

UNIT 1 LESSON 5

COMMON CORE STANDARDS

L.4.2.a	use correct capitalization
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.L. 4.1	refer to details and examples when explaining what the text says explicitly and when drawing inferences
R.L. 4.2	determine theme from details/summarize
R.L. 4.3	describe a character, setting, or event, drawing on details
R.L. 4.4	determine the meaning of words and phrases, including those that allude to characters in mythology
R.L. 4.5	explain major differences between poems, drama, and prose/refer to their structural elements
R.L. 4.7	interpret information presented visually, orally, or quantitatively
R.L. 4.10	read and comprehend literature

UNIT 1 LESSON 5

CONTENTS & EXPLANATION

Understanding Characters	Students take notes about Stormalong's thoughts, words, and actions. Students work to understand the main character.
Character Study	Students complete the Character Map about Stormalong. Students describe the characters using 2 adjectives and support the adjectives with text evidence.
INTERACTIVE NOTEBOOK PAGE Character Study	<p>* This may be used in place of the Character Study page.</p> <p>Students choose 2 adjectives to describe the main characters. They lift the flaps and write text evidence that supports the chosen adjectives.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
INTERACTIVE NOTEBOOK PAGE Character Study	<p>* This page can be used with the student's independent reading book.</p> <p>Students DRAW two important characters. They choose 2 adjectives to describe the main characters. They lift the flaps and write text evidence that supports the chosen adjectives.</p> <p>* Students cut out and glue this page into their interactive notebook.</p>
Making Predictions	Students make predictions about the story as they read. They note the story details that lead them to make the predictions.
Making Inferences	Students make inferences as they read. They write about the story details and background knowledge that helped them to infer.

CONTENTS & EXPLANATION

Hyperbole	Students study each sentence. They color examples of hyperbole blue and color sentences with no hyperbole red.
Story Questions	Students use evidence from the text to answer text-dependent questions about the article.
Hoderi the Fisherman: Story Questions	Students read and answer questions about the folktale.
Essential Question	Students journal write, answering the essential question, "Why do people pass down stories over the years?"
Vocabulary Word Wall Words	The 10 vocabulary words are available to be cut out 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.
Vocabulary Using Context Clues	Students use context clues to complete sentences with the vocabulary words.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	<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 1 LESSON 5

CONTENTS & EXPLANATION

Using Reference Materials	Students use the dictionary to look up the words: porpoise, anchor, whirl, and vessel. They write the definition, the part of speech, the pronunciation, and the syllabication.
Using Reference Materials: Guide Words	Students use the guide words at the top of each dictionary page to cut & paste each word onto the correct page.
Spelling Words	A list of spelling words is provided (2 lists to a page) for students to use for studying at home.
Spelling Words Writing 3x Each	Students write their spelling words 3 times each.
Review and Challenge Spelling Words: Writing 3x Each	Students write their review and challenge spelling words 3 times each.
Spelling: Alphabetical Order	Students write their spelling words in alphabetical order. Because the words are homophones (and many begin with the same letter), students will practice looking to the 2 nd , 3 rd , and 4 th letter.
Spelling: Homophones	Students choose the correct homophone to complete each sentence.
Spelling: Drawing Homophones	Students draw pictures of given homophones.
Common Nouns & Proper Nouns	Students complete the chart, giving a proper noun for each given common noun. Students capitalize proper nouns.
Capitalizing Proper Nouns	Students proofread sentences, circling proper nouns that should be capitalized. Then, students rewrite the sentences correctly on the lines.
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.

Name: _____

STORMALONG

Understanding Characters

Directions: As you read, complete the graphic organizer. Take notes about Stormalong's thoughts, words, and actions. This will help you better understand the main character.

THOUGHTS	WORDS	ACTIONS

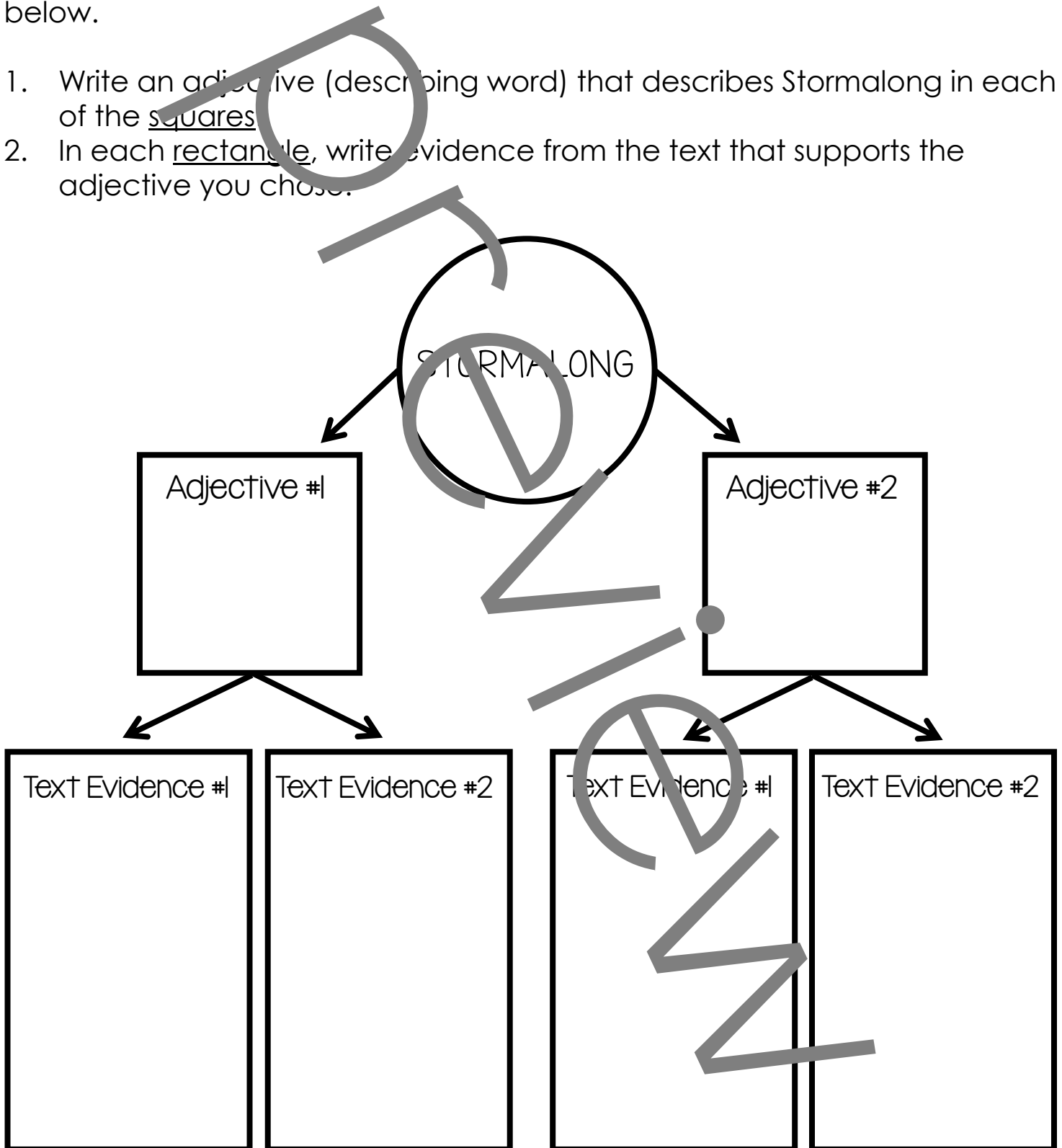
Name: _____

STORMALONG

Character Study

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

1. Write an adjective (describing word) that describes Stormalong in each of the squares.
2. In each rectangle, write evidence from the text that supports the adjective you chose.



Name: _____

STORMALONG

Character Study

Directions: Cut out and glue into your interactive notebook. Think about Stormalong. Write Stormalong's name in your notebook. Then, write 2 adjectives (describing words) that describe him on the flaps. *Inside the flaps*, write 2 examples of evidence from the text that supports your adjectives.

Glue down the rectangular strips only

	ADJECTIVE #1	ADJECTIVE #2	
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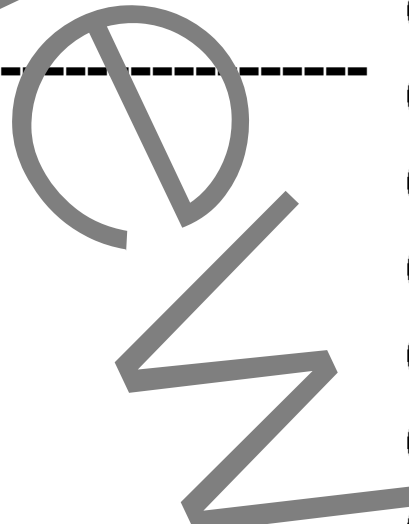
Cut flaps

Name: _____

Character Study

Directions: Cut out and glue into your interactive notebook. Think about 2 important characters in the story. Draw each character on the outside of the flaps. *Inside the flaps,* write one adjective to describe each character. Then give text evidence to support this adjective. (Ex: *Sally is generous. She spent her recess time helping Jenny with her math homework.*)

Glue down the rectangular strip only

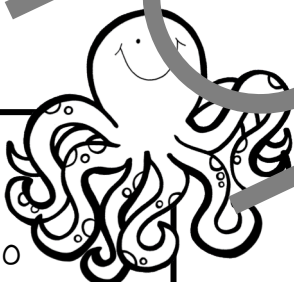
STORMALONG Character Study	CHARACTER: _____ 
	CHARACTER: _____ 

← Cut flaps

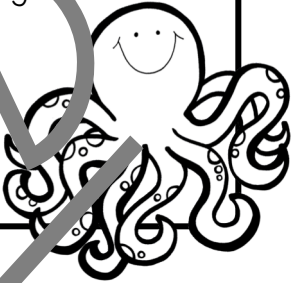
Name: _____

Hyperbole

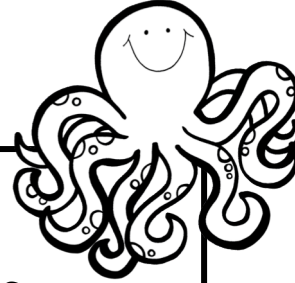
Directions: Hyperbole is a style of writing that authors use to stretch the truth and exaggerate a character's actions or abilities. Below, color each **example of hyperbole blue**. Color sentences with **no hyperbole red**.




The trip to the crow's nest took so long, the sailors who climbed to the top returned with gray beards.



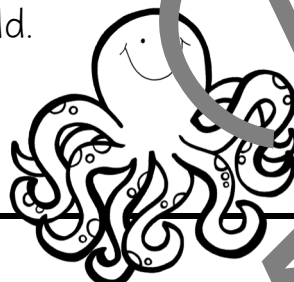
Stormalong could whirl the ship's wheel with his baby finger!



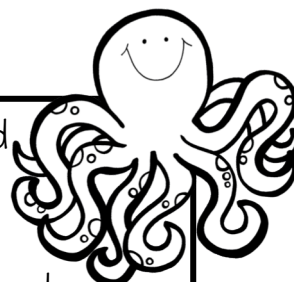
"We need to build a ship that's large enough for Stormalong!"



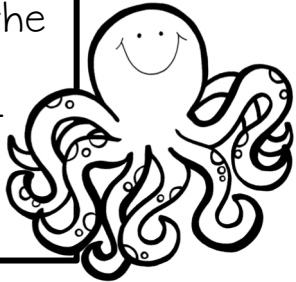
His love of the ocean was so strong that it was said he had salt water in his veins!




For years, Stormalong was the most famous sea captain in the world.



He planted over five million potatoes and watered his whole crop with the sweat of his brow.



And he felt a great yearning for the sea. He missed the fishy-smelling breezes and salt spray.



"I'm going to settle down on this spot and and dig me some potatoes!"

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 **tall tale** is a funny story about impossible or exaggerated happenings. Give 3 details from the story that help you to know Stormalong is a **tall tale**.

2. How does the author use details to explain Stormalong's size?

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

outcast hardworking lonely

Support your choice using 2 details from the story in your answer.

Name: _____

Text Questions

4. Explain Stormy's plan to carry an oar on his shoulder. What was the purpose of this decision?

5. A reader could draw the following conclusion:

The sailors of Boston Harbor both respected and liked Stormy.

Support this statement with 2 details from the story.

6. Near the end of the story, the author writes,

For years Stormalong was the most famous sea captain in the world....But it was also said that sometimes when the crew sang chanteys late at night, their giant captain would stand alone on the deck, gazing out at the sea with a look of unfathomable sorrow in his eyes.

Make an inference: What may have made Stormy sorrowful?

Name: _____

HODERI, THE FISHERMAN

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. Scenes show the setting of a play. They also separate the action of the play into different sections. How does the setting of this play change from Scene 1 to Scene 3?

2. Number the following story events in the order of when they happened.

Hoderi dives deep in the ocean to find the hook. He meet the Sea Princess and her father, the Sea King. They help him search.

When the hook is found, the Sea Princess leaves the sea with Hoderi but is turned into a dragon, as her father said she would.

Hoderi trades jobs with Hikohodemi and becomes a fisherman for the day. Hikohodemi warns him not to lose his hook.

Meanwhile, Hoderi and the Sea Princess fall in love.

Hoderi confesses to his brother that he lost the hook in the sea.

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

foolish

honest

admirable

Support your choice using at least one detail from the story.

tidal

seafaring

yearning

memorable

Name: _____

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
seafaring		
tidal		
yearning		
memorable		
betrayed		
foaming		
outcast		
condition		
shortage		
horrified		

Name: _____

Vocabulary

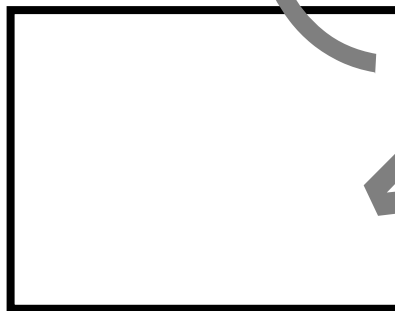
Directions: Use context clues (clues within the sentence) to complete each sentence using the given vocabulary words.

yearning	memorable	betrayed	condition
outcast	shortage	horrified	

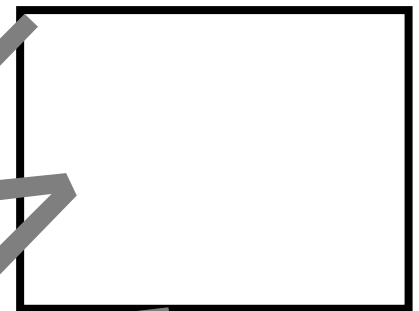
1. Jeremy _____ me when he told my secret.
2. We are publishing our writing with pencil and paper because our classroom has a _____ of computers.
3. After coming home from a month at sea, the sailor was _____ for a home-cooked meal.
4. My goal is to run two miles next week, so I am eating healthily in order to get my body in the right _____.
5. I am the only one at summer camp who didn't come with a friend. I feel like a bit of an _____.
6. Caitlin was _____ when she broke her grandma's favorite vase.



Draw the cover of a book about seafaring.



Draw something that is foaming.



Can you draw a tidal wave?

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

STORMALONG	seafaring	Cut flaps
	tidal	←
	yearning	←
	memorable	←
	betrayed	←
	foaming	←
	outcast	←
	condition	←
	shortage	←
	horrified	←

Vocabulary

Name: _____

Using Reference Materials

Dictionaries can be used to:

- Check a word's spelling
- Find a word's definition
- Find a word's part of speech
- Find a word's pronunciation and syllabication

witness

definition: *one who gives evidence, especially in a court of law*

part of speech: *noun*

pronunciation: *wit-nes*

syllabication: *wit-ness*

Directions: Look up the following words in the dictionary. Fill in the details.

porpoise

definition:

part of speech:

pronunciation:

syllabication:

anchor

definition:

part of speech:

pronunciation:

syllabication:

whirl

definition:

part of speech:

pronunciation:

syllabication:

vessel

definition:

part of speech:

pronunciation:

syllabication:

Name: _____

STORMALONG

Using Reference Materials

Directions: Use the **guide words** to cut and paste each word onto the correct dictionary page. Paste the words in **alphabetical order**.

fabric - fame

fan - fell

feminine -
few

fiction - fit

foal - fox

full - fuzzy

fathom

fought

fade

factory

firefighter

foghorn

forgotten

fence

falcon

fawn

future

fantastic

firstborn

fuse

fun-loving

Name: _____

Spelling: Homophones

Directions: Draw pictures of the following homophones, showing how the words have different meanings.

peek	pearl	vein	vane
scent	cent	days	daze
wait	weight	heard	herd
sent	scent	heel	heal

Name: _____

STORMALONG

Grammar: Common & Proper Nouns

Directions: Complete the chart. Give a proper noun for each given common noun. The first one has been done for you. Remember, proper nouns are capitalized.

COMMON NOUN	PROPER NOUN
state	Alaska
candy	
soda	
president	
month	
holiday	
boy	
book	
movie	
song	
chips	
car	
country	