them paint the paper. The words will be revealed as they paint. They can even reveal one word at a time and read it, before moving on to the next word. Once your child is finished, cut out any words that they struggled with and use them as flashcards for review later on.

Option 3: Chalkboard or Dry-Erase Reading Exercise

This is another fun way to shake things up, to conduct review, or even to use as your own default approach.

Write the words on a chalkboard, dry erase board, or even on a window or mirror with dry erase marker (test first.) Give your child an eraser. After they read each word, they can erase it. If you are using a mini-chalk board, they can use a wet paint brush to erase the word.

Any words that your child struggles with can be left up and revisited for review throughout the week.

Option 4: Hide and Seek Word Find

This activity would be a great way to surprise your child if you're in a bit of a slump or a rut. Grab some plastic Easter eggs, which can be ordered online almost all year round, or something similar. Write the words on slips of paper and tuck one word into each egg, along with a little treat (a jellybean, a penny, etc.) Hide the eggs all over the house. Ask your child to find them and bring them to you.

Once they've found the eggs, have them open each one. If they read the word, they get the treat. If they don't, they tuck the word and the treat back into the eggs to be hidden again in a day or two. Repeat until they've read all of the words.

Option 5: Gameschooling

This isn't so much an option to conduct our reading lessons as it is an option to play with words and strengthen reading confidence. Playing word games is a wonderful way to make learning fun, to break up ruts, and to put your child at ease. Favorites include Bananagrams, Jr., Boggle, Jr., Sight Word Swat, Mad Lids, Sight Word Zingo!, and Scrabble, Jr.

Contents

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- 12 – 14 *A Wolf Called Wander* by Rosanne Parry
- 15 – 17 *Take Back the Block* by Chrystal D. Giles
- 18 – 20 *When You Trap a Tiger* by Tae Keller
- 21 – 23 *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team* by Christina Soontornvat
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- 27 – 28 *When Stars are Scattered* by Victoria Jamieson and Omar Mohamed
- 29 – 31 *Show Me a Sign* by Ann Clare LeZotte
- 32 – 33 *The Crossover* by Kwame Alexander
- 34 – 36 *From the Desk of Zoe Washington* by Janae Marks
- 1 – 12 **Poetry (Optional):** *Poetry for Kids: Robert Frost* edited by Jay Parini
- 13 – 24 **Poetry (Optional):** *Poetry for Young People: Maya Angelou* edited by Edwin Graves Wilson, PhD
- 25 – 36 **Poetry (Optional):** *Everything Comes Next: Collected and New Poems* by Naomi Shihab Nye
- 1 – 36 **Recommended Supplement (Optional):** *Once Upon a Word: A Word-Origin Dictionary for Kids* by Jess Zafarris (This book is used for the Super Secret Notebook all year, but it is optional. A regular dictionary will suffice.)
- 1 – 36 **Required:** You will also need access to a dictionary and a thesaurus. We recommend *Merriam-Webster's Elementary Dictionary*, New Edition (2019) but an online dictionary will suffice, if you prefer. For the thesaurus, either an online or a physical one will do.

Books & Supplies

Required Books for Literature:

- *Frindle* by Andrew Clements
- *Esperanza Rising* by Pam Muñoz Ryan
- *Front Desk* by Kelly Yang
- *Fatty Legs* by Christy Jordan-Fenton and Margaret Olemaun Pokiak-Fenton
- *A Wolf Called Wander* by Rosanne Parry
- *Take Back the Block* by Chrystal D. Giles
- *When You Trap a Tiger* by Tae Keller
- *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team* by Christina Soontornvat
- *The Night Diary* by Veera Hiranandani
- *When Stars are Scattered* by Victoria Jamieson and Omar Mohamed
- *Show Me a Sign* by Ann Clare LeZotte
- *The Crossover* by Kwame Alexander
- *From the Desk of Zoe Washington* by Janae Marks
- A dictionary (online or physical; we recommend *Merriam-Webster's Elementary Dictionary*, New Edition 2019)

Highly Recommended Optional Books (Poetry, Supplementary):

- *Poetry for Kids: Robert Frost* edited by Jay Parini
- *Poetry for Young People: Maya Angelou* edited by Edwin Graves Wilson, PhD
- *Everything Comes Next: Collected and New Poems* by Naomi Shihab Nye
- *Once Upon a Word: A Word-Origin Dictionary for Kids* by Jess Zafarris (This book is used for the Super Secret Notebook all year, but it is optional. A regular dictionary will suffice.)

Optional Books for Independent Reading

We highly encourage you to allow your child to choose their own books for independent reading at this stage, especially if they are developing fluency and confidence. A weekly or monthly trip to the library to let them stock up on a variety of books that interest them would be an excellent way to give them the opportunity to choose their own entertainment and foster a love of reading. They will likely choose some books that they cannot read completely and that is fine. In fact, it's a great way for them to learn to work through unfamiliar words through context and decoding skills they've developed in the last few years.

Very advanced readers may enjoy reading some of our read-aloud selections independently, rather than having them read to them.

Remember that every child develops at their own unique pace. The most important thing is to nourish and encourage a joy for reading, so please do not let external or internal pressure cause reading and reading practice to become a chore or a source of stress for you or your child.

Week No. 1: Frindle

- ☐ **Literature Selections to Read This Week:**
Read Chapters 1 through 7 in *Frindle* by Andrew Clements. Try to start the selection at the beginning of Day 1 and finish it by the end of Day 3.
- ☐ Optional **Poetry Selection(s) to Read This Week:**
Read "A Late Walk" by Robert Frost (<https://poets.org/poem/late-walk>.) There is a lovely recited version by "The Wordman" (poemrecital) on YouTube: <https://youtu.be/LnoaWaITEpg>, if you would prefer listening to it.
- ☐ Optional **Additional Readings:** You may wish to screen through the social studies prompts for the week on Day 1. These can be found at the end of this week's pages in this lesson guide. If you choose a prompt with books or other resources to read, you may want to spread that additional reading out over the week.

Day 1

- ☐ **In the student notebook, complete the journal prompt: "Choosing Words to Characterize Yourself"**
Read the full prompt in the student notebook, then write and illustrate your response.
- ☐ **Elements of Story: Basic Story Elements (A Brief Review, Part 1 of 2)**
(read the passage below, or ask an adult to read it to you)
As you read each book this year, you will be exploring all of the different elements that come together to tell each story. These include things you may have already learned about, like the setting, the characters, and the plot (the events that happen in the story.) They may include some things that are new to you, like symbolism and themes. You'll discover how many different elements work cohesively to build a story in the reader's mind.

We are going to begin with a little review. You may be familiar with some of the things we explore this week and next week, or they may be new to you. We'll be diving deeper into these elements all year long.

The setting is where a story takes place in space and time. The setting tells us when and where the story takes place. Think of some of your favorite books and movies. Where do they take place? On the seashore? In New York City? On another planet? In a magical castle? When do they take place? In the 1500s? In the year 2099? In the autumn in our time? Over one summer in the 1960s?

Characters are another important element of a story. Characters are people, animals, or creatures in a story. Characters tell us who is in the story. Some characters are very important to the action in the story, while others behave more like part of the setting, showing us the world of the story but not directly involved in the action. Think back to the favorite movies and books you imagined. Can you think of the characters in those stories? Which characters were most important to the story? As you begin reading *Frindle*, keep these two elements (setting and character) in mind.
- ☐ **Complete the literature project: Make a Crossword Puzzle of Your Favorite Books and / or Movies (Part 1)**
This week, you'll start making a crossword puzzle of your favorite books and / or movies. You'll finish this project next week. This week, start by brainstorming. Make a list of books and / or movies you really love. Jot down some of the important settings and characters in the stories. These will be the words that will need to be filled in for the puzzle. Finally, brainstorm some clues for each setting or character. (Example word for puzzle: "Wilbur," example clue: "Charlotte's pig friend.") If you've never done a crossword puzzle before, you might want to look at some online or in a book. It would be a really good idea to complete a puzzle first, too. That way, you'll know how they work. (See this week's bonus activity.) For this project, you'll be creating a puzzle for someone else (a family member / friend) to complete.
- ☐ Optional **Independent reading for 30 minutes or more**

Week No. 1: Frindle

Day 2

- ☐ **In the student notebook, complete the word list: Reviewing Concepts from Year 4**
Read the list and practice passage out loud to an adult. This week, you will simply read some words we've covered in previous levels. Don't worry if you don't know them all. If you get stuck on a word, just mark it and review it again later in the week.
- ☐ **In the student notebook, complete the first prompt on the copywork page.**
- ☐ **Begin the prompt for week 1 in the Super Secret Notebook Guide.**
- ☐ Optional **Independent Reading for 30 minutes or more**

Day 3

- ☐ **In the student notebook, complete the vocabulary page:** Read the instructions and complete the activity in the student notebook. This week, you'll explore "mono" words, like "monopoly," "monochrome," "monotone," etc.
- ☐ **Review weekly word list if needed**
- ☐ **In the student notebook, complete the second prompt on the copywork page.**
- ☐ **Continue working on the prompt for week 1 in the Super Secret Notebook Guide.**
- ☐ Optional **Independent Reading for 30 minutes or more**

Day 4

- ☐ **In the student notebook, complete the narration page.** Illustrate and retell an event from this week's literature selection.
- ☐ **In the student notebook, complete the third prompt on the copywork page.** Today, you will copy the passage (or a portion of the passage) in your best printing. Parents: Cursive copywork passages can be found at the back of this parent guide.
- ☐ **Continue working on the prompt for week 1 in the Super Secret Notebook Guide.**
- ☐ Optional **Independent Reading for 30 minutes or more**

Week No. 1: Frindle

Dictation Passage (optional)

She had two skirt-and-jacket outfits, her gray uniform and her blue uniform, which she always wore over a white shirt with a little cameo pin at the neck.

Solutions to the copywork prompts in the student notebook:

- Nouns: outfits, uniform, uniform, shirt, pin, neck
- Pronouns: She, which*, she
- Adjectives: two, skirt-and-jacket, her, gray, her, blue, white, little, cameo
- Articles: a, a, the

*"Which" is being used as a pronoun in this passage. It is referring to the outfits previously mentioned in the sentence. If this is hard to visualize or understand this, imagine switching the sentence around to say, "and she wore them over a white shirt..." In this version, the word "them" is an obvious pronoun, replacing "outfits." In the passage, "which" is being used the way "them" is used in the alternative example. It is substituting "outfits."

Parents: Cursive copywork / dictation passages can be found in the back of this guide. If you'd prefer your child to use the passage in cursive to check their work, please provide this week's passage to your child, or show them where to find it.

Week No. 1: Frindle

Day 5 (optional)

- ☐ Optional **In the student notebook, complete the dictation exercise.** Ask an adult to read the dictation passage in this guide out loud to you a few times, slowly and clearly. As you listen, copy the passage onto the dictation page in your notebook. When you are finished, use the dictation passage in this guide to check your work. Correct any spelling, punctuation, or grammar mistakes as needed.
- ☐ **Finish the prompt for week 1 in the Super Secret Notebook Guide, if you have not finished it already.**
- ☐ **Catch up on any work from the week, if needed**
- ☐ Optional **Complete this week's bonus activity: Playing with Crossword Puzzles**
The literature project for this unit (*Frindle*) involves designing your own crossword puzzle. If you've never done a crossword puzzle before, you may want to spend some time this week trying one out! Here are some places where you can find crossword puzzles for kids:
 - <https://lovattspuzzles.com/kids/childrens-online-puzzles/spellbound/>
 - <https://www.puzzles-to-print.com/crossword-puzzles-for-kids/>
 - Design your own puzzle online (you may need an adult's help to learn how to use this application):
https://www.education.com/worksheet-generator/reading/crossword-puzzle/?gclid=Cj0KCQjw6ZOIBhDdARIsAMf8YyEcbDo2XieBktUnWI3MF61zBXxKgAPYMJlqkU8PMVbwFFo8yTRCYzcaAp2kEALw_wcB
- ☐ Optional **Complete Your Choice of Social Studies Prompt(s) for the Week**
See next page for options and details.

Social Studies Week No. 1

Optional Prompts for Social Studies

Parents: Pick and choose from the prompts below. You may do as few or as many of the social studies prompts as you like. You can keep these very short and simple, or take extended deep-dives into topics of interest. Please screen videos, books, and other resources first. Not every resource will be appropriate for every family. **Clickable links can be found in the clickable links PDF included in your downloads.** Please note that the "Exploring the States" option comes with a separate student notebook, which you may wish to print out before beginning, if you intend to use that social studies option throughout the year. The other social studies options do not come with their own notebooks, but you may wish to purchase a separate, blank notebook for your child to take notes, store printed-out maps, record what they've learned, etc. This is, of course, completely optional.

Option 1: Explore "Untranslatable Words" from Other Languages

Begin reading *What a Wonderful Word* by Nicola Edwards and Luisa Uribe. As you read, you may want to add some of your favorite words to your "word collection" at the back of your Super Secret Notebook. (See this week's Super Secret Notebook prompt for details.)

Option 2: Explore Maps of Languages Around the World

Spend some time exploring various maps of languages around the world, using the links below. You may wish to find more detailed maps for your specific country or state, using an internet search. If you're keeping a social studies notebook, you may want to print out some of the maps you find and add them to your notebook. (Clickable links are in the back of this guide.)

- <https://www.mapsofworld.com/world-language-map.htm>
- <https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-maps-and-charts/>
- <https://www.scmp.com/infographics/article/1810040/infographic-world-languages> (see the visual aid at the top of the page--no need to purchase a subscription to scroll down further)

"Exploring the States" Option:

This is a year-long option for families wanting to learn about the states and capital cities of the United States of America. Every week, the social studies options will always include a prompt for the "Exploring the States" option. Please see the supplemental book list at the beginning of the parent guide for recommended books to choose from. Please note that use of any of these books is completely optional, and you are welcome to use internet maps, an atlas you already own, etc. in their place. Please note that, like the other social studies prompts, the "Exploring the States" prompts are absolutely not required, and are completely optional.

This week, begin by reviewing the continents and oceans, the concepts of latitude and longitude, and the equator. Find the corresponding page for week 1 in the "Exploring the States" notebook and complete it, using the internet, an atlas, etc. for reference.

Week No. 2: Frindle

- ☐ **Literature Selections to Read This Week:**
Read Chapters 8 through 15 in *Frindle* by Andrew Clements. Try to start the selection at the beginning of Day 1 and finish it by the end of Day 3.
- ☐ Optional **Poetry Selection(s) to Read This Week:**
Read "After Apple-Picking" by Robert Frost (<https://www.poetryfoundation.org/poems/44259/after-apple-picking>), or listen to it. Recommended recitation: from Spoken Verse, "After Apple Picking" by Robert Frost (read by Tom O'Bedlam)": <https://youtu.be/Cs3GsHhwBC8>
- ☐ Optional **Additional Readings:** See the recommended options in this week's social studies prompts.

Day 1

- ☐ **In the student notebook, complete the journal prompt: "Mightier Than the Sword"**
Read the full prompt in the student notebook, then write and illustrate your response.
- ☐ **Elements of Story: Basic Story Elements (A Brief Review, Part 2 of 2)**
(read the passage below, or ask an adult to read it to you)
Last week, we reviewed settings and characters. This week, let's review plot. The plot is the series of events that happen in a story. If you were to tell someone everything important that happens in your favorite movie, in order, you'd be telling them the plot. For example, in the traditional story of the gingerbread child, the plot is something like this:
 - An old man and woman want a child, but have no children of their own. They decide to make a gingerbread child.
 - When the old woman opens the oven to check on the child, it comes to life and jumps out.
 - The child runs away. The old man and woman chase after it. Other animals and people join in the chase as the gingerbread child runs across the countryside.
 - The gingerbread child comes to a river it cannot cross. A fox offers to swim across with the gingerbread child on its back. The child accepts the offer. Halfway across the river, the fox stops swimming and eats the gingerbread child up.We'll be diving deeper into the parts of a plot later in the year. For now, think about the important events that have happened in *Frindle*. If you were to tell someone a quick version of everything that's happened so far, what would you say? How does the story start? What happens next? And after that? If you've finished the book, how does it end?
- ☐ **Complete the literature project: Make a Crossword Puzzle of Your Favorite Books and / or Movies (Part 2)**
This week, you will be finishing the crossword puzzle you started last week. First, finish your brainstorming session by thinking of some of the major plot points in your favorite books or movies. You'll need to think of things that form 1 - 3 word answers, and you'll need to come up with clues for each one. For example, maybe you want one of the crossword puzzle answers to be "beanstalk," so you might create this clue: "Jack climbs this to reach the land of the giants."

Now it's time to put everything together. On a scrap piece of paper, work with the words you've assembled from the characters, settings, and important plot points of your favorite books and movies. You'll need to find a way to "click" them together in horizontal and vertical rows. You might want to study a crossword puzzle first to see how this is done. Certain words will share a letter where they cross each other. Next, you'll need to number the horizontal and vertical boxes that each word begins in. (Again, use an existing puzzle for reference.) Once you have this down, use a piece of graph paper to map out your puzzle. Transfer the exact number of blank boxes for each word, and the numbers for the horizontal and vertical words, but not the words themselves. Finally, write the clues at the bottom, making sure that the clues are organized into sections for the horizontal and vertical words, and number them to correspond with the words in your puzzle. Hand your puzzle over to a friend or family member to complete.
- ☐ Optional **Independent reading for 30 minutes or more**

Week No. 2: Frindle

Day 2

- ☐ **In the student notebook, complete the word list: Reviewing Concepts from Year 4, cont.**
Read the list and practice passage out loud to an adult. This week, you will simply read some words we've covered in previous levels. Don't worry if you don't know them all. If you get stuck on a word, just mark it and review it again later in the week.
- ☐ **In the student notebook, complete the first prompt on the copywork page.**
- ☐ **Begin the prompt for week 2 in the Super Secret Notebook Guide.**
- ☐ Optional **Independent Reading for 30 minutes or more**

Day 3

- ☐ **In the student notebook, complete the vocabulary page:** Read the instructions and complete the activity in the student notebook. This week, you will explore more Greek and Latin roots, prefixes, and suffixes.
- ☐ **Review weekly word list if needed**
- ☐ **In the student notebook, complete the second prompt on the copywork page.**
- ☐ **Continue working on the prompt for week 2 in the Super Secret Notebook Guide.**
- ☐ Optional **Independent Reading for 30 minutes or more**

Day 4

- ☐ **In the student notebook, complete the narration page.** Illustrate and retell an event from this week's literature selection.
- ☐ **In the student notebook, complete the third prompt on the copywork page.** Today, you will copy the passage (or a portion of the passage) in your best printing. Parents: Cursive copywork passages can be found at the back of this parent guide.
- ☐ **Continue working on the prompt for week 2 in the Super Secret Notebook Guide.**
- ☐ Optional **Independent Reading for 30 minutes or more**

Week No. 2: Frindle

Dictation Passage (optional)

Nick watched his parents nervously as Mrs. Chatham talked. His dad listened carefully, nodding and frowning. He looked quite embarrassed, but his mom seemed almost annoyed.

Solutions to the copywork prompts in the student notebook:

- Verbs (Action): watched, talked, listened, nodding, frowning
- Verbs (Linking): looked*, seemed
- Adverbs: nervously (modifying the verb "watched"), carefully (modifying the verb "listened"), quite (modifying the adjective "embarrassed"), almost (modifying the adjective "annoyed")

*"Looked" could be an action verb or a linking verb in a sentence, depending on how it's used. In the following example, it is used as an action verb: "He looked at the clock." In that example, "looked" describes an action. In our copywork passage, the father = embarrassed. He is not performing the action of looking at something. "Looked" links the father to an adjective describing him. Remember, linking verbs connect a subject to a noun, an adjective, or a descriptive phrase. She was a nurse. That smells delightful. I felt completely overwhelmed.

Week No. 2: Frindle

Day 5 (optional)

- ☐ Optional **In the student notebook, complete the dictation exercise.** Ask an adult to read the dictation passage in this guide out loud to you a few times, slowly and clearly. As you listen, copy the passage onto the dictation page in your notebook. When you are finished, use the dictation passage in this guide to check your work. Correct any spelling, punctuation, or grammar mistakes as needed.
- ☐ **Finish the prompt for week 2 in the Super Secret Notebook Guide, if you have not finished it already.**
- ☐ **Catch up on any work from the week, if needed**
- ☐ Optional **Complete this week's bonus activity: Make Up Your Own Secret Language**
Fold a few pieces of paper in half together and staple them to make a little booklet. Inside, create your own secret dictionary of 6 - 10 words that you invent. Try to include some nouns, adjectives, verbs, and adverbs. Include a little doodle or a translation of the word. If you like, share your secret dictionary with a friend or family member and agree to use the words in everyday conversation for the next week. Do any of your words "stick around" like "frindle" did? If you're having fun with this activity, feel free to expand it into the coming weeks, and add more pages to your secret dictionary if needed.
- ☐ Optional **Complete Your Choice of Social Studies Prompt(s) for the Week**
See next page for options and details.

Social Studies Week No. 2

Optional Prompts for Social Studies

Parents: Pick and choose from the prompts below. You may do as few or as many of the social studies prompts as you like. You can keep these very short and simple, or take extended deep-dives into topics of interest. Please screen videos, books, and other resources first. Not every resource will be appropriate for every family. **Clickable links can be found in the clickable links PDF included in your downloads.**

Option 1: Explore "Untranslatable Words" from Other Languages, cont.

Finish reading *What a Wonderful Word* by Nicola Edwards and Luisa Uribe. As you read, you may want to add some of your favorite words to your "word collection" at the back of your Super Secret Notebook. (See last week's Super Secret Notebook prompt for details.)

Option 2: Explore Where Words in the English Language Come From

Choose from the resources below to explore where words in the English language come from:

- In *Once Upon a Word* by Jess Zafaris, read pages vi – 4 to explore the origins of the words we use today (in the English language.)
- In *Once Upon a Word* by Jess Zafaris, read pages 28 and 29 to explore the origins of the names of the months of the year.
- Watch this video from TED-ed, "Where did English come from? – Claire Bower":
<https://youtu.be/YEaSxhcns7Y> (remember--clickable links can be found in the back of this guide)
- Feel free to explore the origins of other languages or language families too! You can find videos online, books in the library, etc. to help you.

"Exploring the States" Option:

This week, briefly explore the countries of the continent of North America. Find the corresponding page for week 2 in the "Exploring the States" notebook and complete it, using the internet, an atlas, etc. for reference. Please note: The goal for this week is to familiarize yourself with the countries of North America, not to memorize them or their locations.

- A quick, musical video on the countries of North America you might enjoy: From Kids Learning Tube, "North America Geography/North American Countries":
<https://youtu.be/eCPlgGQaD4o>

This would be a good time to explore North American Indigenous territories as well:
<https://native-land.ca/>

This Notebook Belongs to:

Date Started:

Week 1 Literature Journal

Week 1 Literature Journal

Illustrate your answer:

[illegible]This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Read the words:

key	monkey	journey
confidence	inventive	toe
gnat	vision	patient
mixture	taught	caught
eight	guard	election
accessible	confusion	moisture
obey	gnashed	sleigh
massive	attorney	tension
mission	guidance	disastrous
foe	height	guitar
daughter	potion	doe
social	motorize	ignorance
gnarled	security	gnome
subtraction	neighbor	simplify
obsession	delicious	laugh
distraught	shoe	chimney

Read the passage:

Her daughter was confident that the journey would be disastrous. The sleigh was a gnarled heap of rotting wood, and the overgrown trails were a confusion of thorns and fallen trees. It was a mission doomed for failure, but the distraught girl loaded the sleigh anyhow.

Read first: According to the lesson guide, you will complete prompt 1 below on Day 2, prompt 2 on Day 3, and prompt 3 on Day 4. The corresponding passage can be found on the next page.

Prompt 1: To kick off Level 5, you will be reviewing the eight parts of speech. You may or may not be familiar with these parts. If you are, this will be a review for you. If you are not, this is an opportunity to familiarize yourself with them. Feel free to take more time, if needed. By the end of week 5, you will want to know and understand all eight parts of speech before moving on to the copywork prompts for week 6.

All of the words in the whole entire world can be sorted into eight categories called the parts of speech. They are: nouns, pronouns, adjectives and articles*, verbs, adverbs, prepositions, conjunctions, and interjections. (*In this level, we will group articles together with adjectives.)

Today, let's explore nouns and pronouns. Nouns are words that name something: a person, a place, a thing, or an idea. Here are some nouns: mountain, Logan, bluebird, St. Louis, hamburger, seashore, Nina, happiness, music, audience, Kyoto. On the following page, you'll find a copywork passage. Use a marker to circle all of the nouns you can find in the passage.

Pronouns are substitutes for nouns. They take the place of a noun, which helps us to avoid repeating a noun again and again. Instead of saying "Nina bought a hamburger, then Nina ate the hamburger as Nina walked to the seashore," we can say, "Nina bought a hamburger, then she ate it as she walked to the seashore." Pronouns to the rescue! Here are some pronouns: I, you, he, she, it, we, they, me, him, her, us, them. On the following page, use a marker to circle each pronoun and write a "p" above each one. (Answers for copywork prompts can be found at the bottom of the dictation page in the lesson guide.)

Prompt 2: We've reviewed two parts of speech so far: nouns and pronouns. Today, let's review a third part of speech: adjectives. Adjectives modify a noun or a pronoun. If I tell you to picture a car in your mind, you might get an idea about the car forming right away. But if I say it's an old, blue, rusty car, that changes the image of the car in your mind. If I say it's a shiny, new, yellow car, those adjectives modify the noun "car" yet again. Adjectives can modify nouns and pronouns in so many ways. Whose dog is it? It's Violet's dog. Which sock is it? It's my stinky striped sock.

The words "the," "a," and "an" are special words called articles. In this level, we will be grouping them together with adjectives. If your friend asks you to hand them "the cup," they mean a specific (definite) cup. If they ask you to hand them "a cup," they aren't referring to a specific cup, they are referring to any (indefinite) cup. Do you see how "the," "a," and "an" modify nouns and pronouns too? In the passage on the following page, find and underline all of the adjectives and articles. (Answers for copywork prompts can be found at the bottom of the dictation page in the lesson guide.)

Prompt 3: Today, you will copy the passage (or a portion of the passage) on the following page, using your best printing.

Parents: Cursive copywork / dictation passages can be found in the Cursive Copywork and Dictation Passages at the end of the Lesson Guide PDF.

[illegible]

monochrome

a long speech by one actor in a play or movie

monotone

an eyeglass for one eye

monocle

a railway in which the track consists of a single rail or a beam

monopoly

a continuing sound, especially of a person's voice, that is unchanging in pitch and without intonation

monolingual

a painting, drawing, or photograph in a single hue

monorail

complete ownership or control of the entire supply of goods or a service in a certain market

monologue

describes someone who can speak or understand only one language

Exploring "Mono" Words

Read First: A quote in Chapter 2 of *Frindle* says, "In language arts, Mrs. Granger had a monopoly--and a reputation." The word monopoly comes from the Greek words monos, which means "only" or "single," and polein, which means "to sell." The word monopoly usually refers to a group or a company that has complete control over a certain product or market. For example, if a company has a monopoly on strawberries, they own all of the farms or stores that sell strawberries. The quote from the book is saying that Mrs. Granger is the only fifth grade language arts teacher, even though all of the other subjects have multiple teachers.

This week, you'll explore some more "mono" words. Look at the clues on the next page, then come back to this page and match the "mono" words in the first column above with their definitions in the second column above.

Week 1

Vocabulary Hints

monos

(Greek)

"only," "single," or "lone"

polein

(Greek)

"to sell"

tonos

(Greek)

"sound" or "tone"

khroma

(Greek)

"color"

oculus

(Latin)

"eye"

lingua

(Latin)

"tongue" or "language"

log / logos

(Greek)

"word," "speak," or "thought"

Week 1

Narration

Week 1

Narration

Illustrate your narration:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Week 2 Literature Journal

Week 2 Literature Journal

Illustrate your answer:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Mightier Than the Sword: In *Frindle*, the title for Chapter 8 is "Mightier Than the Sword," which comes from a common expression: "The pen is mightier than the sword." Have you ever heard someone say that? A playwright named Edward Bulwer-Lytton first used it in 1839, and within a decade, it became a common adage. (An *adage* is a short statement that expresses a general truth.) What do you think it means? Why do you think the author uses that title?

Read the words:

pie
bought
grief
court
weird
dough
hour
seize
rough
pour

fierce
our
journal
cough
through
ceiling
thought
siege
sought
tough

retrieve
sour
though
either
drought
courtesy
scour
brief
enough
course

Read the passage:

The storm brought howling winds and roaring thunder that seized his mind with fierce and wild thoughts. He gazed down at the journal, scouring the pages for clues that might explain the weird events that had taken place over the last several hours.

The brief passages provided little insight. They were mostly short notes, either about what was eaten that day or which birds had visited the garden during the writer's afternoon stroll. As he flipped through the pages, he poured carefully over every word. All he needed was one little hint--just enough to point him in the right direction.

Read first: According to the lesson guide, you will complete prompt 1 below on Day 2, prompt 2 on Day 3, and prompt 3 on Day 4. The corresponding passage can be found on the next page.

Prompt 1: Let's continue reviewing the eight parts of speech. We've already explored nouns, pronouns, and adjectives and articles. Today, let's review verbs.

A verb shows action or a state of being. Verbs can show actions, like running, jumping, yelling, making, sighing, traveling, working, wishing, and thinking. We call this kind of verb an action verb. Verbs can also form a little equation and link to a state of being. "Hector is tidy." (Hector = tidy.) "Josephina seems upset." (Josephina = upset.) "This house smells musty." (House = musty.) We call this kind of verb a linking verb. We'll talk more about these two kinds of verbs later.

On the following page, use a marker to circle each verb you see. If it is an action verb, write "A" above it. If it is a linking verb, write "L" above it. (Answers for copywork prompts can be found at the bottom of the diction page in the lesson guide.)

Prompt 2: So far, we've covered four parts of speech: nouns, pronouns, adjectives and articles, and verbs. Can you remember what each one is, and think of an example for each one?

Today, let's explore adverbs. Adverbs modify verbs, adjectives, or even other adverbs. If you needed to modify a noun or pronoun, you'd use an adjective, like "tall," "green," or "fragrant." But if you needed to modify a verb, adjective, or adverb, you'd use an adverb. Here are some examples: run swiftly, speak angrily, very beautiful, extremely unkind, quite gracefully, incredibly loudly. Adverbs are handy! They can tell us so much: how ("carefully lifted"), when ("go now"), where ("swam underwater"), how frequent ("visits often"), and to what degree ("mildly spicy.")

In the passage on the following page, find and underline all of the adverbs. Make sure to double-check the word the adverb is modifying. If a word is modifying a noun or pronoun, it's an adjective. If it's modifying a verb, adjective, or adverb, it's an adverb. (Answers for copywork prompts can be found at the bottom of the dictation page in the lesson guide.)

Prompt 3: Today, you will copy the passage (or a portion of the passage) on the following page, using your best printing.

Nick watched his parents nervously as Mrs. Chatham talked. His dad listened carefully, nodding and frowning. He looked quite embarrassed, but his mom seemed almost annoyed.

Week 2

Playing with Vocabulary

Last week, we explored words that had the Greek word mono in them. This week, you'll explore words that include one of the Greek or Latin words provided below.

- **Step One:** Choose one of the Greek or Latin roots, prefixes, or suffixes below. You can see definitions for each one on the following page, to help you decide.
- **Step Two:** Use a dictionary (physical or online) to collect a few words that contain the word you selected. For example, if you chose the word acro, which is Greek for "top" or "height," you might collect the words acrobat and acrophobia. Write your collected words at the bottom of the next page.
- **Step Three:** Use some, or all, of the words you collect to create a labeled illustration, comic, original sentence, poem, meme, joke, rap, song lyric, etc. in the space above.
- **Step Four:** Add at least two of the words you found to your "Word Collection" at the back of your Super Secret Notebook. See last week's Super Secret Notebook prompt for more details about the "Word Collection."

Word bank:

- **acro**
- **auto**

- **astro / aster**
- **omni**

- **ped / pedi / pede**
- **multi**

Week 2

Vocabulary Hints

acro

(Greek)

"top," "height," "tip," or "beginning"

auto

(Greek)

"self," "same," or "one"

astro / aster

(Greek)

"star," "stars," or "outer space"

omni

(Latin)

"all"

ped / pedi / pede

(Latin)

"foot" or "feet"

multi

(Latin)

"many," "much," or "more than one or two"

Feel free to choose a Latin or Greek word we did not list above. If you are using *Once Upon a Word* by Jess Zafarris this year, there is a nice list of Greek and Latin roots, prefixes, and suffixes from pages 6 - 21. You're welcome to choose anything from those lists for this exercise.

Words I've Collected That Include My Chosen Root, Prefix, or Suffix:

Week 2 Narration

Week 2 Narration

Illustrate your narration:

[illegible]



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Week One

She had two skirt-and-jacket outfits, her gray uniform and her blue uniform, which she always wore over a white shirt with a little cameo pin at the neck.

She had two skirt and jacket outfits, her gray uniform and her blue uniform, which she always wore over a white shirt with a little cameo pin at the neck.

Nick watched his parents nervously as Mrs. Chatham talked. His dad listened carefully, nodding and frowning. He looked quite embarrassed, but his mom seemed almost annoyed.

Nick watched his parents nervously as Mrs. Chatham talked. His dad listened carefully, nodding and frowning. He looked quite embarrassed, but his mom seemed almost annoyed.