

UNIT 1 LESSON 1

COMMON CORE STANDARDS

L.5.4a	use context as a clue to the meaning of an unknown word or phrase
L.5.6	acquire and use general academic and domain specific words and phrases
R.L. 5.1	quote accurately when explaining what the text says explicitly and when drawing inferences
R.L. 5.2	determine theme from details/summarize
R.L. 5.5	explain how chapters, scenes, or stanzas fit together to provide the overall structure
R.L. 5.6	describe how a narrator's or speaker's point of view influences how events are described
R.L. 5.7	draw on information from print and digital sources to locate answers or solve problems
R.L. 5.10	read and comprehend literature
R.I. 5.10	read and comprehend informational text

UNIT 1 LESSON 1

CONTENTS & EXPLANATION

Story Structure	Students write about the characters, setting, and plot. They write about the conflict, the events, and the resolution.
Story Elements	Students study examples of setting, characters, and plot. They color the puzzle pieces according to the type of story element.
Story Summary	Students write a summary of the story. Transition words are provided. Students are challenged to use vocabulary words in their writing.
INTERACTIVE NOTEBOOK PAGE Story Structure	<p>* This page may be used in place of the Story Structure page.</p> <p>Students write about the characters, setting, and plot.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
Character Study	Students choose one of two important characters in the story. Students choose adjectives to describe the character and provide 2 pieces of evidence from the story to support each adjective.
Point of View	Students determine whether the story is written in first or third person. They make a short list of books in their classroom written in first and third person.
A Package of Mrs. Jewls Story Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.
Questioning Gravity Informational Text Questions	Students use evidence from the text to answer text-dependent questions about the article.

UNIT 1 LESSON 1

CONTENTS & EXPLANATION

Essential Question	Students journal write, answering the essential question, "How can an experiment clarify an idea?"
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	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.
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.
Spelling Sort Short vowel sounds	Students sort spelling words based on short vowel sounds.

UNIT 1 LESSON 1

CONTENTS & EXPLANATION

Identifying Fragments	Students study the examples. They color according to whether they are complete sentences or fragments.
Correcting Fragments	Students correct the fragments by adding either a subject or predicate. Sentences that are complete are given a check mark by the student.
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.

Name: _____

A PACKAGE FOR MRS. JEWLS

Story Structure

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

Characters

Setting



Conflict:

T

Events:

O

L

Solution/Resolution:

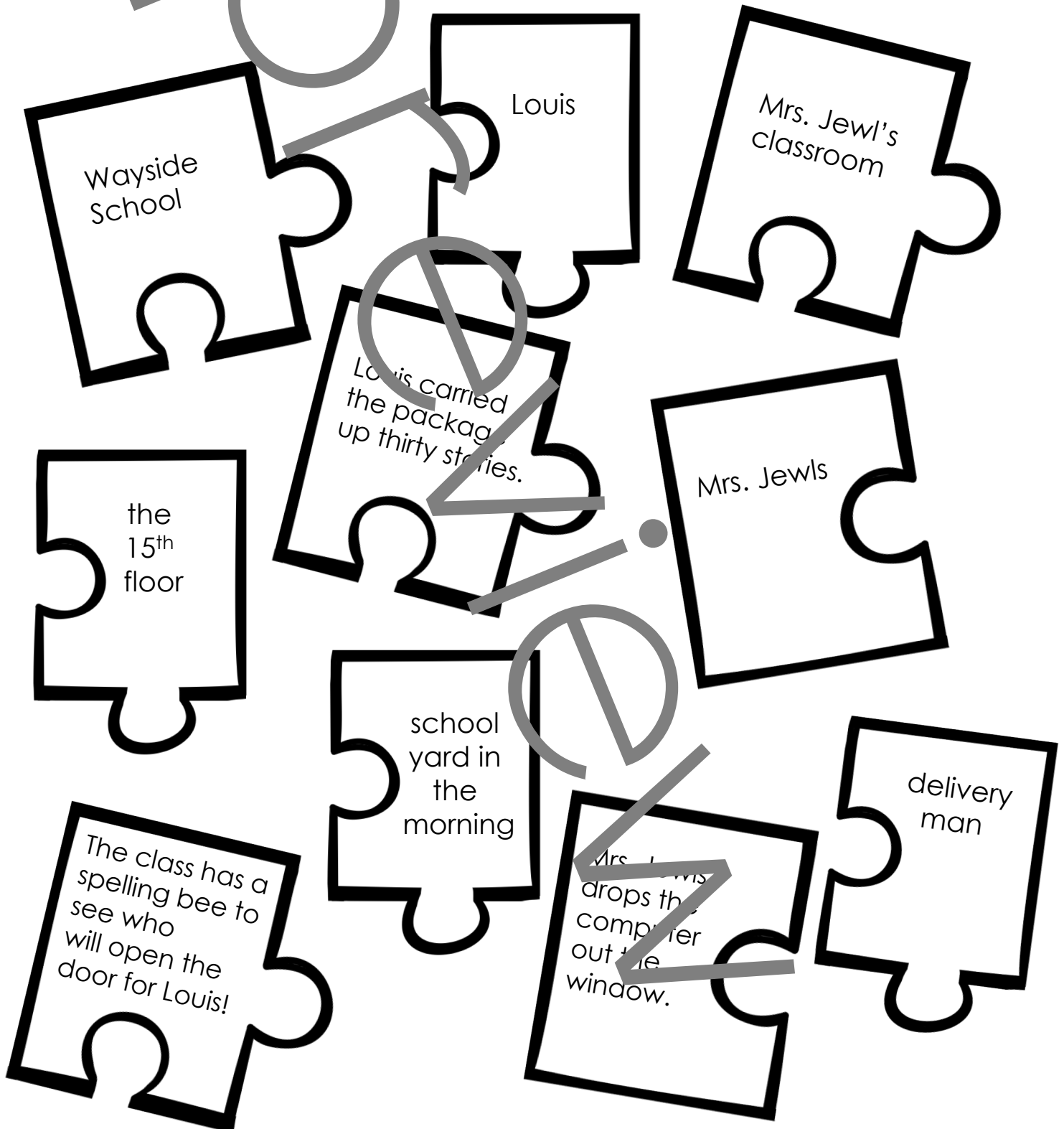
R

Name: _____

A PACKAGE FOR MRS. JEWLS

Story Elements

Directions: Study the examples below. Color the characters blue. Color the settings green. Color the plot events red.



Name: _____

Story Summary

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

CHALLENGE: Underline any vocabulary words you used in the summary!

First,

Next,

Then,

After
that,

In the end,

Name: _____

A PACKAGE FOR MRS. JEWLS

Story Elements

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write about the most important characters, the setting (when and where the story takes place), and the plot events.

Glue down the rectangular strip only

A Package for Mrs. Jewls Story Elements	CHARACTERS
	SETTING
	PLOT

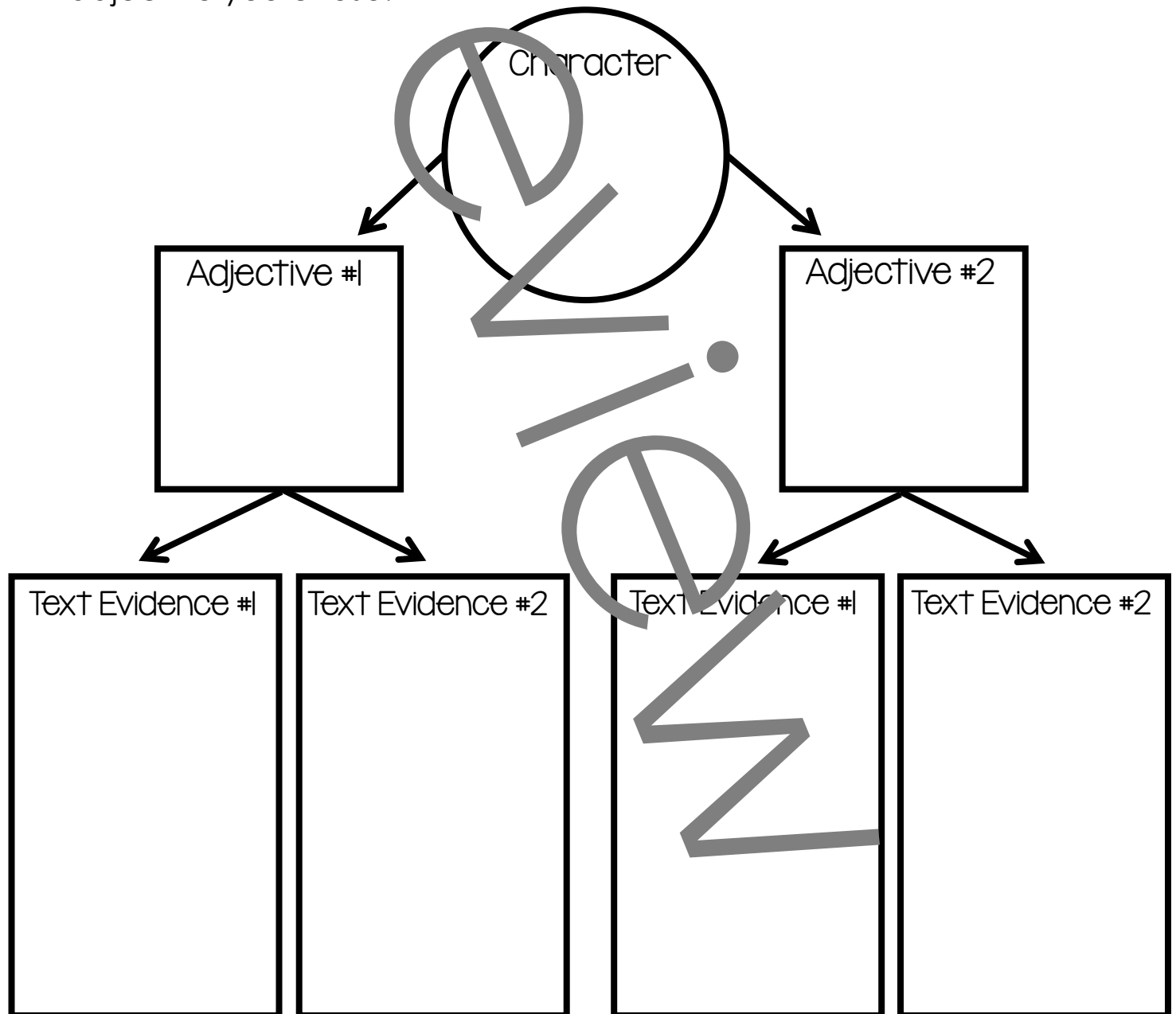
Cut flaps

Name: _____

Character Study

Directions: Think about Louis and Mrs. Jewls. Choose one of these characters to study in the Character Map below.

1. Write that character's name in the circle at the top.
2. Write an adjective (describing word) that describes the character in each of the squares.
3. In each rectangle, write evidence from the text that supports the adjective you chose.



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. Circle the word that you think best describes Louis.

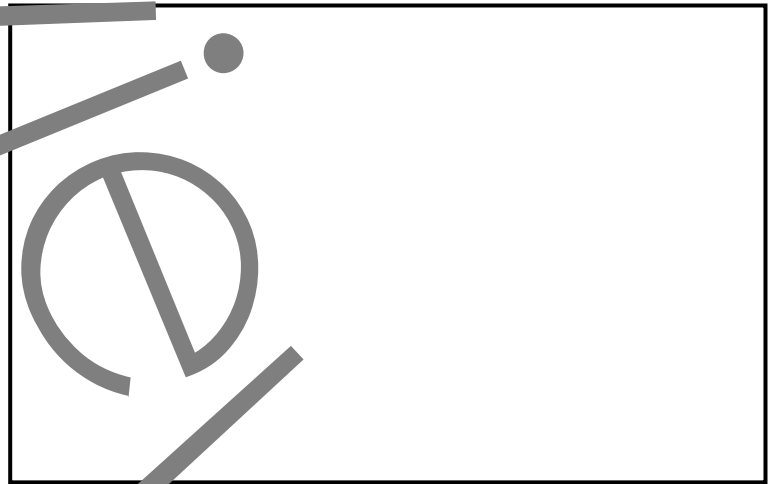
caring

clever

patient

Support your choice with 2 details from the text.

2. Describe Wayside School. What does it look like? Then, draw a picture of the school below.



3. The author spends time showing the reader how heavy the package is for Louis. What details does the author provide to show the package's weight?

Name: _____

A PACKAGE FOR MRS. JEWLS

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
specialty		
disturbing		
shifted		
numb		
staggered		
collapsed		
squashing		
struggled		
wobbled		
interrupted		

Name: _____

A PACKAGE FOR MRS. JEWLS

Vocabulary

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

specialty	disturbing	shifted	numb	staggered
collapsed	squashing	struggled	wobbled	interrupted

1. My grandma makes many amazing desserts, but chocolate cake is her _____.
2. I was attempting to answer the teacher's question, but Dylan _____ me answering the question first.
3. I _____ under the weight of the nine library books I was returning to the library.
4. "Please stop _____ me." I whispered. "I'm trying to read."
5. After the dentist filled my cavity, my mouth was _____.
6. We _____ our desks over to make room for one more student in our table group.
7. "These old shoes are _____ my toes!" I complained. "I really need a bigger pair."
8. One leg of my chair is shorter than the rest. Therefore, it _____ as I completed my assignment.
9. The sides of the inflatable bouncy house _____ when the air stopped pumping through it.
10. Sara _____ to braid her sister's hair. The three year old wouldn't stop wriggling around!

Name: _____

Grammar: Identifying Fragments

Sentences tell a complete thought.

Every sentence has a **subject** (the person or thing the sentence is about) and a **predicate** (what that person or thing is or does.)

Directions: Color the complete sentences red. Color the fragments blue.



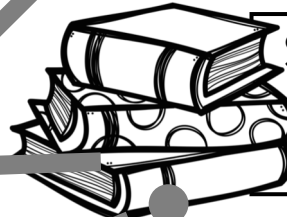
The box
squashed Louis'
nose.



Faster than the
paper and
pencils.



Carried it up
the stairs.



She shoved the
computer out
the window!



Staggered
under the
weight.



Interrupt the
children.



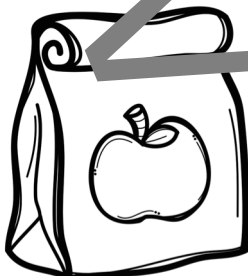
"I am Mrs.
Jewls," said
Louis.



There is no
nineteenth
floor.



The kids in Ms.
Jewls' class.



There is no
Mrs. Zarves.