

## UNIT 4 LESSON 16

# COMMON CORE STANDARDS

L.4.1d	order adjectives within sentences according to conventional patterns
L.4.4a	use context as a clue to the meaning of an unknown word or phrase
L.4.6	acquire and use general academic and domain specific words and phrases
R.F. 4.4c	use context clues to self-correct word recognition and understanding
R.I. 4.7	interpret information presented visually, orally, or quantitatively
R.I. 4.10	read and comprehend informational texts
R.L. 4.1	refer to details and examples when explaining what the text says explicitly and when drawing inferences
R.L. 4.3	describe a character, setting, or event, drawing on details
R.L. 4.10	read and comprehend literature

## UNIT 4 LESSON 16

# CONTENTS & EXPLANATION

<b>Compare &amp; Contrast Venn Diagram</b>	Students complete the graphic organizer. They look for ways the two characters are alike and different.
<b>Compare &amp; Contrast Paragraph</b>	Students write paragraphs about how Charley and James are alike and different. They think about the characters' words, actions, and choices.
<b>Character Map</b>	Students complete the character map. They choose 2 words to describe Charley and then support their word choices with details from the text.
<b>INTERACTIVE NOTEBOOK PAGE Character Study</b>	<p>* This may be used in place of the Character Map.</p> <p>Students draw James and Charley on the front flaps. They lift the flaps and describe the characters using details from the text.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
<b>INTERACTIVE NOTEBOOK PAGE Monitor &amp; Clarify</b>	<p>Students lift the flaps and complete the prompts as needed. (Prompts include "I don't understand, I wonder why, I'm confused about, and I don't know the meaning of this word _____.")</p> <p>This page can be used with <i>Riding Freedom</i> or <i>Spindletop</i>.</p> <p>* Students cut out and glue this page into their interactive notebook.</p>
<b>Monitor and Clarify Tricky Words</b>	Students write down any tricky words they read. They use context clues to make their best guess about what each word could mean. Then, they define these words using the dictionary.

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# CONTENTS & EXPLANATION

<b>Historical Fiction Classifying</b>	Students color examples of historical fiction green. They color nonexamples purple.
<b>Historical Fiction Details</b>	Students make a list of historical fiction details.
<b>Riding Freedom Story Questions</b>	Students use evidence from the story to answer text-dependent questions.
<b>Spindletop Text Questions</b>	Students use evidence from the text to answer text-dependent questions about the article.
<b>Essential Question</b>	Students journal write, answering the essential question, "What traits do successful people have?"
<b>Vocabulary Word Wall Words</b>	The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.
<b>Vocabulary Definition and Sentence Writing</b>	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.
<b>Vocabulary Using Context Clues</b>	Students use context clues to complete sentences with the vocabulary words.
<b>INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions</b>	<p>* This page may be used in place of the Vocabulary Definition and Sentence Writing sheet.</p> <p>Students use the glossary at the back of the book to look up the meanings of the words.</p> <p>* Students cut out and glue this page into their interactive notebook.</p>

## UNIT 4 LESSON 16

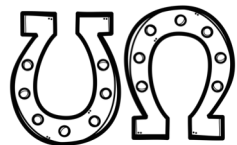
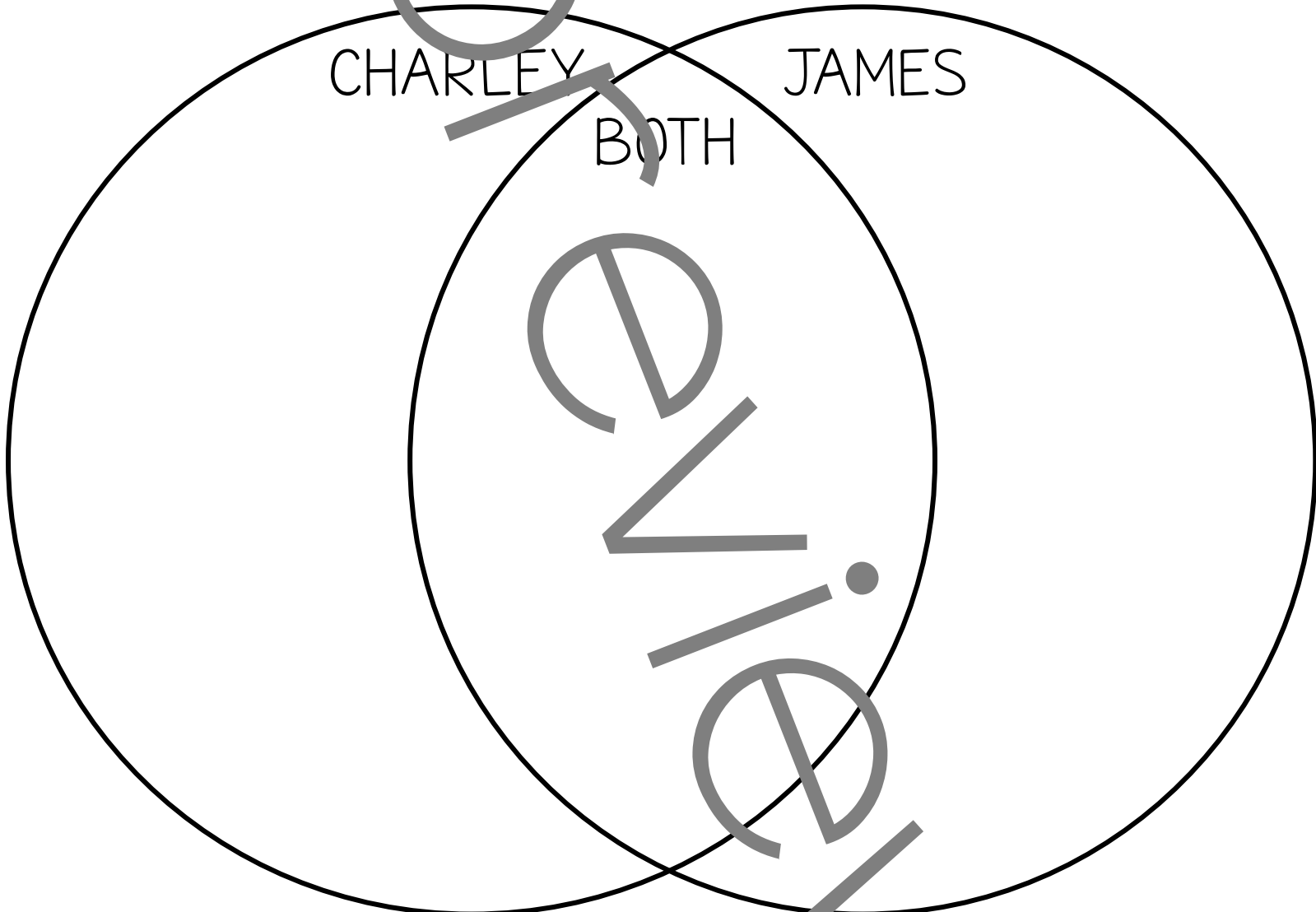
# CONTENTS & EXPLANATION

<b>Spelling Words</b>	A list of spelling words is provided (2 lists to a page) for students to use for studying at home.
<b>Spelling Words Writing 3x Each</b>	Students write their spelling words 3 times each.
<b>Review and Challenge Words: Writing 3x Each</b>	Students write their review and challenge spelling words 3 times each.
<b>Spelling: Vowels &amp; Consonants</b>	Students choose their 2 favorite colors. They write their spelling words, using one color for vowels and the other color for consonants.
<b>Adjectives</b>	Students combine 2 short, choppy sentences into one long, smooth sentence. They must order the adjectives correctly.
<b>Answer Keys</b>	Answers keys for all applicable sheets are at the end of the unit.

Name: \_\_\_\_\_

# Compare and Contrast

Directions: As you read, complete the graphic organizer. Look for ways the two characters are alike and different. Think about each characters' words, actions, and choices.



Name: \_\_\_\_\_

# Compare and Contrast

Directions: As you read, look for ways Charley and James are alike and different. Think about each character's words, actions, and choices. Below, write paragraphs explaining how the characters are alike and different.

## ALIKE

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_

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## DIFFERENT

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_

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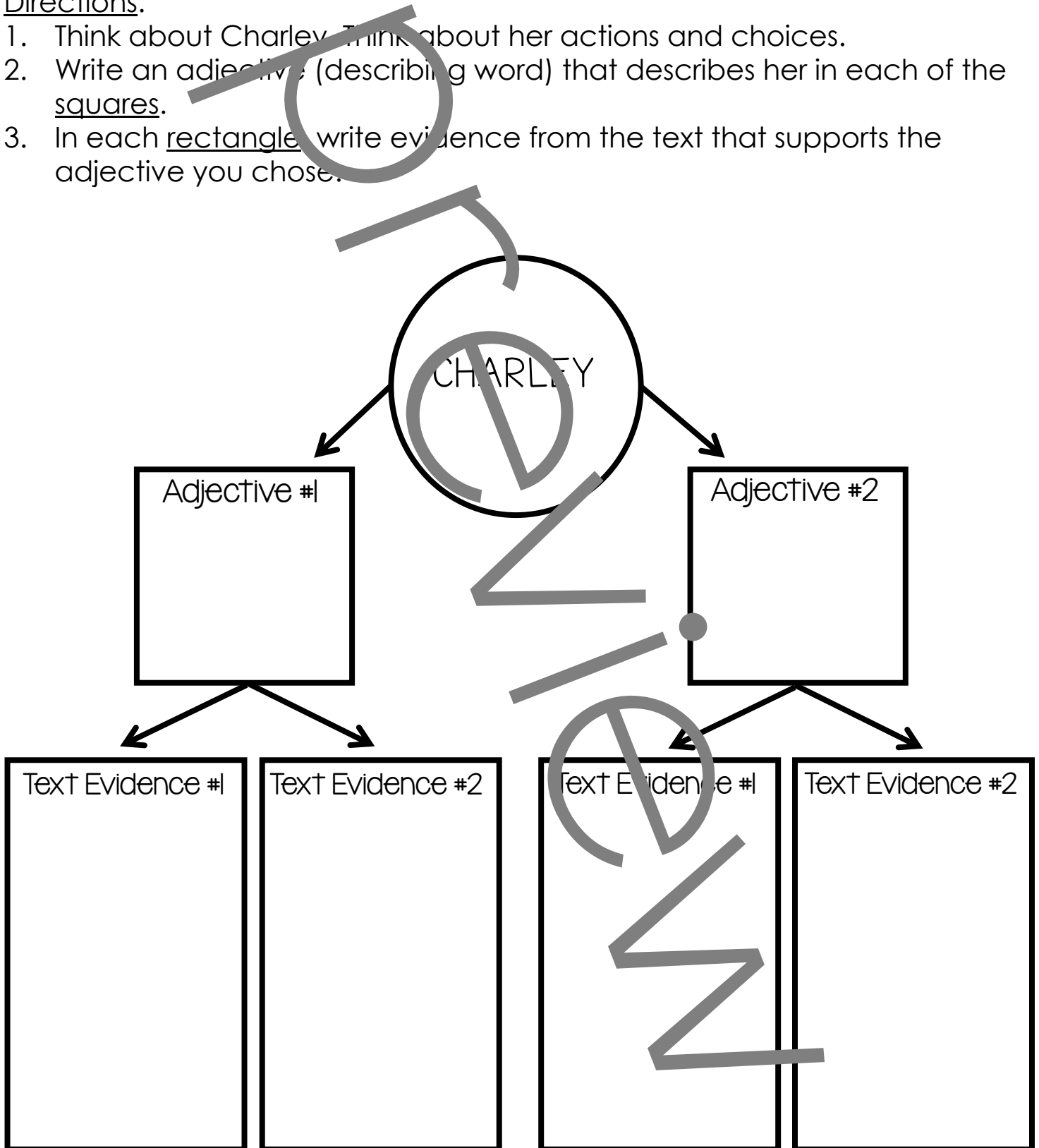
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Name: \_\_\_\_\_

# Character Study

Directions:

1. Think about Charley. Think about her actions and choices.
2. Write an adjective (describing word) that describes her in each of the squares.
3. In each rectangle write evidence from the text that supports the adjective you chose.

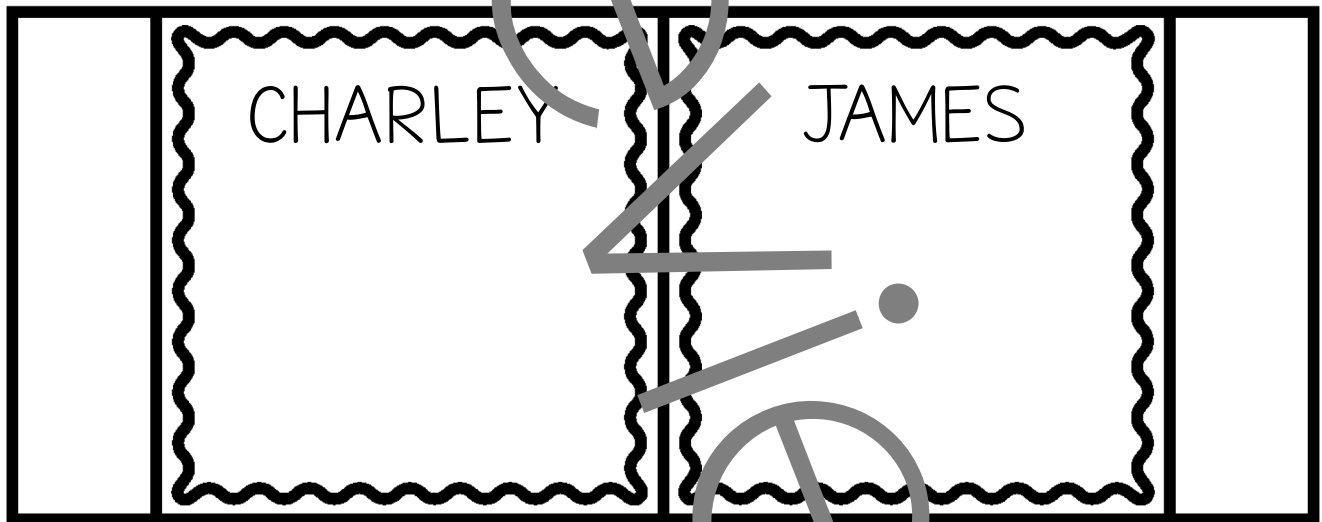


Name: \_\_\_\_\_

# Character Study

Directions: Cut out and glue into your interactive notebook. Think about Charley and James. Draw each person on the cover. Lift the flaps and write a paragraph describing each person. Use at least one word to describe each person. Support your describing word with details from the text.

Glue down the rectangular strips only



Cut flaps



Name: \_\_\_\_\_

# Monitor and Clarify: Tricky Words

Directions: Cut out and glue into your interactive notebook. As you read *Riding Freedom* and/or *Spin & Stop*, pay attention to how well you understand what you read. Lift the flaps and respond to the prompts as needed. For unknown words, lift the flaps and write the dictionary definitions.

Glue down this rectangular strip only

## MONITOR AND CLARIFY

I don't understand...

I wonder why...

I'm confused about...

I don't know the meaning of this word:

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I don't know the meaning of this word:

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I don't know the meaning of this word:

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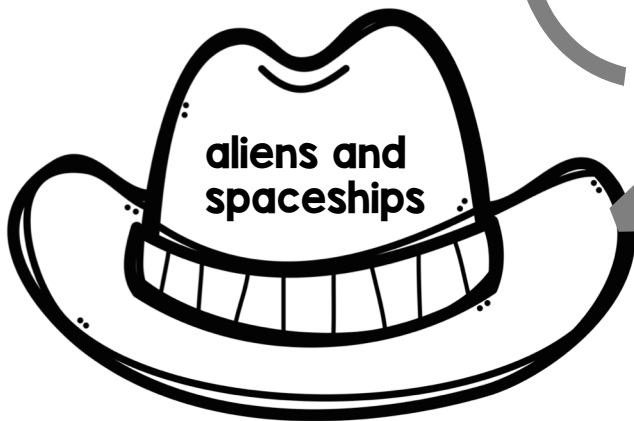
Cut  
flaps



Name: \_\_\_\_\_

# Historical Fiction

Directions: Color possible examples of historical fiction green. Color nonexamples of historical fiction purple.

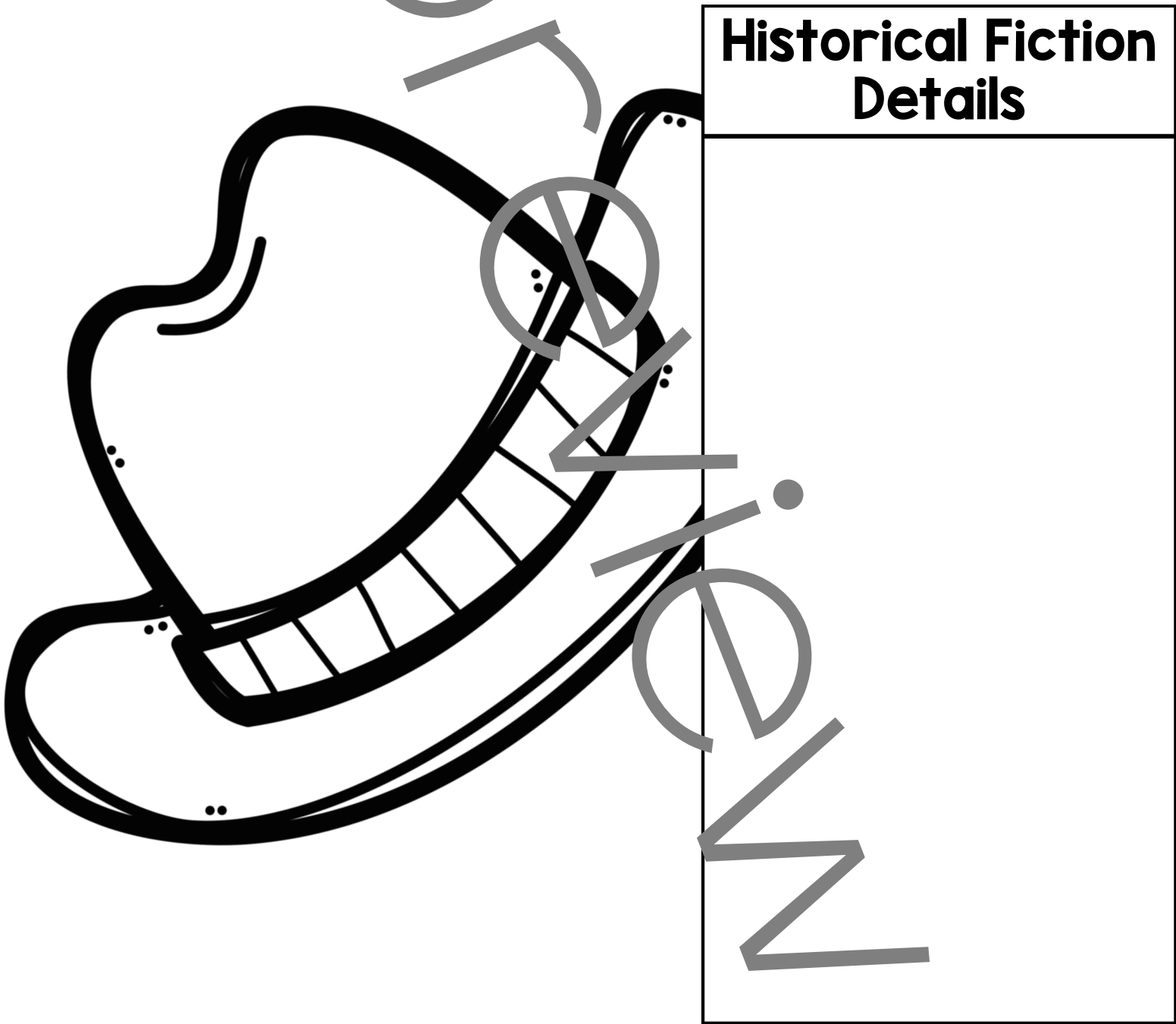


Name: \_\_\_\_\_

# Historical Fiction

Directions: Historical fiction stories are fictional stories that take place during a real time in history. Throughout *Riding Freedom* are details that show the reader that this story is historical fiction. Below, make a list of story details that show this story takes place in history (rather than in present day.)

## Historical Fiction Details



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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. Before the story begins, the author gives the reader background information about Charley's life. What might have been the author's purpose in providing this background information?

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2. Explain what the author means when he writes "Charlotte had been proving herself her whole life." Use details from the story in your answer.

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3. Circle the word that you think best describes Charley.

determined

brave

hardworking

Support your choice with 2 details from the story.

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4. How does Charley demonstrate responsibility?

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# Text Questions

5. Why does the portly gentleman keep referring to Charley as "he"?

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6. If you were James, would you have trusted Charlotte to drive the stagecoach after injuring her eye? Why or why not?

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7. Personification is a way of comparing one thing to another. It gives a human quality to a nonhuman object. Find 3 examples of personification on page 480, and fill in the table below.

Page #	PERSONIFICATION	How this helps the reader understand
478	The wood moaned beneath her.	This helps me to "hear" the wood. I know that the bridge is not strong.

Name: \_\_\_\_\_

# Vocabulary

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

escorted    swelled    worthy    churning    situation  
reputation    deserve    relied    defended    satisfied

1. We support the local animal shelter because we feel it is a \_\_\_\_\_ cause.
2. The waves \_\_\_\_\_ larger and larger, until finally they crashed over the boat.
3. "What an unlucky \_\_\_\_\_" mumbled Dad. "The road is closed ahead."
4. The substitute has a \_\_\_\_\_ for being kind, but strict.
5. I missed two words on my spelling test, but I am still \_\_\_\_\_ with my progress.
6. Samantha \_\_\_\_\_ on her sister to go on the waterslides with her; she was too scared to go alone.
7. Thomas' dog \_\_\_\_\_ him from strangers by barking at anyone who came near.
8. Grandpa \_\_\_\_\_ Ella to the Father Daughter Dance because Ella's dad was out of town.
9. "Zach did \_\_\_\_\_ to win," said Tyler. "He worked very hard on that project."
10. The \_\_\_\_\_ wind knocked over the garbage can and blew the lid down the street.

Name: \_\_\_\_\_

# 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

<b>RIDING FREEDOM</b>	escorted	Cut flaps
	swelled	←
	worthy	←
	churning	←
	situation	←
	relic	←
	reputation	←
	deserve	←
	defended	←
	satisfied	←

Vocabulary

Name: \_\_\_\_\_

# Spelling: Vowels & Consonants

Directions: Choose your two favorite colors. Write each word with both colors. Choose one color for the consonants and one color for the vowels.

risky track topic blank question pocket monkey  
junk equal picnic electric stomach struck earthquake  
ache banker public blanket mistake attack

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



Name: \_\_\_\_\_

# Grammar: Adjectives

Directions: Combine the 2 short sentences into one smooth sentence. Be sure to order the adjectives correctly!

**number opinion size shape color purpose noun** →

## Short & Choppy

1. The puppies scrambled around the living room.
  2. The puppies are brown and tiny.
- 
1. Our cousins are coming tomorrow.
  2. There are two of them and they are energetic.
- 
1. Have you seen my wallet?
  2. It is rectangular and black and fancy.
- 
1. It is my uncle's birthday today!
  2. He is tall and fun.
- 
1. My mom's phone needs to be replaced.
  2. It is small and rectangular and uncool.

## Long & Smooth