

Contents & Explanation

Unit 6, Lesson 29

Page 1

Persuasion Graphic Organizer	Students complete the graphic organizer, noting the author's main persuasive message to readers as well as the details that support the message.
Supporting the Author's Main Persuasive Message	Students complete the graphic organizer, supporting the author's main persuasive message to readers.
INTERACTIVE NOTEBOOK Persuasion	<p>On the outside, students write the author's main persuasive message to readers. They lift the flaps and write four details that support the message.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>
Monitor and Clarify: Asking Questions	Students monitor their own understanding of the text. They write their questions as they read.
Monitor and Clarify: Clarifying Meaning About Important Topics and Places	Students clarify meaning about important places in the topics in the story by conducting further research. Topics are African Elephants, Mount Kilimanjaro, Kenya, and acacia trees.
Summary Writing	Students write a summary of the text. They are challenged to include vocabulary words in their writing.
INTERACTIVE NOTEBOOK Summary Writing	<p>Students lift the flaps and write a summary of the text. They are challenged to use vocabulary words in their writing.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>

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Elephants on the Savannah Text Questions	Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.
A Colossal Catch Text Questions	Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.
Poetry Place Text Questions	Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.
Essential Question	Students journal write, answering the essential question, "Why is it important we respect wild animals?"
Vocabulary Word Wall Words	Word Wall Words are provided for teachers wanting to hang the selection vocabulary on their focus wall.
Vocabulary Definitions and Sentence Writing	Students complete the table, using the glossary to define each vocabulary word. Then, they write sentences using the vocabulary words, showing they understand each word's meaning.
Vocabulary: Using Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
Vocabulary: Synonyms	Students match each word to its synonym.
INTERACTIVE NOTEBOOK Vocabulary Words	<p>* This page may be used in place of the Vocabulary Definitions and Sentence Writing page.</p> <p>Students lift the flaps and write the vocabulary words into sentences that show they understand the meaning of the words.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>

Contents & Explanation

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▶▶▶ Page 3

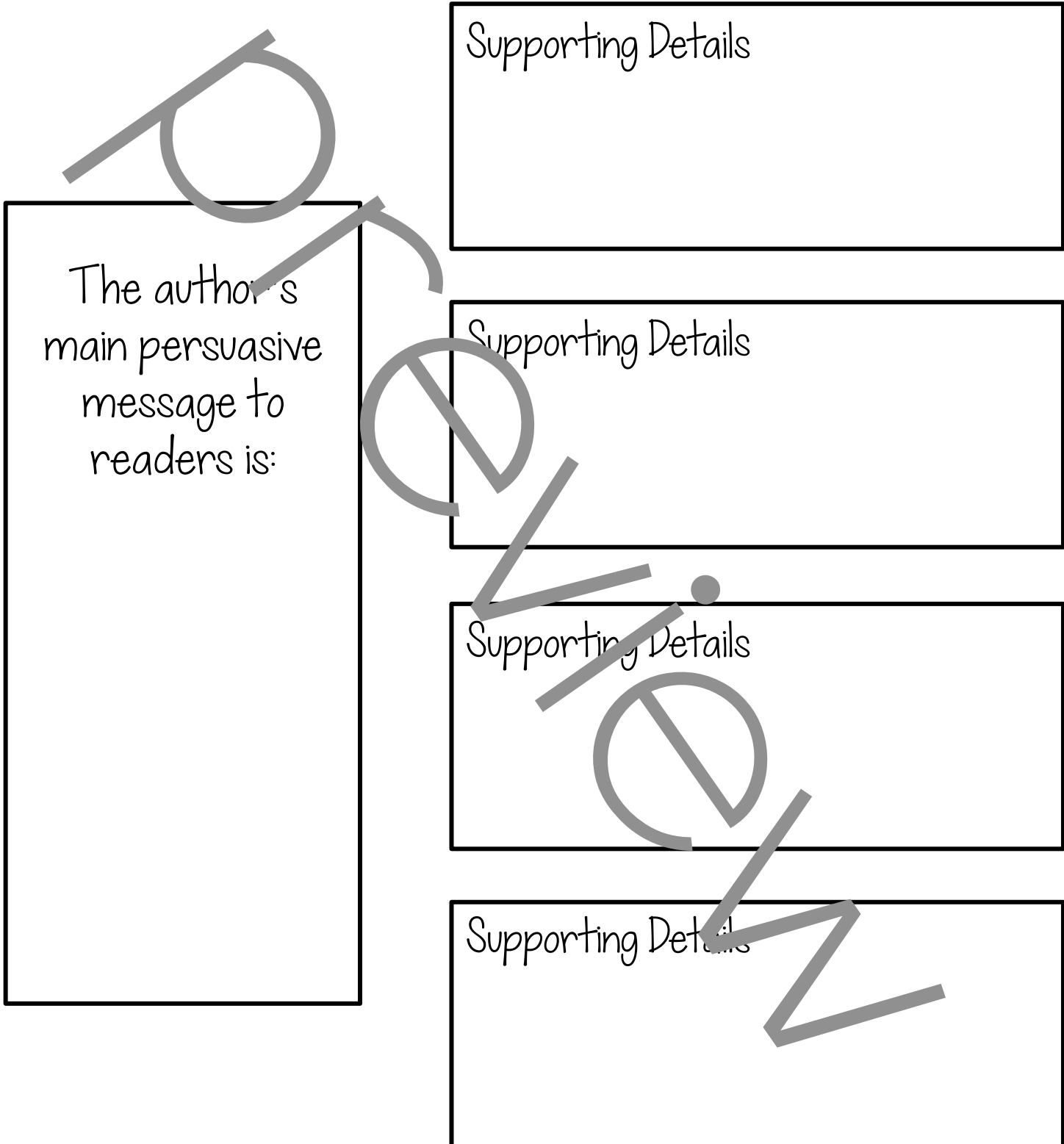
Spelling List	Teachers are provided with the spelling lists (2 to a page) to be cut and distributed to students for at-home study.
Spelling Practice: Writing 3 Times Each	Students write the spelling words, three times each.
Spelling: Greek and Latin Word Parts	Students write each spelling word into the correct column based upon its word part.
Spelling Practice: Vowels and Consonants	Students write each spelling word using two colors, one for consonants and one for vowels.
More Commas	Students combine sentences using - and, but, or - and a comma. Students add commas to dates and places, as needed. Students add commas before or after each noun of direct address.
Answer Keys	Answer Keys are provided for all applicable pages.

Name: _____

▶▶▶ Elephants on the Savannah

»→ Persuasion

Directions: Complete the graphic organizer, noting the author's main persuasive message to readers as well as the details that support this message.



Name: _____

▶▶▶ Elephants on the Savannah

»→ Persuasion

Directions: Complete the graphic organizer, supporting the author's main persuasive message with details from the text.

The author's main persuasive message to readers is *elephants are amazing animals that should be respected.*

Supporting Details

Supporting Details

Supporting Details

Supporting Details

▶▶▶ Elephants on the Savannah

»→ Persuasion

Directions: Cut out and glue into your interactive notebook. On the front, write the author's main persuasive message to readers. Lift the flaps and write four details that support this message.

▶▶▶ Elephants on the Savannah »→ Persuasion

The author's main persuasive message to readers is:

Supporting Detail 1	Supporting Detail 2	Supporting Detail 3	Supporting Detail 4
---------------------	---------------------	---------------------	---------------------

1. Cut on solid lines.
2. Fold on dotted lines.
3. Glue down the top rectangle only.

Name: _____

▶▶▶ Elephants on the Savannah

»→ Monitor/Clarify

Directions: As you read, monitor your own understanding of the text. Below, write your questions about the story.

Who?

When?

What?

Why?

Where?

How?

Name: _____

▶▶▶ Elephants on the Savannah

»→ Monitor/Clarify

Directions: As you read, monitor your own understanding of the text. Clarify meaning about these important places and topics. Give text details about each idea. If needed, research each idea further using books, the Internet (with permission), and encyclopedias. Then, sketch a picture to compliment the facts.

»→ Page #	»→ Idea	»→ Details	»→ Sketch
	African Elephants		
	Mount Kilimanjaro		
	Kenya		
	acacia trees		

Name: _____

▶▶▶ Elephants on the Savannah

»→ Summarize

Directions: Write a summary of the text. Write the most important events in the story.
CHALLENGE: How many vocabulary words can you use in your summary? Underline them!

First,

Next,

Then,

After that,

In the end,

▶▶▶ Elephants on the Savannah

»→ Summarize

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write a summary of the story. Include the most important events. Challenge yourself to use vocabulary words in the summary!

Glue down the rectangular strip only

▶▶▶ Elephants on the Savannah

»→ First

»→ Next

»→ Then

»→ After that

»→ In the end

»→ Summarize

Cut flaps



Name: _____

▶▶▶ Elephants on the Savannah

»→ Text Questions

Directions: Answer each question in a complete sentence. You will need to provide text evidence to support your thinking.

1. Describe the setting of the story.

2. Explain how the attitudes of Maya, Antonio, and Jordan change from the beginning of the story to the end.

3. How does Judith want people to feel about elephants? What text details lead you to think this way?

4. Choose a character to analyze. Then explain how they feel about elephants, using text details to support your thinking.

5. Describe something you learned about elephants through reading this text.

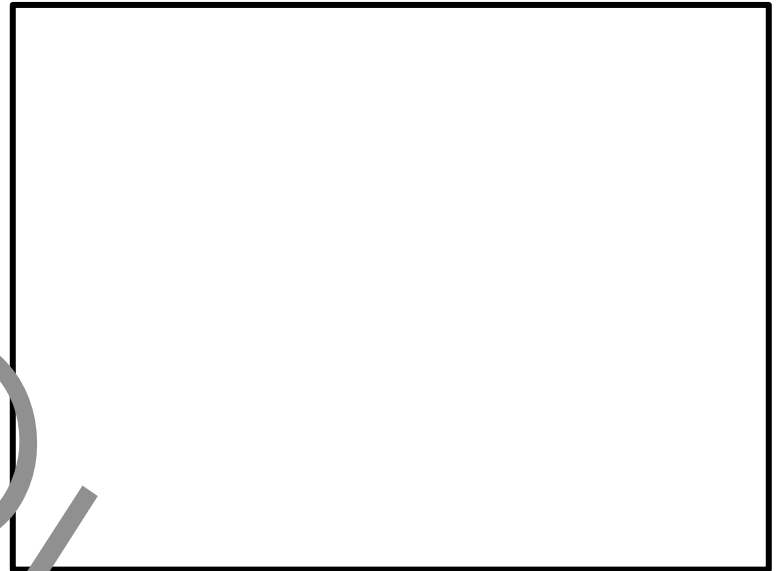
Name: _____

▶▶▶ Poetry Place

»→ Poetry Questions

Directions: Answer each question in a complete sentence. You will need to provide text evidence to support your thinking.

1. Which poem *The Elephant* or *Whale*, helped you form a more vivid mental picture? Explain your thinking and then draw your visualization.



2. Describe the tone of the poem, *The Elephant*. How do you think the author feels about elephants? Use text evidence in your reasoning.

3. To what is the word *whale* being compared?

- a. a real whale
- b. the ocean
- c. the alphabet

4. To what is the book page being compared?

- a. a real whale
- b. the ocean
- c. the alphabet

Name: _____

Elephants on the Savannah

Using Context Clues

Directions: Use context clues to complete each sentence with the correct vocabulary word.

majestic	destiny	temperaments	fury	massive
embrace	supportive	prosperity	outlying	unaffected

1. Many view elephants as _____ creatures; intelligent animals that are worthy of respect.
2. The _____ of female elephants are thought to be gentle and nurturing.
3. Mom is not _____ of my idea of joining the school newspaper; she thinks it's a great idea but that I already have enough extracurricular activities.
4. The _____ elephant seemed to tower over our jeep.
5. Although I was shaking in my boots, Jessica appeared _____ by the spooky story.
6. I experienced a feeling of _____ when I found out my younger brother was being bullied at school.
7. I love elephants so much that I feel it's my _____ to work with them one day.
8. Although I wanted to do a report on the continent of Asia, I am learning to _____ the continent I was assigned.
9. In a time of great _____, the family decided to buy a new, larger home.
10. "There are many great campgrounds in the _____ areas," explained our guide.

Name: _____

▶▶▶ Elephants on the Savannah

»→ Synonyms

Directions: Match each vocabulary word to its synonym.

majestic _____

A. behaviors; moods; manners of thinking

destiny _____

B. financial success

temperaments _____

C. encouraging

fury _____

D. accept; support

massive _____

E. magnificent; grand; distinguished

embrace _____

F. fate

supportive _____

G. unchanged; unmodified

prosperity _____

H. remote; distant

outlying _____

I. bulky; solid; large

unaffected _____

J. rage

Elephants on the Savannah

Vocabulary

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

Glue down the rectangular strip only

Elephants on the Savannah

Vocabulary

Cut flaps

majestic	←
destiny	←
temperaments	←
fury	←
massive	←
embrace	←
supportive	←
prosperity	←
outlying	←
unaffected	←

Name: _____

▶▶▶ Elephants on the Savannah ▶▶▶ Greek/Latin Word Parts

Directions: Write each spelling word into the correct column based upon its word part. Five words do not belong in a column.

ped-	dent-	voc-
mem-	man-	mort-

- | | | | | | |
|------------|----------|----------|-----------|------------|--------------|
| pedal | dental | vocation | memorable | democracy | impede |
| peddler | dentist | memoir | manager | geology | pediatrician |
| pedestrian | dentures | memorial | manifest | thermostat | pedometer |
| pedestal | vocalize | tripod | mortal | automatic | mannequin |
| centipede | vocalist | podium | mortified | technology | memorabilia |

Name: _____

▶▶▶ Elephants on the Savannah

»→ More Commas

Directions: Combine the sentences by adding either **and – but – or** and a comma to each sentence.

1. Coach says practice is cancelled tonight. We may have an extra practice next week.

2. Dave's family will go on a fishing trip in June. They may camp at Lake Green instead.

3. It's raining cats and dogs. There's no sign of it stopping!

Directions: Add commas to the following *dates* and *places*, as needed.

4. Yosemite National Park is near Mariposa California.

5. Our grandparents were married on March 18 1771.

6. Todd's twelfth birthday party was at the roller rink in McKinney Texas on May 14 2015.

Directions: Add commas before or after each *noun* or *direct address*.

7. Mom do we have any more cookies?

8. Please take the dishes out of the dishwasher John.
