

UNIT 3 LESSON 11

COMMON CORE STANDARDS

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|-----------|---|
| L.5.4c | consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning |
| 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. 5.7 | analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text |
| R.L. 5.9 | integrate information from several texts on the same topic |
| R.L. 5.10 | read and comprehend literature |
| R.I. 5.10 | read and comprehend informational text |

UNIT 3 LESSON 11

CONTENTS & EXPLANATION

| | |
|---|--|
| Cause and Effect | Students complete the graphic organizer, noting patterns of causes and effects in the text. |
| INTERACTIVE NOTEBOOK PAGE Cause and Effect | <p>* This page may be used in place of the previous Cause and Effect page.</p> <p>Students write 4 causes from the text on the outside flaps. They lift the flaps and write the effects.</p> <p>*Students cut out and glue the page into their interactive notebook.</p> |
| Cause and Effect - Fill In | Students read pages 328-332 and complete the table, filling in the missing causes and effects. |
| Cause and Effect - Fill In | Students read pages 333-339 and complete the table, filling in the missing causes and effects. |
| Visualizing | Students draw a scene from the story that they were able to visualize as they read. |
| INTERACTIVE NOTEBOOK PAGE Visualizing | <p>Students choose one part of the story they were able to visualize. They draw their visualization on the front flap and then lift the flap and describe the visualization.</p> <p>*Students cut out and glue the page into their interactive notebook.</p> |

CONTENTS & EXPLANATION

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|---|--|
| Visual Elements | Students choose 3 illustrations, or visual elements, to analyze. They describe the visual element, note the page number, and explain what the author's purpose may have been in including each visual element. |
| Dangerous Crossing Story Questions | Students use details from the story to answer text-dependent comprehension questions about the text. |
| Revolution and Rights Text Questions | Students use evidence from the text to answer comprehension questions about the story. |
| Essential Question | Students journal write, answering the essential question, "What can individuals do to help shape a new government?" |
| Vocabulary Word Wall Words | The 10 vocabulary words are available to be cut out and hung for use on a Word Wall. |
| Vocabulary Definitions and Sentence Writing | Students define each word using the glossary. Then, they write each vocabulary into a sentence that shows they understand the meaning of the word. |
| 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> |
| Reference Materials | Students use the dictionary to find the definition, part of speech, pronunciation, and syllabication of 4 domain-specific vocabulary words. |

UNIT 3 LESSON 11

CONTENTS & EXPLANATION

| | |
|---------------------------------------|--|
| 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: VCCV Pattern | Students write their spelling words with 2 colors. They write the VCCV pattern in one color and the remainder of the word in the other color. |
| Subject and Object Pronouns | Students cut and paste the subject or object pronoun that matches the antecedent. They underline the antecedent, and color the pronoun according to whether it is a subject or object pronoun. |
| Answer Keys | Answers keys for all applicable sheets are at the end of the unit. |

Name: _____

Cause and Effect

Directions: As you read, complete the graphic organizer. Look for patterns of causes and effects. A cause is an event that makes another event happen. The effect is the result of the cause.

CAUSE

EFFECT

NOVEMBER



Name: _____

DANGEROUS CROSSING

Cause and Effect

Directions: Cut out and glue into your interactive notebook. Write 4 causes on the front of the flaps. Flip the flaps and write the effects.



Glue down this rectangular strip only

Dangerous Crossing

Cause & Effect

CAUSE #1



CAUSE #2



CAUSE #3

CAUSE #4



Name: _____

DANGEROUS CROSSING

Cause and Effect

Directions: Read pages 328 – 332. Record the causes and effects in the lives of those aboard the Boston.

Cause:
The war with England was going poorly.

Effect:

Cause:

Effect:
Johnny's head and stomach were spinning.

Cause:

Effect:
Everyone's mood improved.

Cause:
The captain notices three ships in the distance.

Effect:

Name: _____

DANGEROUS CROSSING

Cause and Effect

Directions: Read pages 333 - 339 . Record the causes and effects in the lives of those aboard the *Boston*.

Cause:
The main mast is struck by lightning.

Effect:

Cause:

Effect:
The *Boston* was hundreds of miles off course.

Cause:
John Adams risks his life and returns to the deck after being ordered below.

Effect:

Cause:

Effect:
Johnny and his father are glad to be a part of it.

Name: _____

DANGEROUS CROSSING

Visualizing

Directions: Good readers make mental pictures as they read. This is like making a movie in your mind using the details in the text! Visualizing helps you keep track of what you read. Below, draw a scene from the story that you visualized as you read. Add word bubbles and labels as needed.

| | | |
|--|--|--|
| | | |
| | | |

Name: _____

DANGEROUS CROSSING

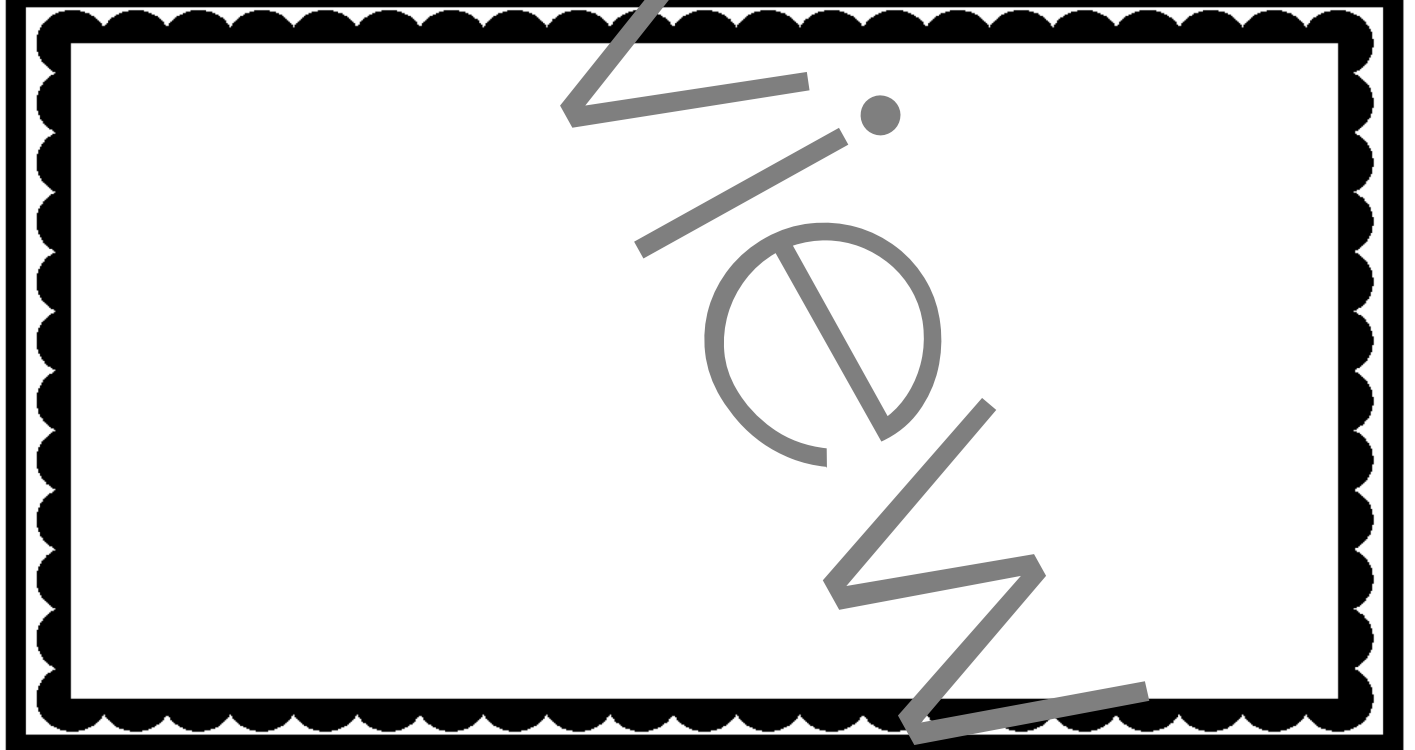
Visualizing

Directions: Cut out and glue into your interactive notebook. Choose one part of the text you were able to visualize. Draw your visualization on the front. Lift the flap and explain your visualization.

Glue down this rectangular strip only ↓

Dangerous Crossing

My visualization



Name: _____

Visual Elements

Illustrations are visual elements. They are included in a story to give the reader a better understanding, to describe a part of the story, and often to communicate tone.

Directions: Choose 3 illustrations, or visual elements, from the story. Describe the illustration, include the page number, and explain why you think the author included the visual element. Does it set a tone? What tone is set through the visual element? Are you better able to understand the story?

| Visual Element Description | Page number | What is the purpose of the visual element? |
|----------------------------|-------------|--|
| | | |
| | | |
| | | |



Name: _____

DANGEROUS CROSSING

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. When his elder cousin tells Johnny Adams that he is embarking under threatening signs, Johnny could not have been more pleased. What does this tell you about Johnny?

2. Explain the cause of John Adams' journey to France.

3. Using at least 3 details from the story, describe the *Boston*.

4. If you were captain of the *Boston*, would you have sailed closer to the other ships in hopes they carried valuable goods, or would you have fled? Explain your thinking.

Name: _____

Text Questions

5. Explain the meaning of Johnny's statement, "I am most satisfied with myself when I have applied part of my time to some useful employment."

6. Circle the word that best describes Johnny's father, John Adams.

impatient

wise

determined

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

7. Reread the last page of the story. Pretend you are Johnny. Write a journal entry about your time on the ship. How are you feeling now?

cramped

distracted

viewpoint

shattered

Name: _____

DANGEROUS CROSSING

Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write a SENTENCE for each vocabulary word. How many of your sentences can you make about Dangerous Crossing?

Glue down the rectangular strip only

| | | |
|---------------------------|-----------------|-----------|
| Dangerous Crossing | cramped | Cut flaps |
| | distracted | ← |
| | viewpoint | ← |
| | shattered | ← |
| | surveyed | ← |
| | pressing | ← |
| | representatives | ← |
| | emback | ← |
| | bracing | ← |
| | conduct | ← |

Name: _____

DANGEROUS CROSSING

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.

congress

definition:

part of speech:

pronunciation:

syllabication:

declaration

definition:

part of speech:

pronunciation:

syllabication:

representation

definition:

part of speech:

pronunciation:

syllabication:

individual

definition:

part of speech:

pronunciation:

syllabication:

Name: _____

DANGEROUS CROSSING

VCCV Pattern

Directions: Choose your two favorite colors. Write the VCCV pattern in each word in one color. Write the rest of the word in the other color. Ex: **timber**

bargain **journey** **pattern** **arrive** **object** **suppose** **shoulder**
permit **sorrow** **tunnel** **subject** **custom** **suggest** **perhaps**
lawyer **timber** **common** **publish** **burden** **scissors**

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

Name: _____

Subject and Object Pronouns

Directions: For each sentence, cut and paste the subject or object pronoun that matches the antecedent. Underline the antecedent. If the pronoun is an object pronoun, color the box blue. If it is a subject pronoun, color the box green.

1. Johnny Adams was excited to board the ship.

couldn't wait to begin the adventure.

2. The *Boston* wasn't as comfortable as Johnny thought it may be.

was cramped and smelly.

3. The calm sea made everyone's moods improve.

were happy to have a break from the waves.

4. A cannonball shot through the air!

nearly hit John Adams!

5. The captain spoke to John Adams.

" were supposed to stay below deck!" he bellowed.

You

He

They

It

It