

WONDERS

UNIT 2 WEEK 1

supplements

WHO WROTE

THE U.S.

CONSTITUTION?



CONTENTS & EXPLANATION

Reread	Students explain the importance of rereading, and then reread to find answers to questions. Page numbers are provided to guide students.
Reread	Students reread to answer multiple choice and fill in the blank questions.
INTERACTIVE NOTEBOOK PAGE Reread	Students lift the flaps and answer the text-dependent questions about the story. *Students cut out and glue the page into their interactive notebook.
Problem and Solution	Students note the problems delegates faced and their solutions.
Problem and Solution	Students complete the table, adding problems and solutions as needed.
INTERACTIVE NOTEBOOK PAGE Problem and Solution	Students lift the flaps to write the solutions for the given problems. *Students cut out and glue the page into their interactive notebook.
Main Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.
Paired Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.

CONTENTS & EXPLANATION

INTERACTIVE NOTEBOOK PAGE Author's Purpose	Students write about the author's purpose. * Students cut out and glue this page into their interactive notebook.
Essential Question	Students journal write to answer the essential question.
Vocabulary: Word Wall Words	The 8 vocabulary words are available to be cut and hung for use on a Word Wall.
Vocabulary: Definition and Sentence Writing	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	Students use the glossary at the back of the book to look up the meanings of the words. * Students cut out and glue this page into their interactive notebook.
Vocabulary: Definitions and Restatements	Students use the definitions and restatements within each sentence to match each vocabulary word to the correct sentence.
Vocabulary: Definitions	Students match each word to its definition.

CONTENTS & EXPLANATION

Spelling Lists

Spelling lists are provided (3 to a page) to be used with the spelling pages.

IMPORTANT Like in the curriculum, the spelling lists and pages are differentiated by Approaching, On Level, and Beyond. Each list can be identified by the shape in the upper right corner:

 Approaching

 On Level

 Beyond

Spelling Words Writing 3x Each

Students write their spelling words 3 times each.

Sound Sort

Students sort spelling words based on sound.

Spelling Triangles

Students write their spelling words, building with one letter at time, so that words that shaped as a triangle.

INTERACTIVE NOTEBOOK PAGE Sound Sort

Students lift the flaps and write the spelling words according to their sound.

*Students cut out and glue the page into their interactive notebook.

Answer Keys

Answers keys for all applicable sheets are at the end of the unit.

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Reread

Directions: Reread the text to find answers to the questions.

1. Think.... Why is *rereading* an important skill?

2. Reread to complete the table.

QUESTION	ANSWER
Explain why the state leaders are meeting for a convention in Philadelphia. (page 97)	
How did the U.S. government plan to pay their debt for the Revolutionary War? (page 98)	
Explain the problems residents had with being taxed. (page 98)	
Explain the differences between <i>equal representation</i> and <i>proportional representation</i> . (page 101)	

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Reread

Directions: Reread the text to find the answers to the questions.

1. Name 2 states that agreed to tax their citizens.

----- and -----

2. The revolutionary war hero and farmer who began a rebellion because farmers were being taken to court and imprisoned was:

- a. Benjamin Franklin
- b. Daniel Shays
- c. Edmund Randolph

3. The legislative branch of government would

- a. make the laws.
- b. carry out the laws.
- c. make sure the laws were being obeyed.

4. The executive branch of government would

- a. make the laws.
- b. carry out the laws.
- c. make sure the laws were being obeyed.

5. Our nation's first president was -----.

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Reread

Directions: Cut out and glue into your interactive notebook. Reread the section entitled **Separation of Powers** on page 101. Lift the flaps and explain the role of each branch of government.

Glue down this rectangular strip only ↓

WHO WROTE THE U.S. CONSTITUTION?

Legislative Branch

Executive Branch

Judicial Branch

Cut flaps



Name: _____

Problem and Solution

Directions: As you read, take notes on the problems the state delegates faced, as well as how the problems were solved.

PROBLEM

SOLUTION

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Problem and Solution

Directions: Complete the table, filling in the missing problems and solutions.

PROBLEM	SOLUTION
	The U.S. government will tax its residents.
Delegates disagreed about whether to follow the Virginia Plan or the New Jersey Plan.	
Delegates disagreed about whether slaves should be counted as part of the population to gain more representation.	
The process of discussing and voting on all the articles in the new Constitution was taking too much time.	

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Problem and Solution

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write the solution for each problem.

Glue down this rectangular strip only ↓

WHO WROTE THE U.S. CONSTITUTION?	There are conflicts between states. The Articles of Confederation are not working. (page 97)
	The delegates wanted to create a stronger national government, but they didn't want any part of the government to be too powerful. (page 101)
	The delegates didn't know how the president should be chosen (page 109)

Cut flaps



Name: _____

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. A New Plan: Explain three problems the states were having with one another.

2. Explain how the Virginia Plan would change the government. Use text details in your answer.

3. Why did the small states fight against proportional representation in the Virginia Plan?

4. Describe the Great Compromise. Include 3 key points in your description.

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Author's Purpose

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

Glue down this rectangular strip only ↓

WHO WROTE THE
U.S. CONSTITUTION?

Author's Purpose
Unit 2 Week 1

Why might the author have included paintings, portraits, and original documents in this text?

What do you think is the author's purpose for writing *Who Wrote the U.S. Constitution?*

committees



convention



debate



proposal

Name: _____

WHO WROTE THE U.S. CONSTITUTION?

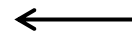
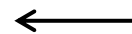
Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

Glue down the rectangular strip only

Who Wrote the U.S. Constitution?	committees
	convention
	debate
	proposal
	representatives
	resolve
	situation
	union

Cut flaps



Name: _____

WHO WROTE THE U.S. CONSTITUTION?

Vocabulary: Definitions & Restatements

Directions: Match each vocabulary word to the sentence in which it belongs.

1. The delegates had to _____ or discuss at a meeting, whether they would follow the Virginia or New Jersey Plan. _____
 2. Teachers meet in _____, or groups of people, to discuss school rules and expectations. _____
 3. We hope to _____ our argument after we've had a chance to think about each other's ideas. Settling disagreements always feels good. _____
 4. We are in a difficult _____, or circumstance, because our power has gone out! _____
 5. State leaders met in a _____ in Philadelphia to discuss keeping the nation together. It was an important formal meeting. _____
 6. There was a _____, or joining together, of states. But there were still arguments between delegates. _____
 7. It was decided that the House of _____ would be decided by the people. The people should choose who speaks or acts for them. _____
 8. My _____, or plan, is to have all fifth graders help with assembly set-up. _____
- a. committees
b. convention
c. debate
d. proposal
e. representatives
f. resolve
g. situation
h. union

Name: _____

Vocabulary: Definitions

Directions: Match each word to its definition.

VOCABULARY WORD

committees

convention

debate

proposal

representatives

resolve

situation

union

DEFINITION

a. a formal meeting for a special purpose

b. people chosen to speak or act for others

c. a plan or suggestion

d. circumstance

e. to argue about or discuss in a meeting

f. groups of people chosen to do certain work

g. to settle, explain, or solve

h. joining together; confederation

Name: _____

Spelling List

Unit 2, Week 1

joint
 foul
 coil
 join
 round
 dawn
 mouthful
 counter
 brought
 hawks
 fountain
 straws
 south
 sauce
 sprouts
 cause
 turmoil
 scrawny
 bounce
 point

Unit 2, Week 1

joint
 foul
 coil
 join
 round
 dawn
 mouthful
 counter
 brought
 hawks
 fountain
 straws
 south
 sauce
 sprouts
 cause
 turmoil
 scrawny
 bounce
 point

Unit 2, Week 1

joint
 foul
 coil
 join
 round
 dawn
 mouthful
 counter
 brought
 hawks
 fountain
 straws
 south
 sauce
 sprouts
 cause
 turmoil
 scrawny
 bounce
 point

Name: _____

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

joint		
foul		
coil		
join		
round		
dawn		
mouthful		
counter		
brought		
hawks		
fountain		
straws		
south		
sauce		
sprouts		
cause		
turmoil		
scrawny		
bounce		
point		

Name: _____

Sound Sort

Directions: Write the words at the bottom into the correct columns.

<p>/oi/ sounds like <i>coin</i></p>	<p>/ou/ sounds like <i>found</i></p>	<p>/ò/ sounds like <i>draw</i></p>

- | | | | | |
|----------|---------|---------|---------|----------|
| joint | foul | coil | join | dawn |
| mouthful | counter | brought | hawks | fountain |
| straws | south | sauce | sprouts | cause |
| turmoil | scrawny | round | bounce | point |

Name: _____

Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write your spelling words according to their vowel sound.

Glue down this rectangular strip only ↓

Spelling Words		Unit 2 Week 1
/oi/ sounds like <i>coin</i>	/ou/ sounds like <i>found</i>	/ò/ sounds like <i>draw</i>