

week ONE

- Many Ways to Tell a Story
 - ✓ Text & Graphic Features
- Airborn
 - ✓ Synthesize
 - ✓ Literary Elements
 - ✓ Figurative Language



CONTENTS & EXPLANATION

7	Essential Question	Students journal write to answer the essential question.
8	Big Idea Words * Interactive Notebook	On the front, students write the meaning of each Big Idea Word. Then, students lift the flaps and write a list of synonyms of each Big Idea Word. * This page is cut and pasted into the student's interactive notebook.
9-10	Text & Graphic Features	Students record the text and graphic features used in the text, as well as the information provided by each feature.
11-12	Synthesize	Students synthesize the story by writing about the main characters, how they feel, and their beliefs about Benjamin Molloy's writings.
13	Literary Elements: Story Map	Students complete the story map, noting the characters, setting, and most important story events.
14	Literary Elements: Characters *Interactive Notebook	Students draw pictures of Kate and Matt. They lift the flaps and write 3 adjectives to describe each character. * This page is cut and pasted into the student's interactive notebook.
15	Literary Elements: Character Map	Students complete the character map. They give 2 adjectives to describe Benjamin and support the adjectives with text details.

CONTENTS & EXPLANATION

16	Figurative Language: Similes	Students color hot air balloons next to examples of similes.
17	Figurative Language: Similes *Interactive Notebook	Students write a simile that relates to the story. They lift the flaps and explain the meaning of the provided simile, as well as the simile the student wrote. * This page is cut and pasted into the student's interactive notebook.
18	Text Questions	Students answer the text-dependent comprehension questions.
19	Critical Vocabulary	Students use the glossary to define each vocabulary word. They write the words into sentences.
20	Critical Vocabulary *Interactive Notebook	Students lift the flaps and write the meanings of each vocabulary word. * This page is cut and pasted into the student's interactive notebook.
21	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
22	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
23	Vocabulary: Synonyms	Students cut and paste each word next to its synonym.

CONTENTS & EXPLANATION

24	Vocabulary: Antonyms *Interactive Notebook	Students lift the flaps and write an antonym for each word given. * This page is cut and pasted into the student's interactive notebook.
25	Vocabulary: Prefixes	Students use the meaning of the prefixes to match each word to its definition.
26	Vocabulary: Suffixes	Students cut and paste the suffixes to create words.
27	Spelling: 3 Times Each	Students write the spelling words three times each.
28	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
29	Spelling Sort	Students sort the spelling words by vowel sound.
30	Spelling: Rainbow Words	Students write the spelling words in rainbow order.
31	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words according to vowel sound. * This page is cut and pasted into the student's interactive notebook.
32- 51	Answer Keys	All pages with applicable answer keys are provided.
52	Credits and Terms of Use	Thank you to the clip artists and fonts creators!

ESSENTIAL QUESTION



How does genre affect the way a story is told?

Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark of the word 'GENIUS!' is overlaid diagonally across the page, with the letters 'G', 'E', 'N', 'I', 'U', 'S' and an exclamation point.

Name: _____

BIG IDEA WORDS

Words About Stories

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write each word in a sentence that shows you understand the meaning of the word.

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Stories

climax

dialogue

foreword

prose

Cut here
←

←

←

Name: _____

TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information

Name: _____

TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information
title	86	The title previews the text. Based on the title, what will this text be about?
subheadings	87	According to the subheadings, what are 3 ways stories can be shared?
photographs	86	What do the photographs help readers understand?
photograph	87	What does this photograph help readers understand?

Name: _____

SYNTHESIZE

thinking changes and new ideas form

Directions: As you read, synthesize your thinking about the story. Organize your thoughts about the main characters and what they want or how they feel.

Kate Molloy
wants / feels

Matt Cruse
wants / feels

Benjamin Molloy
wants / feels

SYNTHESIZE

»»» thinking changes and new ideas form

Directions: As you read, synthesize your thinking about the story. Write about Matt's beliefs and Kate's beliefs. How are their beliefs about Benjamin's writing supported?

Kate Molloy
thinks ...

Kate thinks this
because ...

Matt Cruse
thinks ...

Matt thinks this
because ...

LITERARY ELEMENTS

characters, setting
plot, and events

Directions: As you read, complete the graphic organizer. Take notes about the important characters, the setting (where and when the story takes place), and the plot (the story events.)

Characters

Setting

Plot

The *main problem* is Matt does not know if Benjamin Molloy's writings are accurate and true.

These are the *important story events*:

How is the problem *solved or resolved*?

Name: _____

CHARACTERS



people & animals in a story

Directions: Cut out and glue into your interactive notebook. Draw these two important characters on the outside. Then, lift the flap and list 3 words to describe each character.

A large rectangular template for a character notebook page. On the left side, the word "AIRBORN" is written vertically in large, bold, black capital letters. To the right of this title is a vertical strip with a dashed border, intended for gluing down. The main area of the page is divided into two horizontal sections, each with a dashed border for a character's name and a solid border for a drawing area. The top section contains the name "Kate Molloy" and the bottom section contains the name "Matt Cruse".

Glue down this rectangular strip only ↓

Cut here

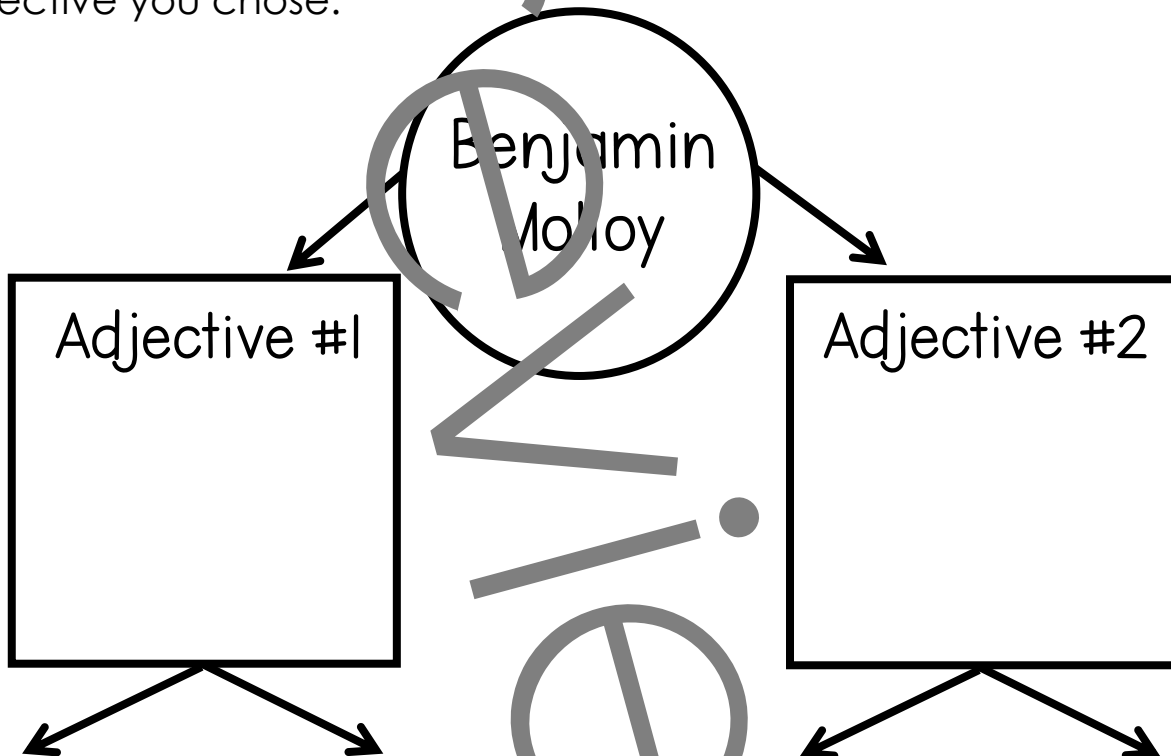


Name: _____

CHARACTERS >>> people & animals in a story

Directions: Think about Benjamin Malloy as you complete the Character Map below.

1. Write an adjective (describing word) that describes him in each of the squares.
2. In each rectangle, write a detail from the story that supports the adjective you chose.



Detail #1	Detail #2	Detail #1	Detail #2
-----------	-----------	-----------	-----------

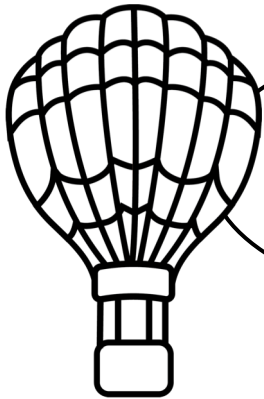
FIGURATIVE LANGUAGE

»»» creates a feeling or makes a point

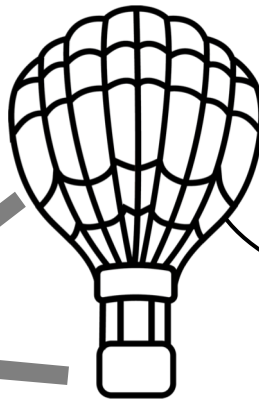
Similes compare two unlike objects using the words *like* or *as*.

EXAMPLE: Her eyes are as blue as the ocean.

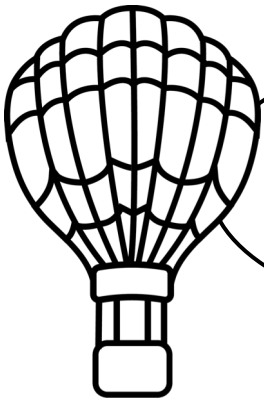
Directions: Read each example of **figurative language**. Color the hot air balloon next to each example of a simile.



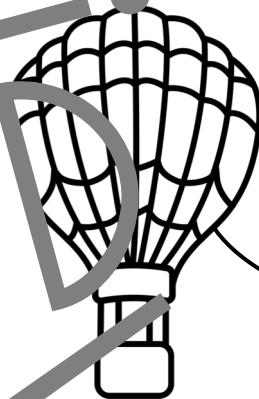
My stomach swirled like a roller coaster.



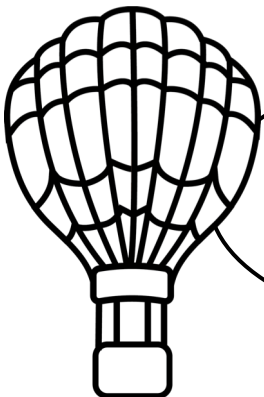
My head was thrumming like a symphony.



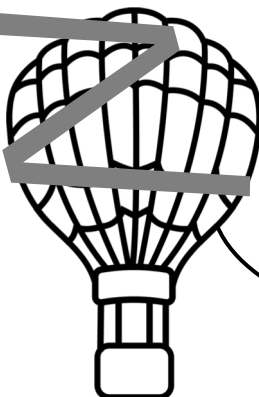
The animal hovered in the air like a spacecraft.



The volcano is a fiery beast.



The airship painted a shadow over the beachgoers.



The scent of the flowers is as strong as perfume.

FIGURATIVE LANGUAGE

»»» creates a feeling or makes a point

Directions: Cut out and glue into your interactive notebook. Underneath Simile 2, write your own simile about events from the story. Lift the flaps and explain the meanings of both similes.

Glue down these rectangular strips only

Airborn	<p>Simile 1</p> <p>My head was thrumming like a symphony. (Para. 47)</p>	<p>Simile 2</p>	
---------	--	-----------------	--

Cut here

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. Describe the important characters in the story. Use text details to describe Kate, Matt, and Benjamin Molloy.

2. Explain how Benjamin Molloy's log changes over time.

3. Reread page 107. Explain how Kate begins to convince Matt that her grandfather's writings may be accurate.

4. Why do you think Matt is willing to tell Kate when they will be closest to the coordinates her grandfather wrote down?

CRITICAL VOCABULARY >>>

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

WORD	DEFINITION	SENTENCE
panic		
favorable		
porthole		
densely		
reasonable		
delirious		
projected		
contents		
deficiencies		

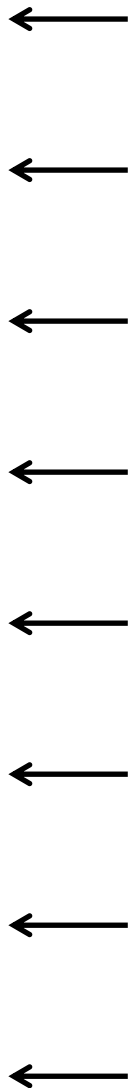
CRITICAL VOCABULARY >>>

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

↓
Glue down this rectangular strip only

AIRBORN	panic
	favorable
	porthole
	densely
	reasonable
	delirious
	projected
	contents
	deficiencies

Cut here



CRITICAL VOCABULARY: CONTEXT CLUES



Directions: Use context clues (clues within the sentence) to complete each sentence using the vocabulary words.

panic	favorable	porthole	reasonable	densely
delirious	projected	contents	deficiencies	

- Looking through the _____, we could see whales breaching. _____
- Benjamin Molloy's notes became less _____ at the end of his log. They stopped making sense. _____
- After having very little to eat or drink, George felt _____. _____
- I felt a sense of _____ when I heard the fire alarm begin to ring. _____
- We looked through the _____ wooded backyard, trying to find deer between the trees. _____
- The _____ of his backpack include fishing lures, a water bottle, and a granola bar. _____
- Because of _____ in my sense of sight, I have to wear glasses. _____
- Grandpa makes a _____ impression on others because he is friendly and welcoming. _____
- The sun _____ a mirage onto the road, making it look like there was water up ahead. _____

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

panic

favorable

porthole

densely

reasonable

delirious

projected

contents

deficiencies

DEFINITION

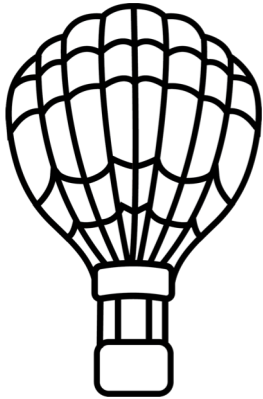
- a. gives a benefit or contributes to success
- b. covered so thickly it is difficult to see through
- c. appeared to be real, but is not
- d. confused due to fever or illness
- e. weaknesses or flaws
- f. topics or subjects included
- g. a feeling of strong fear leaving someone unable to think clearly
- n. small, round window on a ship
- i. logical and easy to understand

Name: _____

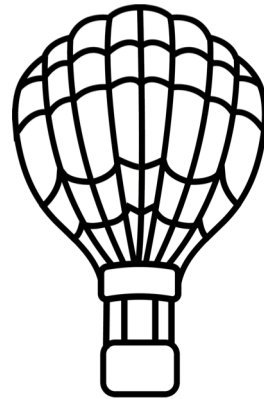
VOCABULARY: SYNONYMS >>>

words with similar meanings

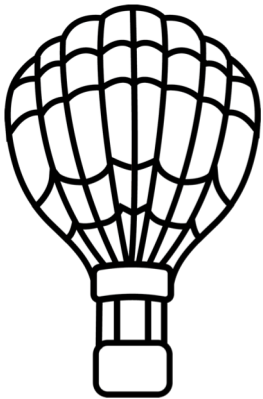
Directions: Cut and paste each word next to its synonym.



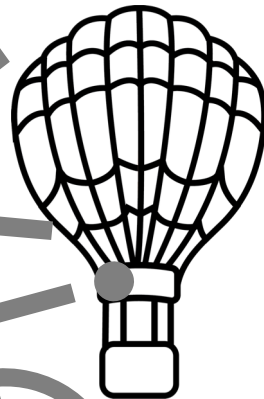
sharing



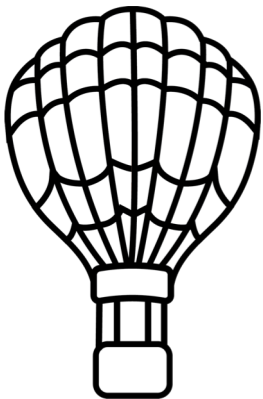
tired



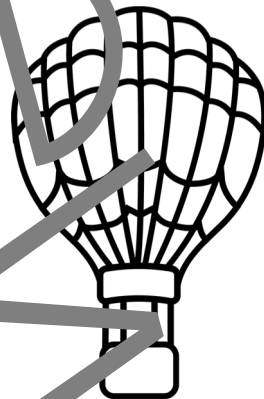
sunny



sick



jump



cold

sleepy

generous

leap

chilly

ill

bright

Name: _____

VOCABULARY: ANTONYMS

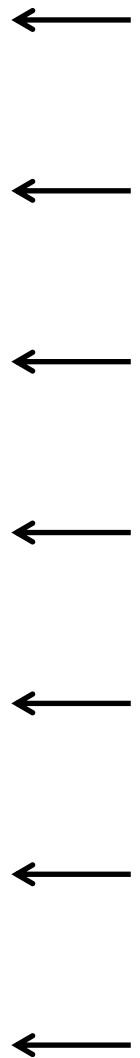
words with
opposite meanings

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write an antonym for each word.

↓
Glue down this rectangular strip only

Antonyms	UPSET
	DOWNWARD
	WEST
	OPEN
	EXPENSIVE
	HOT
	CLOUDY
	FRIENDLY

Cut here



VOCABULARY: PREFIXES >>>>

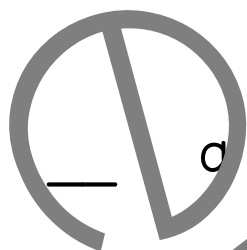
Directions: Read the meaning of each prefix. Match the words to their definitions.

un = not non = not dis = not

WORD

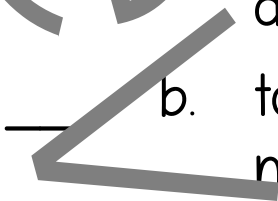
DEFINITION

unafraid



a. no longer visible; to not appear

nonsmoking



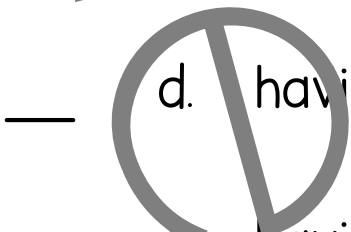
b. to pronounce someone as not eligible for an activity

disappear

—

c. messy; not neat

unhappy



d. having no fear

disqualify

—

e. having or making no sense

untidy

—

f. smoking is not permitted

nonsense

—

g. sad; not happy

VOCABULARY: SUFFIXES

»»» -ly, ily, and -y

Directions: Cut and paste the suffixes so that they create words. **Not all of the suffixes will be used.**

1. cloud

5. hungr

2. happ

6. safe

3. speed

7. friend

4. mess

8. soft

ly

ly

ly

ily

ily

ily

ly

ly

y

y

y

y

Name: _____

SPELLING: 3 TIMES EACH >>>

Directions: Write the spelling words three times in your neatest handwriting.

1.	glue		
2.	flute		
3.	youth		
4.	accuse		
5.	bruise		
6.	stew		
7.	choose		
8.	loose		
9.	lose		
10.	view		
11.	confuse		
12.	cruise		
13.	jewel		
14.	execute		
15.	route		
16.	cartoon		
17.	avenue		
18.	spruce		
19.	assume		
20.	computer		

Name: _____

REVIEW & CHALLENGE: 3 TIMES EACH >>>>

Directions: Write the spelling words three times in your neatest handwriting.

Challenge			
21. include			
22. souvenir			
23. barbecue			
24. unsuited			

Review

Name: _____

SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

<p>/ool/ sounds like <i>flew</i></p>	<p>/yool/ sounds like <i>juice</i></p>
--	--

view

1. glue
2. flute
3. youth
4. accuse
5. bruise
6. stew
7. choose
8. loose
9. lose
10. view
11. confuse
12. cruise
13. jewel
14. execute
15. route
16. cartoon
17. avenue
18. spruce
19. assume
20. computer

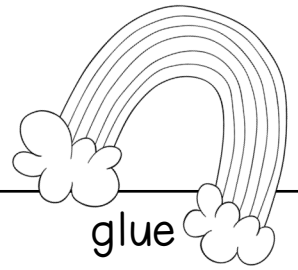
Name: _____

SPELLING: RAINBOW WORDS >>>

Directions: Write the spelling words in rainbow order.

red – orange – yellow – green – blue – indigo – violet

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |



- | | |
|-----|----------|
| 1. | glue |
| 2. | flute |
| 3. | youth |
| 4. | accuse |
| 5. | bruise |
| 6. | stew |
| 7. | choose |
| 8. | loose |
| 9. | lose |
| 10. | view |
| 11. | confuse |
| 12. | cruise |
| 13. | jewel |
| 14. | execute |
| 15. | route |
| 16. | cartoon |
| 17. | avenue |
| 18. | spruce |
| 19. | assume |
| 20. | computer |

Name: _____

SPELLING SORT >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the spelling words into the correct sort.

Airborn	/oo/ sounds like flew
	/yoo/ sounds like juice

↓
Glue down the rectangular strip only

Cut here



1. glue
2. flute
3. youth
4. accuse
5. bruise
6. stew
7. choose
8. loose
9. lose
10. view
11. confuse
12. cruise
13. jewel
14. execute
15. route
16. cartoon
17. avenue
18. spruce
19. assume
20. computer

week ONE

ANSWER KEYS

Name: _____

BIG IDEA WORDS

Words About Stories

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write each word in a sentence that shows you understand the meaning of the word. **Sentences will vary.**

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Stories

climax

a story's most important event and usually happens near the end

dialogue

conversations among characters in the story

foreword

the introduction to a book

prose

unlike poetry, "ordinary writing" is in the form of sentences and paragraphs

Cut here



Name: _____

Many Ways to Tell a Story

TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information
title	86	The title previews the text. Based on the title, what will this text be about? This text will be about the different ways that stories can be shared.
subheadings	87	According to the subheadings, what are 3 ways stories can be shared? They can be shared through digital formats, movies/televisions/plays, and music and other art forms.
photographs	86	What do the photographs help readers understand? The photographs help me see that stories can be shared by plays, performances, on a device, and through telling a story one on one.
photograph	87	What does this photograph help readers understand? This photograph helps me to see how carved totem poles can tell a story, such as to the native people of the Pacific Northwest.

SYNTHESIZE

thinking changes and new ideas form

Directions: As you read, synthesize your thinking about the story. Organize your thoughts about the main characters and what they want or how they feel. *Sample answers below.*

Kate Molloy

wants / feels

Kate wants people to believe her grandfather's logs. She feels they are true.

Matt Cruse

wants / feels

Matt wants to learn more about what is in Benjamin Molloy's logs. He feels unsure as to whether they are true.

Benjamin Molloy

wants / feels

Benjamin believes that he saw animals that have been undiscovered. He wants others to believe him so he takes detailed notes.

SYNTHESIZE

»»» thinking changes and new ideas form

Directions: As you read, synthesize your thinking about the story. Write about Matt's beliefs and Kate's beliefs. How are their beliefs about Benjamin's writing supported? **Sample answers below.**

Kate Molloy
thinks ...

that her grandfather's writings are accurate.

Kate thinks this
because ...

his notes and drawings are detailed and specific. She thinks the sea lanes and skyways are not well-traveled.

Matt Cruse
thinks ...

that Benjamin Molloy may have fallen ill and that his notes are that of a delirious man.

Matt thinks this
because ...

the notes begin to make less sense as they go on. The creatures are so fantastical that Matt isn't sure they can really exist.