

**Grade 5**

**Unit 10** | Teacher Guide

**Novel Study: *The Science of Breakable Things***

Grade 5

Unit 10

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**Novel Study:**  
*The Science of Breakable Things*

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**Teacher Guide**

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# Introduction

This introduction includes the necessary background information to be used in teaching the unit Novel Study: *The Science of Breakable Things*. The Teacher Guide for Novel Study: *The Science of Breakable Things* contains fourteen daily lessons. Each lesson will require a total of 90 minutes. Lesson 14 is devoted to students' presentations of their final projects.

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## INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Activity Pages for Novel Study: *The Science of Breakable Things*
- Digital Components for Novel Study: *The Science of Breakable Things*
- Caregiver Support Letter for Novel Study: *The Science of Breakable Things*

You will also need classroom copies of the award-winning novel by Tae Keller, *The Science of Breakable Things*.

Also, students will need art supplies such as poster board, construction paper, color markers, scissors, and glue, and computer access to build their final projects.

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## WHY THE SCIENCE OF BREAKABLE THINGS UNIT IS IMPORTANT

*The Science of Breakable Things* is a remarkable middle-grade novel about a seventh grader, Natalie, and her attempts to “grow a miracle”: to win an egg drop contest (and its prize money) and buy her mother—a botanist struggling with depression—a rare Cobalt Blue Orchid. Simultaneously, Natalie navigates the challenges of adolescent friendships, learning that sometimes what she thinks about others is not always accurate. Through Natalie’s witty (and often sarcastic) observations, the novel portrays the up-and-down life of a young girl, her struggles with her friends and her Korean American identity, and the lengths to which she will go to reach her mother. *The Science of Breakable Things* tackles many difficult subjects. Whether students have never encountered such issues or have struggled with them personally, they can gain rich empathy and growth from reading about Natalie and her family’s experiences. This book offers numerous opportunities for exploring science content such as botany, physics, and health and studying the techniques authors use to create great works of literature.



Students will also develop their reading, writing, language, and speaking and listening skills. Each lesson offers opportunities for students to practice standard-based skills and activities that are designed for flexible implementation and differentiation.

## **Prior Knowledge**

Students who have received instruction in the program in Grades K–4 and up to this point in Grade 5 will have some pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following domains and units:

**Plants: How Do They Grow? (Kindergarten)**

**Cycles in Nature: Clouds to Raindrops (Grade 2)**

**Eureka! The Art of Invention (Grade 4)**

**Chemical Matter: Detectives, Dinosaurs, and Discovery (Grade 5)**

## **Things to Know**

- A few themes throughout *The Science of Breakable Things* may provoke strong emotional responses in students. These are opportunities to offer students information for coping and the chance for social-emotional learning. For example, students will learn that Natalie’s mother struggles with depression. Before students begin the novel, you may choose to discuss symptoms of depression, debunk any myths or misconceptions, and talk about ways people suffering from depression can be helped and supported. This will be useful both for students unacquainted with the subject and those who are already familiar with it.
- Similarly, a running theme through the novel is Natalie’s father’s struggle to reconcile his Korean heritage with his life in the United States. Readers learn that he is embarrassed by his mother speaking Korean, and he won’t eat Korean food or go by his Korean birth name. For many students, this may be a familiar struggle.
- There are several opportunities to discuss these themes with students as the novel progresses; if needed, consult the “Additional Resources” section below for supporting materials.

## ***The Science of Breakable Things* Additional Resources**

The following resources may be of use as you facilitate students’ exploration of *The Science of Breakable Things*. We recommend that teachers preview any external resources prior to sharing them with students. Please note that these materials are not all-encompassing, and some student questions may not be answered in them.

- Videos of egg drop competitions are available through many online sources such as YouTube.

As students read this novel, you may wish to facilitate discussions. The following resource may aid in your preparation and help further your own understanding of the subject.

- *YoungMinds* is based in the United Kingdom, but its data and helpful tools are universal and geared toward young people. It includes a definition of depression, its symptoms, and how to move forward if you or a loved one is struggling with it.

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## CORE CONTENT OBJECTIVES

The following Core Content Objectives are addressed in this unit:

- Establish purpose for reading a novel
- Make predictions using evidence from the text
- Analyze character relationships and interactions
- Make inferences using evidence from the text
- Identify and infer the main themes of the story
- Discuss and explain the author's purpose
- Generate questions before, during, and after reading to deepen understanding
- Connect the text to personal experiences
- Identify and understand the elements of a plot, including setting, rising action, climax, falling action, and resolution
- Summarize the plot in a way that maintains meaning and logical order
- Synthesize information to create new understanding
- Develop engaging ideas to craft a project based on thoughts and ideas from a double entry journal
- Present information using appropriate media

## CORE VOCABULARY FOR NOVEL STUDY: THE SCIENCE OF BREAKABLE THINGS

The following list contains all the core vocabulary words in *The Science of Breakable Things* unit as they appear in the novel and the lessons. Boldfaced words in the list have an associated activity or are directly referenced within the instruction. The inclusion of words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to be able to use some of them in conversation.

<p><b>Lesson 1</b> amicably baffles botanist gist grimaced intrigues pretense simile valid</p>	<p><b>Lesson 2</b> analogy cobalt crumpled homeostasis naive snippet</p>	<p><b>Lesson 3</b> bleary chromosomes hybrid <b>hypothesis</b> meiosis summary</p>
<p><b>Lesson 4</b> archnemesis haphazardly <b>indecipherable</b> momentum velocity</p>	<p><b>Lesson 5</b> <b>gaped</b> gibberish imposter perennial resolution vaguely</p>	<p><b>Lesson 6</b> analyst footnote metaphorically <b>sarcastic</b> siphon</p>
<p><b>Lesson 7</b> averted clutching flushed predicts <b>spontaneously</b> sued</p>	<p><b>Lesson 8</b> arboretum Bollywood <i>dduk</i> figurine oblivious self-conscious toxins</p>	<p><b>Lesson 9</b> beaming concocted <b>enunciating</b> giddy impact morphed ramble sappy wilted</p>
<p><b>Lesson 10</b> <b>anomaly</b> etched loomed lurching murking rummaged translucent travesty unraveled</p>	<p><b>Lesson 11</b> confiscated <b>fate</b> graft grimaced incomprehensible intrigued properties replica utter</p>	

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## WRITING

In this unit, students use graphic organizers such as double entry journals, charts for making predictions and generating questions, and Venn diagrams to support note-taking, analysis, and synthesis. They write daily Exit Tickets to practice and demonstrate their ability to make inferences, make predictions, identify and explain literary themes, explain the author's purpose, summarize the plot, and analyze character relationships and conflicts. All of these daily writing activities enhance both their reading comprehension and their writing skills. These writing activities also support and scaffold instruction for the culminating task of the unit. Students use the notes and writing activities completed throughout the unit to create and share a presentation using the novel. They will use their journals, notes, and activity pages as a basis for the presentation that will highlight important themes, moments, and characters from the novel.

The following activity may be added to students' writing portfolios to showcase student writing within and across domains:

- *The Science of Breakable Things* Presentation (assessed by teacher using the Grade 5 *The Science of Breakable Things* Presentation Rubric)

## 1

# Assignments 1–4

## Themes

### PRIMARY FOCUS OF LESSON

#### Reading

- ✦ Students will establish purpose for reading the text. **TEKS 5.6.A**

#### Writing

- ✦ Students will use text-based evidence to infer themes. **TEKS 5.8.A**

### FORMATIVE ASSESSMENT

- Exit Ticket** Name at least one theme from the novel. Support your thoughts with recurring events or topics in the
- ✦ text. **TEKS 5.8.A**

✦ **TEKS 5.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 5.8.A** Infer multiple themes within a text using text evidence.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Core Connections: Introduce the Novel	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller</li> <li><input type="checkbox"/> half sheet of paper per student</li> </ul>
Assignments 1–4	Whole Group/ Partner	40 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> sticky notes for each student</li> <li><input type="checkbox"/> folder for activity pages</li> <li><input type="checkbox"/> Activity Page 1.1</li> </ul>
Author’s purpose and craft: Similes	Partner	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Double Entry Journal (Digital Components)</li> <li><input type="checkbox"/> <i>The Science of Breakable Things</i> Presentation Rubric (Digital Components)</li> </ul>
<b>Writing (30 min.)</b>			
Identifying topics and themes	Whole Group/ Partner	30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Double Entry Journal (Digital Components)</li> <li><input type="checkbox"/> Determining Themes (Digital Components)</li> <li><input type="checkbox"/> Theme Anchor Chart (Digital Components)</li> <li><input type="checkbox"/> Activity Page 1.2</li> <li><input type="checkbox"/> Exit Ticket</li> </ul>

## ADVANCE PREPARATION

### Reading

- Write the following words on the board or chart paper: Title, Cover, Back Cover Summary, First Page, Overall.
- Prepare to group students into partners for the reading segment.
- Prepare to distribute half sheets of blank paper to students.
- Write the following focus question for the close reading on the board or chart paper: What are the words and phrases in this section that give you clues that help you find out what this story is about?
- Prepare to distribute a sticky note to each student.
- Prepare to distribute and project Activity Page 1.1, Double Entry Journal. The journal is accessible in the digital materials for the unit.
- Write the following prompt for reflection on the board or chart paper: What is your purpose for reading this novel?
- Prepare to introduce students to their final project for the unit using Digital Projection 1.4.

## ➤ Digital Projection 1.4

### *The Science of Breakable Things* Presentation Rubric

- a) Synthesize information from the text to create a new understanding about key literary elements throughout the novel such as themes, character development, text structure, and important plot developments. **TEKS 5.6.H, TEKS 5.7.G**
- b) Creatively organize your poster or digital slide presentation with purposeful structure and engaging details from the text using your best writing skills. **TEKS 5.11.B.i, TEKS 5.11.B.ii**
- c) Present your poster or digital slide presentation clearly in order to demonstrate your understanding of literary elements of the novel. **TEKS 5.1.C, TEKS 5.13.E**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Ideas and Analysis	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• synthesizes information about literary elements presented</li> <li>• analyzes literary elements presented</li> <li>• makes clear connections between ideas and details</li> <li>• demonstrates awareness of purpose</li> </ul>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• synthesizes information about literary elements presented</li> <li>• analyzes literary elements</li> </ul>	<p>The presentation does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>• synthesize information about literary elements presented</li> <li>• analyze literary elements</li> </ul>
Organization and Creative Composition	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• is well organized with purposeful structure and a creative opening</li> <li>• uses engaging ideas and details from the text</li> <li>• demonstrates strong writing skills, including the correct use of English conventions</li> </ul>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• is well organized with purposeful structure</li> <li>• includes visual aids</li> <li>• uses engaging ideas and details from the text</li> <li>• demonstrates writing skills that include correct use of English conventions</li> </ul>	<p>The presentation lacks one or more of the following:</p> <ul style="list-style-type: none"> <li>• organization</li> <li>• visual aids</li> <li>• ideas and details from the text</li> </ul>
Language and Oral Skills	<p>The presenter:</p> <ul style="list-style-type: none"> <li>• communicates ideas effectively</li> <li>• uses descriptive language purposefully to convey meaning</li> <li>• uses appropriate and correct language conventions</li> </ul>	<p>The presenter:</p> <ul style="list-style-type: none"> <li>• communicates ideas clearly</li> <li>• uses language to convey meaning</li> <li>• uses language conventions appropriately</li> </ul>	<p>The presenter does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>• communicate ideas clearly</li> <li>• use language to convey meaning</li> <li>• use language conventions appropriately</li> </ul>

➤ **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 5.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.13.E** Generate and clarify questions on a topic for formal and informal inquiry.



## ➤ Digital Projection 1.1

### Double Entry Journal

Quote or Idea from Text:	Page #	Connection or Reaction

### Writing

- Prepare to project or draw Digital Projection 1.3 on chart paper for students to refer back to during the unit.
- Prepare to project or draw Activity Page 1.2 on chart paper for students to refer back to during the unit to model how to determine themes from the text. The theme chart is accessible in the digital materials for the unit.

## ➤ Digital Projection 1.3 Theme Anchor Chart

### What is a theme?

A theme is a key subject or idea usually seen repeatedly in a text.

- It is the lesson or message the author wants you to learn from the story.
- The author doesn't explicitly state the theme. The reader usually has to infer it.
- A story can have more than one theme.
- A theme can be universal, meaning it can be relatable to many or applied to the lives of readers with different backgrounds and experiences.

## ➤ Digital Projection 1.2

### Determining Themes

List topics from the story. Use these topics to determine the themes of the story.

Topic: An idea or subject matter addressed in the story.	Theme: A repeated key idea or subject with a message or lesson that can be applied to your own life.

- Prepare to distribute Activity Page 1.2 to each student prior to writing segment.
- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.
- Prepare to distribute a folder for each student. The activity page folder will be used to keep their activity pages organized for easy access throughout the unit.

### Universal Access

- List the steps of the Scientific Method on the board or chart paper for students to refer to during the unit. As they read the novel, ask students to consider how the steps of the scientific method compare with the ones Natalie has introduced in her lab book.
  1. Form a question
  2. Research
  3. Form a hypothesis
  4. Test the hypothesis
  5. Analyze data
  6. Report results

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### CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**amicably, adv.** showing kindness or goodwill

**baffles, v.** to completely confuse

**botanist, n.** a scientist who studies plants

**gist, n.** the main point or part

**grimaced, v.** twisting the face as in disgust or pain

**intrigues, v.** makes someone want to know more about something

**pretense, n.** something that looks real but is false

**simile, n.** a figure of speech comparing two unlike things using *like* or *as*

**valid, adj.** something that is based on truth or fact

Vocabulary Chart for “Assignments 1–4”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	botanist simile	amicably baffles gist grimaced intrigues pretense valid	
Multiple Meaning			
Sayings and Phrases	Tighten your belt		

Start Lesson

## Lesson 1: Assignments 1–4 Themes

# Reading



**Primary Focus:** Students will establish purpose for reading the text. **TEKS 5.6.A**

### CORE CONNECTIONS: INTRODUCE THE NOVEL (10 MIN.)

- Introduce the novel, *The Science of Breakable Things*.
- Have students use the half-sheet of paper to create a list with the following words previously written on the board or chart paper: Title, Cover, Back Cover Summary, First Page, Overall
- Ask students to take out their copies of the novel.
- Instruct students that they will be doing a quick preview of the novel in which they will rate it on the four elements they copied from the board. After studying each of the elements of the novel, the student should consider if it was interesting or catchy and, most importantly, did it make them want to read the novel.
- Ask them to score each element on a scale of 0–5, with 5 being the highest and 0 being the lowest. For “Overall”, have students add the scores.
- Give students 5 minutes to complete the activity and then ask for volunteers to share out their scores and explain how they reached their “Overall” score.

**TEKS 5.6.A** Establish purpose for reading assigned and self-selected texts.

- Explain to students that this novel unit will help students grow in their reading abilities and enjoyment of authentic texts and it will also challenge them to consider important issues such as friendships, social and emotional well-being, and how to respond when a loved one struggles. They will also develop their skills in reading, writing, speaking and listening, and language.
- Direct students' attention to Digital Projection 1.4, *The Science of Breakable Things* Presentation Rubric.
- Explain to students that their culminating task will be to create and present a digital slideshow based on their reading of the novel. Tell students that they will use a double entry journal throughout the unit that will feature key elements of the novel using quotations, their own annotations and interpretations, drawings, and symbols. They will use their journals and annotations as a basis for the presentation that will highlight important events in the plot, themes, and characters from the novel.
- Briefly go over the descriptions and qualifications in the Presentation Rubric. Explain to students that they will go over the rubric and the instructions for their final project in more detail in future lessons, once they have read more of the novel.

**Note:** If computers are not available to create a digital slideshow presentation, students may create a poster that includes the same elements.

### ASSIGNMENTS 1–4 (40 MIN.)

- Distribute sticky notes and Activity Page 1.1 to students and prepare to project a class copy of Digital Projection 1.1.

#### ➤ Digital Projection 1.1: Double Entry Journal

- Explain to them that in each lesson they will use sticky notes to write the focus question of the lesson. They will then use a double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, "Quote or Idea from Text." They will record the page number of the quote or idea in the "Pg. #" column for easy reference. In the column with heading "Connection or Reaction", students should record their thoughts or reactions while they read. Explain to the students that this is a form of close reading.
- Ask students if they have ever done a close reading. Invite several volunteers to respond and share their experiences.

#### Activity Page 1.1



- Tell students that the purpose of close reading is to learn how to comprehend or understand a complex text, gain a deep understanding of the text, understand the author’s message, focus on patterns and details in the text, think critically about the text, and analyze the author’s craft to grow as a writer.
- Explain to students that for the first lesson you will model how to use a double entry journal to look for quotes and ideas that address the focus question and note thoughts and reactions about these quotes and ideas as you read the text to the class. Students will then have a chance to practice with a partner.
- Direct students’ attention to the focus question written on the board: What are the words and phrases in this section that give you clues that help you find out what this story is about?
- Instruct them to write the question on a sticky note. Ask for a volunteer to read the question aloud.
- Begin reading aloud the text for students.
- Pause after reading page 1 and ask, “Why do you think that the author includes scientific steps?” (*Answers may vary, but could include that the setting is a science classroom, Mr. Neely is a science teacher.*)
- Continue reading to the end of page 5 and ask students to locate words or phrases on the page that tells them about the characteristics of Mr. Neely and Mikayla Menzer. (*Answers may vary, but could include that Mr. Neely is “overeager”; Mikayla is sarcastic.*)
- Allow students to share the words or phrases they have identified and explain what the phrases tell them about the characters.
- Review the definition of simile with the students by explaining that similes use the words *like* or *as* to compare two things.
- Ask students to identify the simile on page 5. Ask for a student volunteer to share the answer. (*Mr. Neely moved his arms while teaching “like an overeager hula dancer”.*)
- Continue reading to the end of Assignment 1. Model for students how to focus on words on page 6 that respond to the focus question.
- *Think-Aloud:* The focus question asks me to look for words or phrases that will help me figure what this story is about. When I read the word “sick” that describes Natalie’s mom, I think it gives me a clue about one of the topics of the story. I am going to write that word in my double entry journal and also a reaction to this word such as, “What’s going on with Natalie’s mom?” Write these on the class copy of the double entry journal.
- Remind students that the preview of the Back Cover Summary informed readers that Natalie’s mom was suffering from depression.

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Have you ever heard of depression? Is depression a mental or physical illness? What are some symptoms of depression? (*sadness, extreme fatigue, lack of interest in one's normal hobbies or routine, etc.*)
  2. How might someone's depression affect other family members? When someone is suffering with depression, what could be done to make it better? (*talking to a counselor or therapist, visiting a doctor like you would for a physical illness, etc.*)
  3. What can we infer about Natalie's character based on what we know she is dealing with at home? (*Answers may vary, but could include that Natalie is worried, sad, or confused about her mother's illness.*)
- Ask students to share their thoughts and reactions about this subject matter in the text. Record appropriate responses in the right column on the class copy of the double entry journal.
  - Ask students to silently reread page 6 and write down other words that could be connected to a topic in the novel in their own double entry journals.
  - Continue reading. On page 7 explain that *baffles* means to be completely confused by something and *intrigues* means being extremely interested in knowing more about something. Allow students to share if they are baffled or intrigued by anything they have read in the text so far.
  - Continue reading. Pause after reading page 10 and explain that *valid* means something that is based on truth or fact.
  - Draw students' attention to the phrase "but not anymore" in the footnote on page 10 that refers to Mikayla no longer braiding Natalie's hair.
  - Write the quote on the class copy of the double entry journal. Ask students to share their thoughts and reactions about this quote. Record appropriate responses in the right column of the class copy.
  - Continue reading through page 11. Ask for volunteers to share if anything on that page might give a clue about one of the topics of the novel. (*Answers may vary, but could include: "Mom didn't even come out of their bedroom," "...she needs space right now", or "bad kind of silence".*) Have students note these words and phrases in their double entry journal and their thoughts and reactions.
  - Ask students what they have learned about Natalie's dad. (*Answers may vary, but could include that her dad is a therapist, Natalie's dad is taking care of her while her mom is sick.*)



Reading  
Identifying Topics

**Beginning**

Have students work 1:1 with a teacher or support personnel to begin identifying topics in the text.

**Intermediate**

Provide students with words from the text to look for as they search for quotes and ideas related to the focus question, such as: sick, funny, sad, friends, awkward, this situation, etc.

**Advanced/Advanced High**

Have students swap a quote or idea they have generated with a partner and practice explaining why it is related to a theme in the reading.

**ELPS 4.D; ELPS 3.E**

- Have students reflect on what could be on Natalie’s mind at this point in the reading. Allow a few student volunteers to share. (*Answers may vary, but could include her mom’s depression, coming up with a scientific question for Mr. Neely.*)
- Continue reading. After reading page 15, ask for volunteers to share if anything on that page might give a clue about one of the topics of the novel. (*Answers may vary, but tell students to focus their attention on the first paragraph.*) Have students note these words and phrases in their journals, as well as their thoughts and reactions.
- After reading page 19, ask for volunteers to share if anything on that page might give a clue about one of the topics of the novel. (*Answers may vary, but could include “...this situation,” “...bored with life, bored with us.”*) Have students note these words and phrases in their double entry journals, as well as their thoughts and reactions.
- *Think-Pair-Share:* Ask students to turn to a partner and share ideas about what “...this situation” might mean.
- On page 20, explain that *amicably* means to show kindness or goodwill. Ask students what they think “amicably separated” means. Continue reading to the end of Assignment 3.
- For Assignment 4, instruct students to read with a partner while recording any words or phrases that answers the focus question.
- After 5 minutes, ask for volunteers to share what they found and explain why they chose to record those specific details from the text.
- Have students review their notes to come up with topics that have come up repeatedly in the text. Allow students to share topics they have noted. (*Answers may vary, but could include dealing with a family mother who has depression, family problems, school, and friendship, etc.*)
- Explain to students that now that they have discovered some topics from the text that have come up repeatedly, they can use these topics to find themes in the writing segment of the lesson.

**Comprehension Questions**

1. **Inferential.** Natalie says she doesn’t know why Mr. Neely misspells the word *skills*. Why might he use a z instead of an s? (*He is an optimistic, first year teacher, so he may be trying to relate to his students.*)
2. **Evaluative.** How does Natalie feel about Mr. Neely’s attitude? (*She thinks students will disappoint him; the assignment is a “lost cause”. But she also thinks he has patience.*)

3. **Evaluative.** How has Natalie’s relationship with Mikayla Menzer changed? (*They used to be friends, but are not any longer.*)
4. **Literal.** Find a quotation in the novel that explains what Natalie thinks has happened to her mom. (*Answers may vary, but one common response is that Natalie thinks she “...got bored with life” and with her family.*)
5. **Inferential.** Why do you think that an assignment about plants upsets Natalie? (*Answers may vary, but could include that plants remind her of how her mother was before.*)

### AUTHOR’S PURPOSE AND CRAFT: SIMILES (10 MIN.)

- Tell students that Assignments 1 and 2 both contain a simile.
- Ask students to recall what the purpose of a simile is. (*A simile uses the words like or as to compare two different things.*)
- Remind students that they have identified the simile that compared Mr. Neely to an “over eager hula dancer”.
- With a partner, have students identify the other simile and describe what both similes reveal about the situation or narrative. (*Answers may vary, but could include that the image of Mr. Neely as an overeager hula dancer is funny. This shows that Natalie does not take him very seriously. The kitchen looks “like a war zone”; which means that it was very messy. However, war is also a time of conflict and problems, and this shows how the kitchen has changed over time. When her mom was there, the problem was messiness. Now that she is sick, the problems are more serious.*)
- Allow partners to share the similes they have identified in the text, along with their analysis of the simile.



#### Check for Understanding

Ask students to explain how the focus question helps them to think critically about what they are reading.

### Challenge

Challenge students to create one or more similes about a topic recorded on their Determining Themes chart.

### Support

Have students practice writing similes with sentence starters, such as Antarctica is cold as \_\_\_\_\_, The teacher’s mind was sharp like a \_\_\_\_\_.



## Lesson 1: Assignments 1–4 Themes

# Writing



**Primary Focus:** Students will use text-based evidence to infer themes. **TEKS 5.8.A**

### IDENTIFYING TOPICS AND THEMES (30 MIN.)

- Direct students' attention to Digital Projections 1.2 and 1.3.

#### ➤ Digital Projections 1.2 and 1.3

- Explain that students will use topics that they have identified during the reading and from their double entry journal to identify themes in the novel.
- Tell students to look at Digital Projection 1.3, Theme Anchor Chart, and explain that a theme is a key subject or idea usually seen repeatedly in a text.
- Ask students to follow along as you read the rest of the bullet points on the anchor chart. Explain to students that you will use these big ideas to find the themes in the novel.
- Have students take out Activity Page 1.2 and direct their attention to Digital Projection 1.2. Have a volunteer read the headings on the chart. Explain that topics are the subject matter addressed in the story. They are typically one word and will tell students what a story is mostly about in a word or two. The list of topics that you create will help guide your students to find a theme. The theme of a story will be the message or lesson the author wants the reader to understand about that topic.
- Ask students to look at their double entry journal and the preview elements they reviewed in the novel introduction for topic ideas.
- Facilitate a discussion about the main character, what the main character is going through, how the main character responds to the problem, etc. Make sure the students understand that these words and phrases are not themes because there is no message or lesson yet.
- Work with students to create 2–3 topics and record on the class copy of the activity page. Have students record these topics on their activity pages, as well. Some ideas could be: friendship, family, science, mental health, botany, etc.
- Explain to students that you will now use these topics to find themes. Pick a topic and turn it into a question. For example, if one of the topics written down was *friendship*, ask: *What is this story trying to teach you about friendship?*

### Challenge

Have students think of alternate themes for each of the topics they wrote down on their charts.

### Support

Provide students with a list of themes from the novel, such as friendship, loss, depression, science, etc., and have them find the topics.

### Activity Page 1.2



**TEKS 5.8.A** Infer multiple themes within a text using text evidence.

- Have students do a turn and talk with an elbow partner to discuss the answer. Ask for several volunteers to share their answers to the question. Record appropriate answers on the class copy and tell the students to do the same on their copy.
- Explain to students that by thinking about the message or lesson the story is teaching them about each of these topics, this thought process will help them find the themes of the story.
- With a partner, instruct students to write down more topics and ask a question about them to find other themes of the novel. Tell them to find at least two more topics and themes.
- Facilitate, monitor, and assist students as needed while they are completing Activity Page 1.2.
- Allow a few student volunteers to share themes and the topics that led them to think about the lesson or message in the identified themes.
- Have students place their Activity Page 1.2 in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Finding Themes

#### Beginning

Provide students with an Exit Ticket with themes previously completed and have them find topics with a teacher.

#### Intermediate

Provide an Exit Ticket with a list of the topics already completed and have them find the themes.

#### Advanced/Advanced High

Work with students to formulate questions using the topics they wrote down to find themes.

**ELPS 5.F, ELPS 5.G**



### Check for Understanding

Ask students to explain the difference between a topic and a theme.



### Exit Ticket

Name at least one theme from the novel. Support your thoughts with topics from the text. **TEKS 5.8.A**

End Lesson

**TEKS 5.8.A** Infer multiple themes within a text using text evidence.

## 2

# Assignments 5–8

## Facts

### PRIMARY FOCUS OF LESSON

#### Reading

- ✦ Students synthesize information to create new understanding. **TEKS 5.6.H**

#### Writing

- ✦ Students analyze the relationships of and conflicts among the characters. **TEKS 5.8.B**

### FORMATIVE ASSESSMENT

- Exit Ticket** Cite one of Natalie’s facts from her “list of knowns” on pages 43–44 and explain specifically how it helped you better understand what you were reading. **TEKS 5.6.H**
- ✦

✦ **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.8.B** Analyze the relationships of and conflicts among the characters.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 1 Review	Whole Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 1 <input type="checkbox"/> Activity Pages 1.1 and 1.2
Lesson Introduction	Whole Group	5 min.	<input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student
Assignments 5–8	Whole Group/ Independent	35 min.	<input type="checkbox"/> activity page folder
Connections	Whole Group	10 min.	
Author’s Purpose and Craft: Analogies	Partner	5 min.	
<b>Writing (30 min.)</b>			
Analyzing Characters and Their Relationships	Whole Group/ Partner	30 min.	<input type="checkbox"/> Character Relationships (Digital Components) <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 1.
- Prepare to gather students as needed for reteaching after formatively assessing their Exit Ticket responses to ensure mastery of the addressed TEKS.
- Prepare to project the class copy of Activity Page 1.2.
- Write the following focus question for the close reading on the board or chart paper: What are the words and phrases in this section that give you clues to help you find out about the characters and how they interact with each other?
- Prepare to distribute a sticky note to each student.
- Prepare to project Activity Page 1.1, Double Entry Journal. The journal is accessible in the digital materials for the unit.
- Prepare to group students into pairs for the Author's Purpose Activity.

#### ➤ Digital Projection 1.2

Determining Themes	
<b>List topics from the story. Use these topics to determine the themes of the story.</b>	
<b>Topic: An idea or subject matter addressed in the story.</b>	<b>Theme: A repeated key idea or subject with a message or lesson that can be applied to your own life.</b>

#### ➤ Digital Projection 1.1

Double Entry Journal		
Quote or Idea from Text:	Page #	Connection or Reaction

## Writing

- Prepare to project Activity Page 2.1. This is accessible in the digital materials for the unit.

### ➤ Digital Projection 2.1

Character Relationships		
Natalie	Character Interactions and Relationships	Natalie's Mom

- Prepare to distribute Activity Page 2.1 to each student prior to writing segment.
- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- Students will be identifying quotes and ideas that help them to learn more about how the characters interact and their relationship in this section. Prepare a list of elements that students can focus on when they are identifying quotes and ideas, such as: dialogue between the characters, the characters' thoughts, the characters' actions toward each other, etc.

## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**analogy, n.** a comparison between two things, usually to explain or clarify something

**cobalt, adj.** a deep blue pigment containing cobalt and aluminum oxides

**crumpled, adj.** crushed to form creases and wrinkles

**homeostasis, n.** balance or equilibrium. It is the ability to maintain internal stability in an organism even when there are external changes.

**naive, adj.** having a lack of experience, wisdom, or judgment

**snippet, n.** a small piece of something

Vocabulary Chart for “Assignments 5–8”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	analogy cobalt homeostasis	crumpled naive snippet	
Multiple Meaning			
Sayings and Phrases			

Start Lesson

## Lesson 2: Assignments 5–8 Facts

# Reading



**Primary Focus:** Students synthesize information to create new understanding.

**TEKS 5.6.H**

### LESSON 1 REVIEW (5 MIN.)

- Ask students to review their Exit Tickets from Lesson 1. Direct students’ attention to Digital Projection 1.2. Ask for a volunteer to explain the difference between a topic and a theme.

#### ➤ Digital Projection 1.2: Determining Themes

- Remind students that a theme is a key subject or idea usually seen repeatedly in a text.
- Ask several volunteers to share their responses to their Exit Tickets from Lesson 1. Make sure students understand the difference between topics and themes and prepare to review topic and theme with a small group of students as needed once you have completed the Lesson Introduction.

**TEKS 5.6.H** Synthesize information to create new understanding.

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## LESSON INTRODUCTION (5 MIN.)

- Ask students to take out their copies of the novel and their double entry journals and tell them they will be reading Assignments 5–8.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction”, students should record their thoughts or reactions while they read.
- Tell students to write down the previously prepared focused question for the lesson: What are the words and phrases in this section that give you clues to help you find out about the characters and how they interact with each other?
- Gather designated students based on your informal assessment during the Lesson 1 Review discussion into a small group for a reteaching of theme during the first 5–10 minutes of independent reading, while the remainder of the students prepare to independently read Assignments 5–8 in the text.

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## ASSIGNMENTS 5–8 (35 MIN.)

- Have students silently read Assignment 5, and remind them to record quotes, ideas, cite page numbers, and connections/reactions in their double entry journal during their reading.
- After students have completed independent reading of Assignment 5, ask the following discussion questions:
  1. **Inferential.** Make a prediction: Do you think that Natalie will join the egg drop competition? (*Answers may vary.*)
  2. **Inferential.** Based on what you know so far, how might the concept of homeostasis relate to Natalie and her mom? (*Answers may vary, but students may notice that Natalie and her mom may not be experiencing real homeostasis. For example, Natalie admits that she has not been doing much of her homework. Her mom does not seem to be functioning normally. This means there are some disruptions in their environment.*)
  3. **Literal.** How does Natalie describe Dari? (*She calls him a “super-genius”.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.



- Have students silently read Assignment 6.
- After students have completed independent reading of Assignment 6, ask the following discussion questions:
  1. **Literal.** What new information does this section reveal about Natalie's mom? (*Answers may vary, but could include that she was a botanist, she used to laugh, she wrote a book about plants, etc.*)
  2. **Literal.** What are some of the feelings Natalie is experiencing in this section? (*Answers may vary, but could include that she is sad, angry, scared, etc.*)
  3. **Inferential.** How does the mood of this chapter differ from previous chapters? (*Answers may vary, but could include that it is more angry, fearful, tense, etc.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Have students silently read Assignment 7.
- Ask students: Natalie says that she and Twig do not talk about everything, even though they are best friends. When might it be okay to avoid a topic? How do you decide if you should talk to your friend about a subject or not? (*Answers may vary.*)
- If your students are relatively new to health and wellness learning conversations, you may wish to have them talk in the abstract by thinking about how people in general can decide what to share or what not to share. This may be easier for some students than speaking about their own experiences.
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Have students silently read Assignment 8.
- After students have completed independent reading of Assignment 8, ask the following discussion questions:
  1. **Literal.** Natalie believes that her mom lost her job. What evidence does she have to support this belief? (*She overhears her mom say there is limited money and that someone recommended she "take a break".*)
  2. **Inferential.** Natalie describes how one of her mom's techniques was to list what you know and don't know. In Assignment 8, Natalie makes her own list. What does she say that she does not know? Are there any things you think she does not know that she left off her list? (*Natalie says she does not "know how to fix her" mom. Student answers may vary regarding what*

*Natalie does not realize she doesn't know; however, some students may understand that she does not actually know if Mrs. Menzer was the person who told her mom to take a break.)*

3. **Inferential.** What is Natalie's "secret-question"? (*Answers may vary, but students should understand that it concerns her mother's condition.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.

### CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Natalie feels embarrassed that the whole class knows Mr. Neely wants her to stay late. Mr. Neely does need to talk to Natalie, but what are some less embarrassing ways he could tell her this?
2. Natalie says that when she started realizing what was happening with her mom, she "could hardly breathe". How could you help a friend who was feeling this way?

### AUTHOR'S PURPOSE AND CRAFT: ANALOGIES (5 MIN.)

- Tell students that Assignment 6 contains an analogy.
- Explain to students that an analogy is a way of describing something by comparing it to something else, which makes the idea more simple. It helps the reader create a more detailed image in their mind about what is being described.
- Remind students of an analogy used in the text by highlighting that Natalie describes the gradual change that has happened with her mom and their household by using an analogy: "like when you grow out of your favorite jeans and you don't even realize how short they've gotten".
- Ask students to explain the author's purpose for using this analogy and discuss their interpreted meaning of the analogy.
- With a partner, have students brainstorm another analogy to describe something that happens so slowly you do not notice it for some time. (*Answers may vary.*)
- Allow partners to share their brainstormed analogies.



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading  
Synthesizing Information

#### Beginning

Ask students simple yes/no questions such as: Does Natalie seem sad about her mom? (*yes*) Do you think Natalie feels confused about the changes in her mom's behavior? (*yes*)

#### Intermediate

Prompt students to maintain conversation with *wh-* questions. Who are the characters in this section of the reading that we are concentrating on? (*Natalie and her mom*) What feeling words would you use to describe how Natalie feels? (*sad, angry, scared, confused*)

#### Advanced/Advanced High

Observe how students maintain academic conversation independently and include textual details in responses.

**ELPS 4.G; ELPS 3.E**

#### Challenge

Challenge students to create one or more analogies about a subject that has come up in the text.

## Support

Give students several example analogies and ask students to explain their meaning, such as: “Finding my missing earring will be like trying to find a needle in a haystack,” or “Talking to him is like talking to a brick wall.”

## Activity Page 2.1



### Check for Understanding

Ask students to explain how an analogy helps them to have a better understanding of what is being described.

## Lesson 2: Assignments 5–8 Facts

# Writing



**Primary Focus:** Students analyze the relationships of and conflicts among the characters. **TEKS 5.8.B**

### ANALYZING CHARACTERS AND THEIR RELATIONSHIPS (30 MIN.)

- Direct students' attention to Digital Projection 2.1 and have students take out Activity Page 2.1.

#### ➤ Digital Projection 2.1: Character Relationships

- Explain that they will use quotes and ideas from their double entry journals to analyze the relationship between Natalie and her mom and how their relationship changes throughout the novel.
- Tell students that they will cite evidence from the text that reveals the characters through their thoughts, feelings, and actions. After that, they should use the space between the characters to record how the characters treat each other, feel about each other, how the nature of their relationship changes, and the events that caused those changes.
- Work with students to find a quote from the novel that shows Natalie's emotions and feelings. Ask them to think about how Natalie felt before her mom got sick and how she feels now. (*Answers may vary, but could include: page 34, "...I hated Mom for scaring me...I kind of hated myself, too, for being scared".*)
- Work with students to find a quote from the novel that reveals ideas about how Natalie's mom is feeling and what she was like before she got sick and how she is now. (*Answers may vary, but could include: page 31, "...the old mom would have loved this project.", "The old mom has disappeared."*)

➤ **TEKS 5.8.B** Analyze the relationships of and conflicts among the characters.

- With a partner, instruct students to continue to find at least three quotes about Natalie and Natalie’s mom that reveal their feelings. Then have them complete the middle column with at least two comments about how their relationship has changed and the events that caused those changes.
- Facilitate, monitor, and assist students as needed while they are completing the activity page.
- After completing this section of the activity page, gather students together to review the activity page. Ask volunteers to share their quotes about Natalie and Natalie’s mom and their relationship.
- Use this time to allow students to further analyze characters and relationships in the text.
- Have students place their activity pages in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Check for Understanding

Ask students to summarize Natalie and her mom’s relationship now and before her mom got sick.



### Exit Ticket

Cite one of Natalie’s facts from her “list of knowns” on pages 43–44 and explain specifically how it helped you better understand what you were reading. **TEKS 5.6.H**

End Lesson

### Challenge

Have students compare how the relationship between Natalie and her dad has changed since her mom became sick.

### Support

Natalie describes her mom as she used to be and as something she calls “Not Mom,” or how her mom is now. Have students focus on what Natalie says about her mom and Not Mom as they are analyzing their relationship.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Analyzing Relationships

#### **Beginning**

Provide students with a partially completed Exit Ticket and work with a teacher to complete the rest.

#### **Intermediate**

Provide students with a partially completed Exit Ticket and have them complete the rest with a partner.

#### **Advanced/Advanced High**

Provide students with a list of emotion and feeling words to look for as they are searching for evidence, such as happy, angry, scared, love, dark, empty, etc.

**ELPS 4.J, ELPS 1.E**

**TEKS 5.6.H** Synthesize information to create new understanding.

## 3

# Assignments 9–12

## Miracle Plant

### PRIMARY FOCUS OF LESSON

#### Reading

- Students practice summarizing the text in a way that maintains meaning and logical order. **TEKS 5.7.D**

#### Writing

- Students make inferences and use evidence to support understanding. **TEKS 5.6.F**

### FORMATIVE ASSESSMENTS

- Exit Ticket** The excerpts from Natalie's mom's book describe the miracle of the Cobalt Blue Orchid. In your own words, summarize this miracle using the 5 Ws. **TEKS 5.7.D**

**TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.6.F** Make inferences and use evidence to support understanding.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 2 Review	Whole Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 2 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 9–12	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Word work: <i>Hypothesis</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Making Inferences	Whole Group/ Partner	30 min.	<input type="checkbox"/> It Says – I Say – And So (Digital Components) <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 2.
- Prepare to gather any students as needed for reteaching after formatively assessing their Exit Ticket responses to ensure mastery of the addressed TEKS.
- Write the following focus questions for the close reading on the board or chart paper: Who? What? Where? When? Why?
- Prepare to distribute five sticky notes to each student.
- Prepare to project Activity Page 1.1, Double Entry Journal. The journal can also be accessed in the digital materials for the unit.

#### ➤ Digital Projection 1.1

Double Entry Journal		
Quote or Idea from Text:	Page #	Connection or Reaction

### Writing

- Prepare to project Activity Page 3.1. This can be accessed in the digital materials for the unit.

#### ➤ Digital Projection 3.1

It Says – I Say – And So			
Question	It Says...	I Say...	So...
Read the question. What is it asking?	Find information from the text to help you answer the question.	Consider what you know about the information.	Put together the information from the text with what you
What is Natalie's "secret question"?			

At the end of Assignment 9, Natalie gets an idea. What do you think it might be?			
What does the Blue Orchid symbolize for Natalie?			
List things Dari knows about Mr. Neely then use those to infer more about how Dari thinks of his teacher.			
How do you think Natalie feels when she tells her mom about going to New Mexico to see the Blue Orchids and hears her mom's response?			

- Prepare to distribute Activity Page 3.1 to each student prior to writing segment.
- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- Write the following sentence frame on the board for students to refer to during the Word Work segment: Since the Cobalt Blue Orchid was able to grow in soil that contained cobalt and aluminum, then \_\_\_\_\_.

## VOCABULARY

### Core Vocabulary

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**bleary, adj.** unfocused or filmy from sleep or tiredness

**chromosomes, n.** one of the rod-shaped or threadlike structures of a cell nucleus that contain genes and divide when the cell divides



**hybrid, n.** a thing made by combining two different elements; a mixture

**hypothesis, n.** the suggestion of an idea or theory

**meiosis, n.** a type of cell division

**summary, n** containing the key points or big idea

Vocabulary Chart for “Assignments 9–12”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	chromosomes hybrid meiosis	bleary hypothesis summary	
Multiple Meaning			
Sayings and Phrases	educated guess friendly reminder		

Start Lesson

### Lesson 3: Assignments 9–12 Miracle Plant

# Reading



**Primary Focus:** Students practice summarizing the text in a way that maintains meaning and logical order. **TEKS 5.7.D**

#### LESSON 2 REVIEW (5 MIN.)

- Ask students to review their Exit Tickets from Lesson 2.
- Remind students that Natalie describes how one of her mom’s techniques was to list what you know and don’t know. In Assignment 8, Natalie makes her own list. Ask students to review their Exit Tickets and journals from the previous Lesson and think about the following questions: What does Natalie say that she does not know? Are there any things you think she does not know that she left off her list?
- Ask for several volunteers to share their answers. (*Natalie says she does not “know how to fix her” mom. Student answers may vary regarding what Natalie does not realize she does not know; however, some students may understand*

**TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

*that she does not actually know if Mrs. Menzer was the person who told her mom to take a break.)*

- Use the Lesson 2 Exit Ticket and Lesson 2 Review discussion to determine if you need to gather a small group of students for reteaching on synthesizing details from the text, once you have provided the Lesson Introduction.

### LESSON INTRODUCTION (5 MIN.)

- Tell students that today they will be reading Assignments 9–12.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus questions. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction”, students should record their thoughts or reaction while they read.
- Explain to students that in today’s lesson they will practice summarizing each Assignment using a 5 *Ws* summary. Students list quotes or situations that answer *Who, What, When, Where, Why* related to each Assignment. Direct students to write down the previously prepared focus question words for the lesson on each of five sticky notes: Who? What? Where? When? Why? and place the sticky notes in their text at the beginning of each Assignment (9–12).
- Gather designated students based on your informal assessment during the Lesson 2 Review into a small group for a reteaching of synthesizing details during the first 5–10 minutes of independent reading, while the remainder of the students prepare to independently read Assignments 9–12 in the text.

### ASSIGNMENTS 9–12 (35 MIN.)

- Have students read Assignment 9 silently and in their double entry journal record evidence from the text that answers the 5 *Ws*. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 9, ask the following discussion questions:
  1. **Inferential.** Natalie says that the Cobalt Blue Orchid field is “full of miracles and hope”. What makes her feel this way? (*The orchid lived despite the toxic environment, so it is miraculous.*)
  2. **Inferential.** At the end of Assignment 9, Natalie gets an idea. What do you think it might be? (*Answers may vary, as the idea is not yet fully revealed to students. However, students should understand that Natalie wants to remind her mom about the flowers in New Mexico.*)

3. **Literal.** Why do you think Natalie says that her dad is most comfortable in research? *(Answers may vary, but could include that he feels more comfortable with statistics and concrete steps and not as comfortable with the unknown.)*
- Review with students some of the ideas they recorded as they were reading that answer the 5 Ws to check for understanding.
  - Ask students: Who was involved in this section? *(Natalie and Natalie's dad)* What happened? *(Natalie talked to her dad about her mom, but he didn't seem to understand how she felt. Natalie read the section in her mom's book that explained the miracle of the Cobalt Blue Orchid.)* Where did it happen? *(In Natalie's dad's office and the greenhouse)* When did it happen? *(After school)* Why did it happen? *(Answers may vary, but could include that Natalie is confused about what is happening with her mom and she is trying to find ways to help her get better.)*
  - Have students read Assignment 10 silently and in their double entry journals record evidence from the text that answers the 5 Ws. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
  - After students have completed independent reading of Assignment 10, ask the following discussion questions:
    1. **Literal.** Why does Mr. Neely ask Natalie to stay after class again? *(She has not picked a question yet.)*
    2. **Literal.** What does Dari think of Mr. Neely? How does this compare to what Natalie thinks of him? *(Dari thinks he is smart and caring. He also knows some things about him, like how he is more excited about teaching than he was about his old job. This shows that he is more empathetic or understanding than Natalie has been to Mr. Neely; he thinks about Mr. Neely's situation a bit more.)*
    3. **Literal.** Why does Dari wear the potato costume? *(It reminds him of a happy time.)*
  - Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
  - Have students read Assignment 11 silently and in their double entry journals record evidence from the text that answers the 5 Ws. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.

- After students have completed independent reading of Assignment 11, ask the following discussion questions:
  1. **Literal.** What happened when Natalie was sick? (*Her mom stayed with her for a very long time, she slept a lot, and eventually she got better.*)
  2. **Literal.** What does Natalie’s mom say when Natalie mentions their orchid? (*She does not know what Natalie means; Natalie decides her mom does not know it has died.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Have students silently read Assignment 12 and in their double entry journals record evidence from the text that answers the 5 Ws. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 12, ask the following discussion questions:
  1. **Evaluative.** Using context clues, what do you think *aerodynamic* means? (Answers may vary, but should include the design of an object that reduces drag.)
  2. **Evaluative.** Natalie often describes what she wants to say to other people—Twig, her parents, Mr. Neely—but decides not to say. How do you decide if you should share or not share what you are thinking? (*Answers may vary.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.

## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Natalie says that her dad is most comfortable in research. What are some activities that make you feel most comfortable?
2. Natalie often describes what she wants to say to other people—Twig, her parents, Mr. Neely—but decides not to say. How do you decide if you should share or not share what you are thinking?
3. Natalie’s dad wants to schedule an appointment for her to talk to a therapist. If someone you cared about was having a hard time, would you ask them to talk to a counselor or therapist? Why or why not?



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### Reading Summarizing

#### Beginning

Prompt students with simple yes/no questions: Is this section about Natalie and her dad? (*yes*) Does this section take place at Twig’s house? (*no*) Does Natalie think if her mom can see a Cobalt Blue Orchid again it will make her better? (*yes*)

#### Intermediate

Allow students to use prepared sentence frames to answer the 5Ws: The characters in this section are \_\_\_\_\_, Natalie has a conversation with her dad about \_\_\_\_\_, This section takes place in \_\_\_\_\_, etc.

#### Advanced/Advanced High

Expand the 5 Ws for students to help them focus their thinking: Who is this section about? What happens in this section? Where does this section take place? When does this section happen? Why do these characters react the way they do in this section?

**ELPS 2.H; ELPS 4.G**

## WORD WORK: HYPOTHESIS (5 MIN.)

- Step 4 of the scientific method, hypothesis, begins with Assignment 10.
- You may have learned in science that a hypothesis is something not proved but assumed to be true as a basis for further study or investigation. Mr. Neely explains it as an educated guess, or a guess based on knowledge and experience and because of this is likely to be correct.
- *Think-Pair-Share:* Work with a partner to list the different hypotheses Natalie offers during this section of the reading. (*She hypothesizes that Mr. Neely's costume is in "microphase" and that adults prefer not to understand how kids really feel.*)
- Discuss with a partner if you agree with Natalie's hypothesis about adults? Why or why not? (*Answers may vary.*)

### Challenge

Challenge students to create a hypothesis using text evidence about why the Cobalt Blue Orchid survived and why it is blue.

### Support

Provide students with sentence stems to create a hypothesis using text evidence about the Cobalt Blue Orchid. For example: Since the Cobalt Blue Orchid was able to grow in soil that contained cobalt and aluminum, then \_\_\_\_\_.



### Check for Understanding

Ask students to explain how the five Ws help them summarize the information from each section.

## Lesson 3: Assignments 9–12 Miracle Plant

# Writing



**Primary Focus:** Students make inferences and use evidence to support understanding. **TEKS 5.6.F**

## MAKING INFERENCES (30 MIN.)

- Direct students' attention to Digital Projection 3.1 and have students take out Activity Page 3.1. Explain that they will practice making inferences using an "It Says – I Say – And So..." chart.

### ➤ Digital Projection 3.1: It Says – I Say – And So

- Remind them that inferences are what we figure out based on an experience. Tell students that when an author implies information, but doesn't directly state it, the reader has to find clues to get some answers. Then the reader can add those clues to what they already know or have read to infer or find out an answer or answers.

➤ **TEKS 5.6.F** Make inferences and use evidence to support understanding.

- Explain that they can use the text evidence they recorded using the 5 Ws summary and any other part of the text that they have read so far.
- Tell students that they will use the following steps as they look for answers: 1. Find text evidence, 2. Think about the text evidence to draw your own conclusion about the meaning, 3. Make an inference based on the meaning you gathered from the text.
- Work with students to find information from the text that they could use to answer the first question. (*Answers may vary, but students should find quotes from the text that deal with her mother’s condition.*) Record relevant answers on the class copy and ask students to do the same on their copies.
- Ask student volunteers to share what information they already know about the question. (*Answers may vary, but could include that her mom is sick, she stays in her bedroom and sleeps most of the time, etc.*) Record relevant answers on the class copy and ask students to do the same on their copies.
- Finally, in the last column, ask students if they can make an inference about Natalie’s “secret question”? (*Answers may vary, but students should understand that it concerns her mother’s condition.*)
- With a partner, instruct students to complete the activity page in order to draw inferences with the information they have read so far.
- Facilitate, monitor, and assist students as needed while they are completing the activity page.
- After completing this section of the activity page, gather students together to review the activity page. Ask volunteers to share the inferences they formed to answer the questions. Provide immediate feedback and clarification as needed.
- Have students place their Activity Page 3.1 in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Check for Understanding

Ask students to summarize the steps they should take in order to make an inference. (*1. Find text evidence, 2. Think about the text evidence to draw your own conclusion about the meaning, 3. Make an inference based on the meaning you gathered from the text.*)

### Challenge

Natalie mentions that Twig and her mom are in Paris for Paris Fashion Week. Make an inference about why Twig and Natalie might have different feelings about it?

### Support

Encourage students to review one quote from the text that they have entered in their double entry journals and think of two to three conclusions that could be drawn from the quote.

### Activity Page 3.1





Writing  
Making Inferences

**Beginning**

Have students work with a teacher to review their answers to the 5 Ws that identify details. Confirm understanding orally in language that is accessible to the students.

**Intermediate**

Have students review their answers to the 5 Ws with a partner to identify details in the text and make inferences by completing sentence starters, such as: In the text it says \_\_\_\_\_. In my double entry journal I said \_\_\_\_\_. That means that \_\_\_\_\_.

**Advanced/Advanced High**

Provide students with the page numbers of the text where they can find information to help them draw inferences to answer the questions.

**ELPS 1.E; ELPS 3.D;**

**ELPS 3.E**



**Exit Ticket**

The excerpts from Natalie's mom's book describe the miracle of the Cobalt Blue Orchid. In your own words, summarize this miracle using the 5 Ws. **TEKS 5.7.D**

End Lesson



**TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.





## 4

# Assignments 13–16

## Natalie and Twig

### PRIMARY FOCUS OF LESSON

#### Reading

Students make inferences and use evidence to support understanding.

✦ **TEKS 5.6.F**

#### Writing

Students complete a Venn diagram comparing and contrasting Natalie and

✦ Twig. **TEKS 5.6.G**

### FORMATIVE ASSESSMENT

**Exit Ticket** Use your completed Venn diagram to write three to four sentences explaining similarities and differences between

✦ Natalie and Twig. **TEKS 5.6.G**

✦ **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.G** Evaluate details read to determine key ideas.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 3 Review	Whole Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 3 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 13–16	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Word work: <i>Indecipherable</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Comparing and Contrasting	Whole Group/ Partner	30 min.	<input type="checkbox"/> Venn Diagram (Digital Components) <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

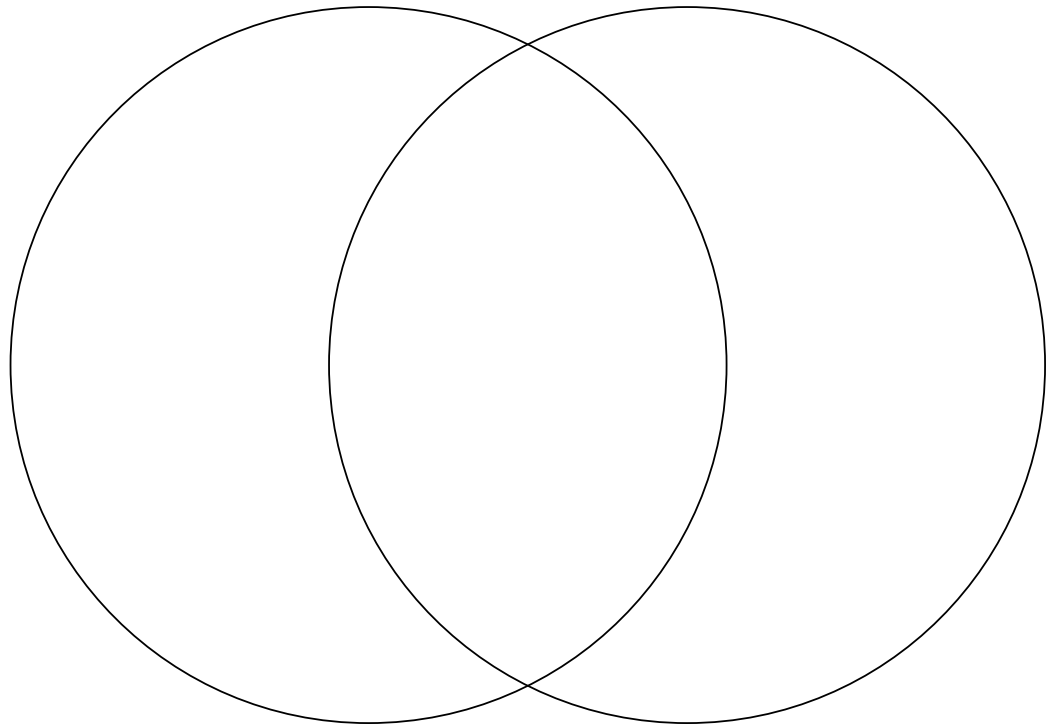
### Reading

- Prepare to return Exit Tickets from Lesson 3.
- Prepare to gather any students as needed for reteaching after formatively assessing their Exit Ticket responses to ensure mastery of the addressed TEKS.
- Write the following focus question for the close reading on the board or chart paper: What are some quotes from the text that reveal the character traits of Natalie and Twig through their actions, their dialogue, their thoughts, and their emotions.
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to project Activity Page 4.1. This can also be accessed in the digital materials for the unit.

#### ➤ Digital Projection 4.1



- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- List the following words on the board or chart paper for students to refer to when they are identifying character traits: actions, dialogue, thoughts, and emotions.

### Writing

- List the following guiding questions on the board or chart paper for students to refer to when completing the Venn diagram:
  - What are the similarities and differences between the characters?
  - How are these two characters alike and different?
  - Which similarities do you think are the most important?
  - Which differences do you think are the most important?

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## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**archnemesis, n.** the main enemy of someone

**haphazardly, adj.** without a plan, order, or direction

**indecipherable, adj.** impossible to read or understand

**momentum, n.** the strength or force that something has when it is moving

**velocity, n.** quickness of motion

Vocabulary Chart for “Assignments 13–16”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		archnemesis haphazardly indecipherable momentum velocity	
Multiple Meaning			
Sayings and Phrases			

Start Lesson

## Lesson 4: Assignments 13–16 Natalie and Twig

# Reading



**Primary Focus:** Students make inferences and use evidence to support understanding. **TEKS 5.6.F**

### LESSON 3 REVIEW (5 MIN.)

- Ask students to review their Exit Tickets from Lesson 3.
- Remind students that they used the 5 Ws to summarize the Assignments they read yesterday. Ask for a student volunteer to list the 5 Ws (*Who, What, Where, When, Why*).
- Ask the class how looking for details to answer the 5 Ws can help them understand the details of what they read. (*Answers may vary, but students should understand that answering the 5 Ws helps them focus their attention on the key details to improve reading comprehension.*)
- Ask for several volunteers to share their summaries from Lesson 3’s Exit Ticket. Ask the class to identify the answers to the 5 Ws from the volunteers’ summaries.
- Use the Exit Ticket and Lesson 3 Review discussion to determine if you need to gather a small group of students for reteaching on summarizing details in a text, once you have provided the Lesson Introduction.

**TEKS 5.6.F** Make inferences and use evidence to support understanding.

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## LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will be reading Assignments 13–16.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal to choose a quote or situation from the text that addresses the focus questions/ideas. They will write these in the column headed, “Quote or Idea from Text.” In the column with the heading “Connection or Reaction”, students should record their thoughts or reactions while they read.
- Explain to students that in today’s lesson they will practice identifying and inferring character traits. Direct students to write down the previously prepared focus question for the lesson on a sticky note: What are quotes from the text that reveal the character traits of Natalie and Twig through their actions, their dialogue, their thoughts, and their emotions?
- Gather designated students based on your informal assessment during the Lesson 3 Review into a small group for a reteaching of summarizing details during the first five to ten minutes of independent reading, while the remainder of the students prepare to independently read Assignments 13–16 in the text.

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## ASSIGNMENTS 13–16 (35 MIN.)

- Tell students that when we study the characters, we need to think about what is called the *character’s traits*. Explain that they can identify character traits by paying attention to what characters do, what they say, what they think, how they feel, how they interact, and what others say about them in the story. Tell students that sometimes the author does not explicitly state every detail about a character. Sometimes, the reader has to infer, or draw a conclusion, based on the dialogue in the story.
- Have students silently read Assignment 13 and look for quotes that describe the character traits of Natalie and Twig and record them in their double entry journals. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 13, ask the following discussion questions:
  1. **Inferential.** What is Twig’s mom like? (*Answers may vary, but students should understand that she is very different from Natalie’s parents. She expects Natalie to call her by her first name, she walks as if she were floating, and she is very sophisticated.*)

2. **Literal.** What is the egg project's new name? What effect does this name have? (*"Operation Egg" is the new name; it makes the project seem more official and significant.*)
  3. **Literal/Inferential.** What words does Natalie use to describe Twig's house? What do these words reveal about how she feels about it? (*She calls it "a mansion" and "giant". Because her family is worried about money, she might be more aware of Twig's big house.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
  - Have students silently read Assignment 14 and look for quotes that reveal the character traits of Natalie and Twig and in their journals record evidence from the text that helps to identify the characters' traits. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
  - After students have completed independent reading of Assignment 14, ask the following discussion question:
    1. **Evaluative.** How does Natalie's interaction with her mom in this section make her feel compared to her memories of past conversations? (*Answers may vary but could include that Natalie felt uncomfortable as if the person she was talking to was not her mom.*)
  - Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
  - Have students silently read Assignment 15 and look for quotes that reveal the character traits of Natalie and Twig and in their journals record evidence from the text that helps to identify the characters' traits. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
  - After students have completed independent reading of Assignment 15, ask the following discussion questions:
    1. **Evaluative.** Twig's diagrams of egg drop ideas have lots of creativity. Review her drawings and evaluate each suggestion. Which of her ideas do you believe would work the best? Why? (*Answers may vary.*)
    2. **Literal.** Natalie chooses not to share her mom's suggestion for the egg drop technique. Why? (*She says she wants to keep it to herself for a while.*)
  - Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.

- Have students silently read Assignment 16 and look for quotes that reveal the character traits of Natalie and Twig and in their journals record evidence from the text that helps to identify the characters' traits. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
- After students have completed independent reading of Assignment 16, ask the following discussion questions:
  1. **Inferential.** Natalie says that when her mom greets her in the kitchen, it sounds like "a recording of her". What does this suggest about how she is speaking? (*It may mean that she sounds a little different or distant, maybe a bit forced or stiff.*)
  2. **Inferential.** Based on what you know about Natalie's mom, what are some possible reasons why her smile doesn't reach her eyes? (*She may be pretending to be happy for Thanksgiving.*)
  3. **Evaluative.** Natalie's mom is acting differently about her mother-in-law's Thanksgiving visit this year. What is different about her behavior? (*She is not worried and has not been preparing for a long time like she usually would.*)
  4. **Inferential.** Why do you think that Natalie's dad is uncomfortable around the Korean language if he was raised in Korea? (*Answers may vary, but could include that Natalie's dad says he has had enough Korean culture as a child to last his whole life, so he pretends it does not exist.*)
- Go to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: What are quotes from the text that reveal the character traits of Natalie and Twig through their actions, their dialogue, their thoughts, and their emotions?
- Ask for student volunteers to give an oral response to the prompt and give the other students in the group the opportunity to react and reflect on their classmates' thoughts.

## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. After encountering her mom, Natalie describes all the things she does not do. When is it better not to do something than to do it?



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### Reading Identifying Traits

#### Beginning

Have students choose from a list of character traits to describe Natalie and Twig, such as: angry, confused, scared, funny, bold, brave, smart, imaginative, etc.

#### Intermediate

Provide students with sentence starters to help them focus their search for character traits, such as: When Natalie's mom touches her hair, Natalie feels \_\_\_\_\_. When Twig decides to commit to something, Natalie says she is \_\_\_\_\_.

#### Advanced/Advanced High

Have students confirm with a teacher the character traits they have identified that describe Natalie and Twig.

**ELPS 4.D; ELPS 4.J**



2. Natalie chooses not to share her mom’s suggestion for the egg drop technique. How do you decide when to keep things to yourself and when to share them?
3. Natalie says that her dad “could go on forever pretending that the Korean half of him didn’t exist”. Why might he find it challenging to be half-Korean living in the United States?

### WORD WORK: INDECIPHERABLE (5 MIN.)

1. In the story, you heard the phrase, “...trying to understand her indecipherable language”.
2. Say *indecipherable* with me.
3. *Indecipherable* means impossible to read or understand.
4. The archaeologists came to the conclusion that the ancient language discovered on the scrolls was indecipherable.
5. *Think-Pair-Share*: Brainstorm with a partner a list of things that could be indecipherable. (*Answers may vary, but could include examples such as a secret code, someone’s signature, an ancient language, etc.*)

#### Challenge

Challenge students to list synonyms for *indecipherable*.

#### Support

Tell students to list context clues from the text that could help them figure out the meaning of the word *indecipherable*.



#### Check for Understanding

Ask students to explain the difference between who a character is and what the character is like.

## Lesson 4: Assignments 13–16 Natalie and Twig

# Writing



**Primary Focus:** Students complete a Venn diagram comparing and contrasting Natalie and Twig. **TEKS 5.6.G**

### COMPARING AND CONTRASTING (30 MIN.)

- Direct students' attention to Digital Projection 4.1 and have students take out Activity Page 4.1.
  - **Digital Projection 4.1: Venn diagram**
- Explain to students that they will use a Venn diagram to compare and contrast Natalie and Twig.
- Tell students that authors create relationships between characters in a text by developing their interactions. Good readers can identify the relationships between characters by comparing and contrasting the characters' traits.
- Explain that the overlapping portion of the circles represents traits and details that are similar or alike between the two characters. Explain that the part of the circle that does not overlap represents details about the characters that are different or not alike.
- Write *Natalie* on the line above the left circle and *Twig* on the line above the right circle on the class copy and have the students do the same on their copies.
- Tell students that they can use the quotes they found during today's reading to complete the Venn diagram and that they can also consult any section of the novel that they have read so far.
- Model identifying a detail about Natalie and Twig that is similar or alike and record it on the Venn diagram. (Example: Natalie and Twig have certain subjects that they don't share with each other...Natalie doesn't talk about her mom and Twig doesn't talk about her dad.) Record this on the class copy and ask students to do the same on their copies.
- Ask a student volunteer to share a trait or detail about Natalie that is different from Twig. Record relevant answers on the class copy and ask students to do the same on their copies.

### Activity Page 4.1



### Challenge

Ask students to use words that indicate similarities and differences as they are recording information on their Venn diagrams, such as: also, similar, however, instead, etc.

### Support

Have students use different color markers to complete each section of the Venn diagram.

➤ **TEKS 5.6.G** Evaluate details read to determine key ideas.



Writing  
Making Inferences

**Beginning**

Provide students with a completed Exit Ticket and have students orally explain a similarity and difference of Natalie and Twig.

**Intermediate**

Provide an activity page with a partially completed Exit Ticket and have them complete the rest.

**Advanced/Advanced High**

Provide students with sentence starters to help them focus their thinking, such as: Natalie is different from Twig because \_\_\_\_\_, Natalie and Twig both \_\_\_\_\_, etc.

**ELPS 5.G; ELPS 1.E;**  
**ELPS 3.J**

- Ask a student volunteer to share a detail about Twig that is different from Natalie. Record relevant answers on the class copy and ask students to do the same on their copies.
- With a partner, instruct students to complete the remainder of the Venn diagram with at least three more details for each section.
- Facilitate, monitor, and assist students as needed while they are completing the activity page.
- After completing this section of the activity page, gather students together to review the activity page. Ask volunteers to share some of the differences and similarities between Natalie and Twig. Provide immediate feedback and clarification as needed.
- Have students place their Activity Page 4.1 in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



**Check for Understanding**

How can a Venn diagram help the reader analyze relationships between characters?



**Exit Ticket**

Use your completed Venn diagram to write three to four sentences explaining similarities and differences between Natalie and Twig. **TEKS 5.6.G**

End Lesson



## 5

# Assignments 17–19

## Pretending

**PRIMARY FOCUS OF LESSON****Reading**

- ✦ Students will evaluate details read to determine key ideas. **TEKS 5.6.G**

**Writing**

- ✦ Students use text evidence to support an appropriate response. **TEKS 5.7.C**

**FORMATIVE ASSESSMENT**

- Exit Ticket** Using text evidence, explain why Twig is upset by the thought
- ✦ of Dari working with them. **TEKS 5.7.C**

✦ **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.C** Use text evidence to support an appropriate response.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 4 Review	Whole Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 4 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 17–19	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Word work: <i>Gaped</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Relationships	Whole Group/ Partner	30 min.	<input type="checkbox"/> Relationships (Digital Components) <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 4.
- Prepare to gather any students as needed for reteaching after formatively assessing their Exit Ticket responses to ensure mastery of the addressed TEKS.
- Write the following focus question for the close reading on the board or chart paper: What are some quotes/details that describe the relationships of the characters in this section of the reading?
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to distribute Activity Page 5.1 to students and display a class copy of Digital Projection 5.1. This can also be accessed in the digital materials for the unit.

#### ➤ Digital Projection 5.1

Relationships
Who is this relationship between?
How are these characters alike and different?
How do the characters feel about each other?
Why do the characters need each other?
Describe the relationship. Is it positive or negative? Both? Explain.

- List the following character relationships on the board or chart paper:
  1. Natalie and her mom
  2. Natalie and Twig
  3. Natalie and Dari
  4. Twig and Dari
  5. Natalie and Mikayla Menzer
- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- Ask students to think about a friend or family member and describe the relationship they have with this person: Who is this relationship with? How are you alike or different? How do you both feel about each other? Why do you and this person need each other? Describe the relationship. Is it positive or negative? Both? Explain.

### Writing

- Write the following questions on the board for reference during the writing segment: What do relationships have in common? How are they different? What purpose do relationships serve in our lives?

## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**gaped, v.** stared with the mouth open in surprise or wonder

**gibberish, n.** confused meaningless talk

**imposter, n.** a person who deceives others by pretending to be someone else

**perennial, n.** a plant that doesn't die at the end of the growing season but lives from year to year

**resolution, n.** something decided upon

**vaguely, adv.** not clearly stated or expressed

Vocabulary Chart for "Assignments 17–19"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		gaped gibberish imposter resolution vaguely	
Multiple Meaning	perennial		
Sayings and Phrases			



## Lesson 5: Assignments 17–19 Pretending

# Reading



**Primary Focus:** Students will evaluate details read to determine key ideas. **TEKS 5.6.G**

### LESSON 4 REVIEW (5 MIN.)

- Ask students to review their Exit Tickets from Lesson 4.
- Remind students that in Lesson 4, they learned that authors create relationships between characters in a text by developing their interactions.
- Tell students that close readers can identify how character traits affect relationships between characters by comparing and contrasting the traits of each character in a novel.
- Ask students why it is important to learn about the characters when they are reading. (*Answers may vary, but students should understand that evaluating the features or details of a relationship helps readers to connect with characters, understand the plot, and predict what will happen later in the story.*)
- Ask for several volunteers to share their response to the Exit Ticket from the previous lesson comparing and contrasting Natalie and Twig.
- Use the Exit Ticket and Lesson 4 Review discussion to determine if you need to gather a small group of students for reteaching on character analysis in a text, once you have provided the Lesson Introduction.

### LESSON INTRODUCTION (5 MIN.)

- Tell students that in today's lesson, they will be reading Assignments 17–19.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus questions/ideas. They will write these in the column headed, "Quote or Idea from Text." In the column with heading "Connection or Reaction" students should record their thoughts or reactions while they read.
- Explain to students that they will continue to analyze characters and their relationships. Direct students to write down the previously prepared focus question for the lesson on a sticky note: What are some quotes/details that describe the relationships of the characters in this section of the reading?

- Gather designated students based on your informal assessment during the Lesson 4 Review into a small group for a reteaching of character analysis during the first five to ten minutes of independent reading, while the remainder of the students prepare to independently read Assignments 17–19 in the text.

### ASSIGNMENTS 17–19 (35 MIN.)

- Have students silently read Assignment 17 and look for quotes and ideas that describe the relationships of the characters. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 17, ask the following discussion questions:
  1. **Inferential.** Why might Natalie be happy to be back at school? (*Answers may vary, but students should understand that she is likely glad to have a distraction from her mom’s sleeping.*)
  2. **Inferential.** Natalie describes how there is “strength in the cold”. How might her thoughts about the cold relate to her mother? (*Answers may vary, but students should understand that she is hopeful that her mother will also someday emerge from her room and “be all right again”.*)
  3. **Literal.** What is Twig’s relationship with her parents like? (*Answers may vary, but students should recall that she claims to like her father more than her mother. However, her mother is more present and dependable, always doing things to support Twig.*)
  4. **Inferential.** What do the superpowers Natalie and Twig most want reveal about their characters? (*Answers may vary, but students should be able to connect the characters’ superpowers to what they have read about their character traits.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals from this section and their connection or reaction to it.
- Have students read Assignment 18 silently and record evidence from the text that helps to identify relationships among the characters. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.

- After students have completed independent reading of Assignment 18, ask the following discussion questions:
  1. **Evaluative.** How does Natalie's interaction with her mom in this section make her feel compared to her memories of past conversations? (*Answers may vary, but could include that Natalie felt uncomfortable as if the person she was talking to was not her mom.*)
  2. **Evaluative.** Natalie has a lot of complicated feelings about her mom in Assignment 18. What are they, and why does she feel them? (*She feels mad and angry about her mom not paying attention to her. She is probably disappointed about not being able to connect with her mom.*)
  3. **Inferential.** Ask a student to reread the Assignment 18 title and ask: Why do you think Natalie has crossed part of the title out? (*Answers may vary, but could include that Natalie feels like she can't count on her mom to be there for her.*)
  4. **Evaluative.** Natalie asks if it is "possible to be mad at someone for being sad". How would you respond? (*Answers may vary.*)
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Have students read Assignment 19 silently and continue looking for quotes and ideas. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
- After students have completed independent reading of Assignment 19, ask the following discussion questions:
  1. **Evaluative.** Natalie says that in some ways she and Twig are "from totally different galaxies". What makes her say this? (*Twig is not worried about the prize money for the egg drop contest the way Natalie is.*)
  2. **Evaluative.** Over the last few Assignments, Natalie has had some moments where she has acted like her mom. List some of their common behaviors. (*Answers may vary, but could include that she pretends to be happy and does not talk about their problems or that she goes to her room and shuts the door.*) Why has Natalie taken on some similar behaviors as her mom? (*Answers may vary.*)
- Go to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: What are some quotes/details that describe the relationships of the characters in this section of the reading?
- Ask for student volunteers to give an oral response to the prompt and give the other students in the group the opportunity to react and reflect on their classmates' thoughts.

## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Natalie asks if it is “possible to be mad at someone for being sad”. How would you respond?
2. *Think-Pair-Share:* Natalie references “the Eyewash Incident” and “the Stolen Turtle Incident,” but she does not explain what happened in each of these things. Pick one of these incidents and act out what might have happened, based on what you know about Twig’s character traits.

## WORD WORK: GAPED (5 MIN.)

1. In the story, you heard the sentence, “Twig gaped at the magnets.”
2. Say *gaped* with me.
3. *Gaped* means stared with the mouth open in surprise or wonder
4. When we reached the top of the mountain we gaped at the awe-inspiring view.
  - Use a Making Choices activity for follow-up. Say, “I am going to describe some different situations. Raise your hand if what I describe is something someone would have gaped at; keep your hand down if what I describe is not something someone would not have gaped at.”
    1. An astronaut seeing the earth for the first time from space. (*Hands up*)
    2. A red light turning green. (*Hands down*)
    3. An ice cream cone with ten scoops of ice cream. (*Hands up*)
    4. Going on a safari and seeing a group of elephants in their natural habitat. (*Hands up*)
    5. Learning that you just won one billion dollars. (*Hands up*)



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Evaluating Details

### Beginning

Provide students with character pairs to concentrate their focus when searching for text evidence, such as: Twig and Dari, Natalie and her mom, Natalie and herself, Natalie and Twig, etc.

### Intermediate

Provide students with a list of characters they can use to focus on when they are searching for relationships, such as: Natalie, Twig, Dari, Natalie’s mom, Natalie’s dad, etc.

### Advanced/Advanced High

Remind students to use the 5 Ws when looking for evidence about character relationships, such as: Who are the characters in this Assignment? Which characters are interacting? What are the characters doing?

**ELPS 1.C; ELPS 4.F**

## Lesson 5: Assignments 17–19 Pretending

# Writing



**Primary Focus:** Students use text evidence to support an appropriate response. **TEKS 5.7.C**

### RELATIONSHIPS (30 MIN.)

- Direct students' attention to Digital Projection 5.1 and have students take out Activity Page 5.1.

#### ➤ Digital Projection 5.1: Relationships

- Explain to students that they will use a relationship chart graphic organizer to analyze the relationship between the characters.
- Explain to students that it is important to examine relationships between characters when reading. Evaluating the features or details of a relationship helps readers to connect with characters, understand the plot, and predict what will happen later in the story.
- Tell students that they will think about the relationships Natalie has with other characters in the novel, including her mom and dad, Twig and Dari, and Mikayla Menzer. These relationships are both positive and negative. Each relationship can be examined to learn more about the story and its characters.
- Model with students how to examine the relationship between Natalie and her dad, by answering the questions on the Relationship chart. Have the students read the questions on the chart and share text evidence they recorded in their double entry journals and record relevant answers on the class copy.
- Who is this relationship between? (*Natalie and her dad.*)
- How are the characters alike and different? (*Answers may vary, but could include: They both love each other and are worried about Natalie's mom. Natalie feels that he should be doing more to try and get her mom better and her dad thinks they should just give her "space".*)
- How do the characters feel about each other? (*Answers may vary, but could include: Natalie's dad thinks she should talk about how she is feeling but he has a hard time finding the right words. Natalie is frustrated with her dad because she feels he could be doing more to help her mom.*)

➤ **TEKS 5.7.C** Use text evidence to support an appropriate response.

### Activity Page 5.1



- Why do the characters need each other? (Answers may vary, but could include: Natalie needs her dad because he is the only one taking care of the family while her mom is sick. Natalie’s dad needs her because he loves her and wants to help her through this difficult time in their lives.)
- Describe the relationship. Is it positive or negative? Both? Explain. (Answers may vary, but could include: This relationship is both positive and negative. Natalie and her dad love each other but Natalie feels frustrated that her dad can’t “fix” her mom, and Natalie’s dad is frustrated because he doesn’t know how to help Natalie.)
- Tell students that they will now practice analyzing another relationship from the novel. Direct them to choose one of the following relationships to analyze: Natalie and her mom, Natalie and Twig, Natalie and Dari, Twig and Dari, Natalie and Mikayla Menzer.
- Direct students to answer the questions on their Relationship charts using text evidence they recorded in their double entry journal and any other part of the novel they have read so far.
- Facilitate, monitor, and assist students as needed while they are completing the activity page.
- Gather the students together after they have had time to complete their activity pages to share information about the relationship they analyzed. Ask for student volunteers to read aloud their answers to the questions and discuss the relationships in the novel so far. Discuss with the class the following questions: Why is this relationship important to the story? Will this relationship change in the future? Why? How?
- Have students place their Activity Page 5.1 in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Check for Understanding

Why is it important to examine the relationships in the stories we read?



### Exit Ticket

Using text evidence, explain why Twig is upset by the thought of Dari working with them. **TEKS 5.7.C**

End Lesson

**TEKS 5.7.C** Use text evidence to support an appropriate response.

### Challenge

Ask students to analyze how the introduction of Dari may impact the relationship of Natalie and Twig.

### Support

To help students understand the importance of relationships, ask them to think about the following questions: What do relationships have in common? How are they different? What purpose do relationships serve in our lives?



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Using Text Evidence

#### **Beginning**

Have students work with a teacher to orally answer the questions on the Exit Ticket.

#### **Intermediate**

Have students work with a partner to complete the Exit Ticket.

#### **Advanced/Advanced High**

Have students compare their completed Exit Ticket with a partner and explain their answers to the questions.

**ELPS 1.E, ELPS 4.G,**

**ELPS 3.E**

## 6

# Assignments 20–22

## Captain Natalie

**PRIMARY FOCUS OF LESSON****Reading**

- ✦ Students will evaluate details read to determine key ideas. **TEKS 5.6.G**

**Writing**

- ✦ Students analyze how the author's use of text structure contributes to the author's purpose. **TEKS 5.10.B**

**FORMATIVE ASSESSMENT****Exit Ticket**

- The author uses the text feature of footnotes throughout the novel. Pick a footnote and explain how it helps the reader better understand Natalie's character. **TEKS 5.10.B**

✦ **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.10.B** Analyze how the use of text structure contributes to the author's purpose.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 5 Review	Whole Group/ Small Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 5 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 20–22	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Word work: <i>Sarcastic</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Text Structure	Whole Group/ Partner	30 min.	<input type="checkbox"/> Scientific Steps (Digital Components) <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Exit Ticket



## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 5.
- Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the story so far. Use this time to meet with students about their Lesson 5 Exit Tickets individually or in small groups as needed to ensure students' understanding of the importance of character relationships.
- Write the following focus question for the close reading on the board or chart paper: What are some quotes or ideas that will help you identify how the author organizes the details and information in the text?
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to distribute Activity Page 6.1 to students and display a class copy of Digital Projection 6.1. This can also be accessed in the digital materials for the unit.

#### ➤ Digital Projection 6.1

Scientific Steps	Key Details
Step 1: Observe	
Step 2: Question	
Step 3: Investigative Research	
Step 4: Hypothesis	
Step 5: Procedure	
Step 6: Experiment	
Step 7: Results	
Step 8: Analyze Your Results	

- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- To help the students understand the purpose of text structure, write the following on the board or chart paper:
  1. Organize information and details they are learning in their minds while reading.
  2. Make connections between the details being presented in a text.
  3. Summarize the important details shared in a text.

### Writing

- To help students understand text structure, write the following on the board or chart paper:
  1. Texts and authors have specific purposes.
  2. A text or section of text has a main idea that the author wants the reader to understand.
  3. Topics or events can be related in different ways (cause and effect, compare and contrast relationships, etc.).
- You may wish to make a chart of the scientific steps listed in the novel with a brief description for each one to help students understand how the main idea of each section relates to each step.

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## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**analyst, n.** a person who studies or analyzes something

**footnote, n.** a note of reference, explanation, or comment usually placed below the text on a printed page

**metaphorically, adv.** describing something by using a metaphor (comparing two unlike things without using like or as)

**sarcastic, adj.** when someone uses words that normally mean one thing to mean just the opposite usually as a joke or to hurt someone's feelings

**siphon, n.** a bent pipe or tube through which a liquid can be drawn by air pressure up and over the edge of a container

Vocabulary Chart for “Assignments 20–22”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		analyst footnote metaphorically sarcastic siphon	
Multiple Meaning			
Sayings and Phrases	abort mission		

Start Lesson

## Lesson 6: Assignments 20–22 Captain Natalie

# Reading



**Primary Focus:** Students will evaluate details read to determine key ideas. **TEKS 5.6.G**

### LESSON 5 REVIEW (5 MIN.)

- Have students take out their copy of *The Science of Breakable Things*.
- Have students break into the small groups you have prepared.
- Remind students that in Lesson 5, they learned that authors create relationships between characters in a text by developing their interactions.
- Ask students why it is important to learn about the characters' traits and relationships when they are reading. (*Answers may vary, but students should understand that evaluating the features or details of a relationship helps readers to connect with characters, understand the plot, and predict what will happen later in the story.*)
- Ask students to review their Exit Tickets from Lesson 5.
- Ask students to refer to their double entry journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters and their relationships introduced in the novel so far and any important events.
- Use this time to meet with students about their Lesson 5 Exit Tickets individually or in small groups as needed to help clarify their understanding of character relationships.
- Have students return to their individual seats.

**TEKS 5.6.G** Evaluate details read to determine key ideas.

## LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will be reading Assignments 20–22.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction” students should record their thoughts or reactions while they read.
- Explain to students that in today’s lesson they will practice identifying text structure. Identifying text structure is a reading skill that can help students make sense of and analyze a text. Direct students to write down the previously prepared focus question for the lesson on a sticky note: What are some quotes or ideas that will help you identify how the author organizes the details and information in the text?

## ASSIGNMENTS 20–22 (35 MIN.)

- Tell students to silently read Assignment 20. As they read, remind them to look for quotes and ideas that help describe how the author organizes the text, such as headings, titles, footnotes, and illustrations that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 20, ask the following discussion questions:
  1. **Literal.** What is the “natural magic” that the students practice in Mr. Neely’s lab? (*They use magnets to turn a needle into a compass.*)
  2. **Inferential.** Once Dari officially joins Twig and Natalie’s lab group, they assign each other titles. Name those titles and any details about each character that help explain why their title might be a good fit. (Twig: Head Sheriff, Dari: Mission Analyst, Natalie—Captain; character details may vary, but students should provide logical evidence connecting the character to their title.)
  3. **Literal.** What is Twig’s relationship with her parents like? (*Answers may vary, but students should recall that she claims to like her father more than her mother. However, her mother is more present and dependable, always doing things to support Twig.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals from this section and their connection or reaction to it.

- Have students silently read Assignment 21 and continue looking for quotes from the text that helps to identify how the author organizes the text. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 21, ask the discussion questions below:
- Before asking the first question, walk students through the purpose of a compass, helping them realize that its needle points north and helps people find their way.
  1. **Inferential.** Natalie says she and her dad were like compass needles, pointing at Natalie’s mom. What might she mean by this comparison? *(Answers may vary, but students should understand that Natalie and her dad have been focused on her mom; her mom’s illness has affected their whole family.)*
  2. **Inferential.** What is Dr. Doris like? Based on what you have observed, do you think she will be a good counselor for Natalie? Make sure to include evidence to support your choice. *(Answers may vary, but should be based on textual evidence.)*
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Have students silently read Assignment 22 and continue looking for quotes from the text that helps to identify how the author organizes the text. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 22, ask the following discussion questions:
  1. **Literal.** What is the team’s plan for testing their egg drop ideas? *(They will go to the volleyball game at school on a weekend, then slip upstairs to drop their eggs from the top of the building.)*
  2. **Literal.** How does the egg testing go? *(All their ideas fail; the eggs all break.)*
  3. **Evaluative.** Why does Natalie call Twig “reckless” and “illogical”? *(She pushes all the eggs out the window at one time.)*
- Go to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: What are some quotes or ideas that will help you identify how the author organizes the details and information in the text?
- Ask for student volunteers to give an oral response to the prompt and give the other students in the group the opportunity to react and reflect on their classmates’ thoughts.

## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. When Natalie’s dad arrives at school instead of letting her bike home, she knows that something is up. What do adults in your life do that warns you that things are not normal?
2. Natalie feels like her dad has “ambushed” her by not warning her about the appointment with Dr. Doris. What are some better ways her dad could have handled this?

## WORD WORK: SARCASTIC (5 MIN.)

1. In the story, you heard the phrase, “...Twig said, all sarcastic”.
  2. Say *sarcastic* with me.
  3. When someone is being sarcastic, it means they say words that normally mean one thing to mean just the opposite, usually as a joke or to hurt someone's feelings.
  4. She poked fun at people's shortcomings with sarcastic remarks.
  5. Has anyone ever made a sarcastic remark to you? Be sure to use the word *sarcastic* in your answer.
  6. What part of speech is the word *sarcastic*? (*adjective*)
- Use a Synonyms and Antonyms activity for follow-up. *Agree/Disagree*: Determine if you agree or disagree that the following are synonyms for the word *sarcastic*.
    1. Polite (*disagree – antonym*)
    2. Kind (*disagree – antonym*)
    3. Gentle (*disagree – antonym*)
    4. Mocking (*agree – synonym*)
    5. Mean (*agree – synonym*)



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Identifying Details

### Beginning

Have students focus on how the novel is structured around the scientific steps as they are identifying text structure.

### Intermediate

Have students focus on how the author divides the scientific steps into Assignment headings as they are identifying text structure.

### Advanced/Advanced High

Have students focus on how the author divides the scientific steps into Assignment headings and uses footnotes to provide more details as they are identifying text structure.

**ELPS 4.G; ELPS 4.I**

## Lesson 6: Assignments 20–22 Captain Natalie

# Writing



**Primary Focus:** Students analyze how the author's use of text structure contributes to the author's purpose. **TEKS 5.10.B**

### TEXT STRUCTURE (30 MIN.)

- Direct students' attention to Digital Projection 6.1 and have students take out Activity Page 6.1.

#### ➤ Digital Projection 6.1: Scientific Steps

- Explain to students that in this segment, they will begin analyzing the text structure of the novel. Tell them that identifying and recognizing the structure of a text is important because it helps readers organize the information and details they are learning in their minds while reading, make connections between the details being presented in a text, and summarize the important details shared in a text.
- Discuss with students the structure of the novel. Ask students how they have seen other sections of novels organized. (*chapters*) Ask them how the author organizes this novel. (*Assignments, eight scientific steps*)
- Ask students to share their thoughts about why the author chose to divide the text this way. (*Answers may vary, but students should understand that the eight steps slowly reveal information about the characters, topics and themes, conflicts or problems, and the plot of the novel.*)
- Ask students to share any quotes or ideas that they recorded in their double entry journals that help identify how the author organizes the details and information in the text. (*Answers may vary, but be sure that the students understand that the author's use of footnotes and illustrations provide more information and help the reader make connections between the key details and events in the novel.*)
- Explain to students that they will use Activity Page 6.1 to begin to analyze how the steps of the scientific method relate to the events they have read about so far in the novel. Students will complete Steps 1–6 today and complete the remainder later in the unit.
- Model with students how to form a question based on Step 1: Observe. *Think-Aloud:* In this step, Mr. Neely asked his students to observe. What are some details that I have observed about Natalie so far? Write this question under Step 1 on the classroom copy.

### Activity Page 6.1



### Challenge

Ask students to compare the steps of the team's egg drop test plan in Assignment 22 with the steps into which the novel's Assignments are grouped. Are they the same or different?

➤ **TEKS 5.10.B** Analyze how the use of text structure contributes to the author's purpose.

- Ask students to go back to pages 5–6 in the novel and observe the entries in Natalie’s lab notebook to answer the question for Step 1. (*Answers may vary, but could include she thinks Mr. Neely is optimistic, she and Mikayla Menzer used to be friends, but aren’t any more, she is best friends with Twig, and her mom is “sick”.*) Record relevant answers on the class copy.
- With a partner, ask students to create questions for Steps 2–6 on the graphic organizer and record their answers in the corresponding column. Tell students they may use any text evidence they recorded in their double entry journals and consult any part of the novel they have read so far.
- Facilitate, monitor, and assist students as needed while they are completing the activity page.
- Gather the students together after they have had time to complete their Activity Pages to share questions and answers they recorded on their activity page. Ask for student volunteers to read aloud some of their questions and answers for each step. Discuss with the class the following questions: How have these first six steps slowly revealed information about the key details in the novel?
- Have students place their Activity Page 6.1 in their activity page folder.
- Before students complete their Exit Ticket, explain how to analyze a footnote to draw a conclusion about a character. Ask a student to read footnote #31 on page 131. Ask students to think about how the responses of Twig and Dari differ and how they can draw a conclusion about their character traits. (*Answers may vary, but could include that Twig’s response is typical of what has been revealed about her character traits so far in the novel: bold, determined, adventurous, loyal, etc. Dari’s response is in line with what has been revealed about him: rational, afraid, serious, quiet, etc.*).
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Check for Understanding

Why is it important for readers to identify and recognize the text structure of a text?



### Exit Ticket

The author uses the text feature of footnotes throughout the novel. Pick a footnote and explain how it helps the reader better understand Natalie’s character. **TEKS 5.10.B**

End Lesson

**TEKS 5.10.B** Analyze how the use of text structure contributes to the author’s purpose.

## Support

To help students understand text structure, ask them to think about the following:

- Texts and authors have specific purposes
- A text or section of text has a main idea that the author wants the reader to understand
- Topics or events can be related in different ways (cause and effect, compare and contrast relationships, etc.).



**ENGLISH  
LANGUAGE  
LEARNERS**

## Writing Analyzing Text Structure

### Beginning

Provide students with an Exit Ticket with questions for each step provided and have them work with a teacher to find the answers.

### Intermediate

Provide students with an Exit Ticket with questions for each step provided and have them find the answers.

### Advanced/Advanced High

Have students compare their questions and answers for each step with a partner.

**ELPS 1.E; ELPS 3.D;**

**ELPS 3.E**



## 7

# Assignments 23–25

## Dr. Doris

### PRIMARY FOCUS OF LESSON

#### Reading

Students will discuss specific ideas in the text that are important to the meaning. **TEKS 5.7.G**

#### Writing

Students will use ideas from the text to write a letter to Natalie with questions they might ask if they wanted to try to help her open up and share her thoughts and feelings. **TEKS 5.6.H**

### FORMATIVE ASSESSMENT

#### Exit Ticket

Use text evidence, such as a quote from your reading, to describe how Natalie feels when her dad makes her see a therapist. Why do you think she reacts this way? **TEKS 5.6.H**

**TEKS 5.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 5.6.H** Synthesize information to create new understanding.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 6 Review	Whole Group/ Small Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 6 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 23–25	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Word work: <i>Spontaneously</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Questions	Whole Group/ Independent	30 min.	<input type="checkbox"/> Constructing a Friendly Letter (Digital Components) <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 6.
- Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the story so far. Use this time to meet with students about their Lesson 6 Exit Tickets individually or in small groups as needed to ensure students' understanding of the importance of text structure.
- Write the following focus question for the close reading on the board or chart paper: These Assignments are part of Step 6: Experiment. What are some quotes and ideas from the text that connect the details in these Assignments to Step 6?
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to distribute Activity Page 7.1 to students and display a class copy of Digital Projection 7.1. This can also be accessed in the digital materials for the unit.

#### ➤ Digital Projection 7.1

**Constructing a Friendly Letter**

Dear \_\_\_\_\_, ← Write the name of the person receiving your letter here.

Write the body of the letter here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ← End your letter with a closing here, such as sincerely

\_\_\_\_\_ ← Sign your name here

- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- To help the students understand the scientific step “experiment,” you may wish to write a definition on the board or chart paper.

### Writing

- To help students brainstorm questions they might ask someone if they were trying to get them to open up, write the following terms on the board or chart paper:

Share

Feel

Emotion

Favorite

Dislike

---

## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**averted, v.** kept from happening or occurring

**clutching, v.** grasping or holding tightly with or as if with the hands or claws

**flushed, adj.** having a red appearance, especially in the face (as from cold or embarrassment)

**predicts, v.** say that something will or might happen in the future

**spontaneously, adv.** acting or taking place without outside force or cause

**sued, v.** to have sought justice or right by bringing legal action

Vocabulary Chart for “Assignments 23–25”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		averted clutching flushed predicts spontaneously sued	
Multiple Meaning			
Sayings and Phrases			

Start Lesson

## Lesson 7: Assignments 23–25 Dr. Doris

# Reading



**Primary Focus:** Students will discuss specific ideas in the text that are important to the meaning. **TEKS 5.7.G**

### LESSON 6 REVIEW (5 MIN.)

- Have students take out their copy of *The Science of Breakable Things*. Also, have students take out their activity page folder
- Have students break into the small groups you have prepared.
- Remind students that in Lesson 6, they learned that identifying and recognizing the structure of a text is important because it helps readers organize the information and details they are learning in their minds while reading, make connections between the details being presented in a text, and summarize the important details shared in a text.
- Ask students to share what they learned about the text structure of *The Science of Breakable Things*. (Answers may vary, but students should include that the author used eight scientific steps to structure the novel. These steps are broken into Assignments that relate to the scientific steps. She also uses footnotes, illustrations, and diagrams.)

**TEKS 5.7.G** Discuss specific ideas in the text that are important to the meaning.

- Ask students to review their Exit Tickets from Lesson 6.
- Ask students to refer to their double entry journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about how what they have read so far relates to the scientific steps presented in the novel so far and any important events.
- Use this time to meet with students about their Lesson 6 Exit Tickets individually or in small groups as needed to help clarify their understanding of text structure.
- Have students return to their individual seats.

---

### LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will be reading Assignments 23–25.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction” students should record their thoughts or reaction while they read.
- Explain to students that in today’s lesson they will discuss how the specific ideas in this section are related to the meaning. Direct students to write down the previously prepared focus question for the lesson on a sticky note: These Assignments are part of Step 6: Experiment. What are some quotes and ideas from the text that connect the details in these Assignments to Step 6?

---

### ASSIGNMENTS 23–25 (35 MIN.)

- Tell students to silently read Assignment 23. As they read, remind them to look for quotes and ideas that help relate the Assignment to Step 6: Experiment that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 23, ask the following discussion questions:
  1. **Literal.** Why did Mr. Neely decide to let the class play outside in the snow? *(It was the last week of school before winter break and it snowed for the first time of the season.)*

2. **Inferential.** Why do you think Natalie says she felt like if she didn't laugh she would cry? *(Answers may vary, but could include that she felt sad that this day was one of the few days when she actually should be happy.)*
  3. **Evaluative.** Natalie describes the initial awkwardness of her class' snow outing. How would you spend a class period if your teacher let you go outside in the snow? *(Answers may vary.)*
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals from this section and their connection or reaction to it.
  - Have students silently read Assignment 24 and continue looking for quotes from it that connect to Step 6: Experiment. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
  - After students have completed independent reading of Assignment 24, ask the following discussion questions:
    1. **Inferential.** Why does Natalie leave her dad at the mall? *(She doesn't want to hear her dad talk to Mikayla's mom.)*
    2. **Inferential.** Why does Natalie pick the camellia japonica for her mom? *(She likes the idea that it can live through almost anything. She wants a "plant that keeps going".)*
    3. **Inferential.** What is the variety name and the description Natalie reads about the camellia japonica? How are these things connected to Natalie's life and family? *(Answers may vary, but could include that it is called Korean Fire. It relates to her family because of their Korean heritage. The description states that it can survive through any conditions that Natalie may relate to her life and what her family is going through.)*
  - Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
  - Have students silently read Assignment 25 and continue looking for quotes from the text that helps to identify how it relates to Step 6: Experiment. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.
  - After students have completed independent reading of Assignment 25, ask the following discussion questions:
    1. **Inferential.** Why might Natalie make so many observations during her visit with Dr. Doris? *(They are a distraction that helps keep her from talking to Dr. Doris.)*

- Go to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: These Assignments are part of Step 6: Experiment. What are some quotes and ideas from the text that connect the details in these Assignments to Step 6?
- Ask for student volunteers to give an oral response to the prompt and give the other students in the group the opportunity to react and reflect on their classmates' thoughts.

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### CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. *Think-Aloud:* It seems like Natalie feels pretty conflicted when she is at her appointments with Dr. Doris. On one hand, she does not want to talk about her mom. On the other hand, though, she feels like it might be a relief to share what she is feeling. *Think-Pair-Share:* Why might she (or any other person) have these different feelings about talking to someone? If you had a challenging situation in your life, how would you feel about talking to a counselor or therapist about it? (Answers may vary.)

**Note:** Encourage students to think of a time when they talked to someone about a problem, then use that experience to imagine what it would be like to talk to a counselor.

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### WORD WORK: SPONTANEOUSLY (5 MIN.)

1. In the story, you heard the phrase, “....start spontaneously running around...”
  2. Say *spontaneously* with me.
  3. When something happens spontaneously, it means that it just happens without anyone or anything doing something to make it happen.
  4. We spontaneously started giggling during the middle of silent reading.
  5. Have you ever spontaneously started doing something? Be sure to use the word *spontaneously* in your answer.
  6. What part of speech is the word *spontaneously*? (*adverb*)
- Use a Synonym activity for follow-up. What does the word *spontaneously* mean? What are some synonyms, or words that have a similar meaning, for *spontaneously*?





**Beginning**

Work with students one-on-one to create a sentence with each of the synonyms of *spontaneously* mentioned.

**Intermediate**

Partner students to help each other create a sentence with each of the synonyms of *spontaneously* mentioned.

**Advanced/Advanced High**

Observe students working with self-selected partners to create a sentence with each of the synonyms of *spontaneously* mentioned.

**ELPS 1.D; ELPS 1.E;  
ELPS 3.E**

Activity Page 7.1



- Prompt students to provide words and phrases such as: suddenly, all of a sudden, and without warning. With a partner, create a sentence with each of the synonyms of *spontaneously* that they provide.

Lesson 7: Assignments 23–25 Dr. Doris

# Writing



**Primary Focus:** Students will use ideas from the text to write a letter to Natalie with questions they might ask if they wanted to try to help her open up and share her thoughts and feelings. **TEKS 5.6.H**

**QUESTIONS (30 MIN.)**

- Direct students' attention to Digital Projection 7.1 and have students take out Activity Page 7.1.

**➤ Digital Projection 7.1: Constructing a Friendly Letter**

- Explain to students that in this segment, they will compose a friendly letter to Natalie with questions they might ask if they wanted to try to help her open up and share their thoughts and feelings.
- Explain to students that in Assignment 25, Dr. Doris asks Natalie twenty-six questions during their session.
- Invite students to participate in a brainstorm about what questions they might ask Natalie in a friendly letter if they were trying to get her to open up. Make a list of relevant responses on the board or chart paper.
- Model the process of constructing a friendly letter on chart paper that includes the following parts: greeting, body, closing, and signature.
- For the body of the letter, you can use the following as a guide or solicit suggestions from students:
  - I just wanted to check in to see how you are feeling. I think you may dislike talking about how things have been going lately. I want to let you know that I am here whenever you need to talk. We can talk about anything. What's going on at school? I heard you were entering the egg drop competition. Did you come up with a design yet? I think I read that there is a prize of \$500 if you win. Wow, that's a lot of money! If I won that much money, I think I would go shopping (although my mom would make me put it in the bank!). What will you do with the money if you win? How are your friends Twig and Dari? Well, if you want to talk sometime, give me a call.

**TEKS 5.6.H** Synthesize information to create new understanding.

- For the different parts of the letter, give examples for other ideas. For example, the closing of a letter does not always have to end in the word “sincerely.” Other types of closings could be used. Ask students for suggestions.
- Ask students to use the modeled format to construct a friendly letter to Natalie. Tell them to brainstorm topics that they can include in their letter, including a discussion about favorite hobbies and interests, as well as questions to help that character open up.
- Facilitate, monitor, and assist students as needed while they are completing their letter.
- Gather the students together after they have had time to complete letters to share what they wrote in their letter.
- Have students place their Activity Page 7.1 in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Check for Understanding

If you had a challenging situation in your life, how would you feel about talking to someone about it? What would make you feel comfortable opening up to someone?



### Exit Ticket

Use text evidence, such as a quote from your reading, to describe how Natalie feels when her dad makes her see a therapist. Why do you think she reacts this way? **TEKS 5.6.H**

End Lesson

### Challenge

Challenge students to explore and brainstorm letters that could be written to another character.

### Support

Tell students to refer back to Assignment 22 to review some of the questions Dr. Doris asked Natalie to help them brainstorm their own questions.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Beginning

Work with students in a small group to complete the letter. Provide additional one-on-one support to struggling students.

#### Intermediate

Pair students and encourage them to work together to complete the letter.

#### Advanced/Advanced High

Monitor and provide feedback as needed while students work independently to complete the letter.

**ELPS 1.E; ELPS 3.D;**

**ELPS 3.E**

## 8

# Assignments 26–30

## Traditions

### PRIMARY FOCUS OF LESSON

#### Reading

Students make connections to personal experiences, ideas in other texts, and society. **TEKS 5.6.E**

#### Writing

Students make inferences and use evidence to support understanding. **TEKS 5.6.F**

### FORMATIVE ASSESSMENT

**Exit Ticket** Find quotes from the text that compare and contrast how Natalie and her dad felt about making dduk. **TEKS 5.6.F**

**TEKS 5.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 5.6.F** Make inferences and use evidence to support understanding.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 7 Review	Whole Group/ Small Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 7 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 26–30	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Author’s Purpose and Craft: Metaphors	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Answers	Whole Group/ Independent	30 min.	<input type="checkbox"/> Constructing a Friendly Letter (Digital Components) <input type="checkbox"/> Character Reply Letter (Digital Components) <input type="checkbox"/> Activity Pages 7.1, 8.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 7.
- Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the story so far. Use this time to meet with students about their Lesson 7 Exit Tickets individually or in small groups as needed to ensure students' understanding of the importance of character relationships.
- Write the following prompt for the close reading on the board or chart paper: Natalie seems to be opening up more to her friends, family, and Dr. Doris in these Assignments. Look for quotes/details in these Assignments for evidence of this and in your reaction to the quote or detail try to make a connection to a time when you may have shared something happening in your life with someone.
- Prepare to distribute one sticky note to each student.
- Write the following metaphor on the board for the Author's Purpose and Craft segment: My teacher is a dragon.

### Writing

- Prepare to display the class copy of Digital Projection 7.1.
- Prepare to distribute Activity Page 8.1 to students and display a class copy of Digital Projection 8.1. This can also be accessed in the digital materials for the unit.

#### ➤ Digital Projection 8.1

Character Reply Letter

Dear \_\_\_\_\_,

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- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- Write the following metaphors on the board or chart paper for students to refer to during the Author’s Craft and Purpose segment:
  - My sister is a bear in the morning.
  - The clouds were marshmallows in the sky.
  - Her hair was a waterfall of gold.
- Write the following sentence stems on the board or chart paper for students to refer to during the Author’s Craft and Purpose segment:
  - My sweet cat is a \_\_\_\_\_ at night.
  - The man was as tall as a \_\_\_\_\_.
  - The alligator’s teeth were as sharp as \_\_\_\_\_.

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## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**arboretum, n.** a place where trees and plants are grown to be studied

**Bollywood, n.** the movie industry in India

**dduk, n.** a traditional Korean rice cake soup eaten on New Year’s Day

**figurine, n.** a small figure or model of a person made of wood, plastic, etc.

**oblivious, adj.** not being conscious or aware

**self-conscious, adj.** uncomfortably nervous about or embarrassed by what other people think about you

**toxins, n.** poison usually produced by a living thing

Vocabulary Chart for “Assignments 26–30”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	arboretum	Bollywood dduk figurine oblivious self-conscious toxins	
Multiple Meaning			
Sayings and Phrases			

Start Lesson

## Lesson 8: Assignments 26–30

# Reading



**Primary Focus:** Students make connections to personal experiences, ideas in other texts, and society. **TEKS 5.6.E**

### LESSON 7 REVIEW (5 MIN.)

- Have students take out their copy of *The Science of Breakable Things*.
- Have students break into the small groups you have prepared.
- Remind students that in Lesson 7, they wrote friendly letters to one of the characters with questions they might ask if they wanted to try to help this person open up and share their thoughts and feelings.
- Ask students to review their Exit Tickets from Lesson 7.
- Ask students to refer to their double entry journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about how what they have read so far relates to the scientific steps presented in the novel so far and any important events.

**TEKS 5.6.E** Make connections to personal experiences, ideas in other texts, and society.

- Use this time to meet with students about their Lesson 7 Exit Tickets individually or in small groups as needed to help clarify their understanding of creating questions to analyze characters/writing letters.
- Have students return to their individual seats.

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### LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will be reading Assignments 26–30.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction”, students should record their thoughts or reaction while they read.
- Explain to students that in today’s lesson they will focus on making connections to personal experiences. Direct students to write down the previously prepared focus prompt for the lesson on a sticky note: Natalie seems to be opening up more to her friends, family, and Dr. Doris in these Assignments. Look for quotes/details in these Assignments for evidence of this and in your reaction to the quote or detail try to make a connection to a time when you may have shared something happening in your life with someone.

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### ASSIGNMENTS 26–30 (35 MIN.)

- Tell students to silently read Assignment 26. As they read, remind them to look for quotes and ideas that provide evidence of Natalie opening up and sharing her thoughts with others that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 26, ask the following discussion questions:
  1. **Literal.** How do Dari’s parents differ from Natalie’s and Twig’s? (*They are more involved in what Dari is doing; they are affectionate in a way Natalie’s parents have not been in a long time.*)
  2. **Evaluative.** How and why does Natalie start to feel different when they are going to test their eggs? (*She feels much more nervous, because this is the last chance they have for testing their designs.*)



3. **Literal.** What happens when the team tests Cotton Ball Heaven and S'meggs? (*The egg in Cotton Ball Heaven breaks. The egg in S'meggs does not break.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals from this section and their connection or reaction to it.
  - Tell students to silently read Assignment 27. As they read, remind them to look for quotes and ideas that provide evidence of Natalie opening up and sharing her thoughts with others that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
  - After students have completed independent reading of Assignment 27, ask the following discussion questions:
    1. **Literal.** What does Natalie's dad do with the egg she hands him on Christmas? (*He puts it back in the carton.*)
    2. **Literal.** Why does this upset Natalie? (*She thinks this is worse than if he had thrown it.*)
    3. **Inferential.** What is the variety name and the description Natalie reads about the camellia japonica? How are these things connected to Natalie's life and family? (*Answers may vary, but could include that it is called Korean Fire. It relates to her family because of their Korean heritage. The description states that it can survive through any conditions that Natalie may relate to her life and what her family is going through.*)
  - Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
  - Tell students to silently read Assignment 28. As they read, remind them to look for quotes and ideas that provide evidence of Natalie opening up and sharing her thoughts with others that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
  - After students have completed independent reading of Assignment 28, ask the following discussion questions:
    1. **Literal.** What event left Twig without knowing what to say? (*Twig is speechless when she visits Natalie on Christmas and sees her cry.*)
    2. **Inferential.** Why might this leave her speechless? (*Student explanations for this behavior may vary, but they should be rooted in the text.*)
    3. **Literal.** What does Twig imagine is upsetting Natalie? (*She thinks Natalie is tired of her or of playing board games.*)

- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Tell students to silently read Assignment 29. As they read, remind them to look for quotes and ideas that provide evidence of Natalie opening up and sharing her thoughts with others that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.

- After students have completed independent reading of Assignment 29, ask the following discussion questions:

1. **Literal.** How does Natalie’s mom change her behavior on New Year’s Eve? *(She comes and joins the family; she smiles, though it is not quite her old smile.)*
2. **Evaluative.** Name the ways that Natalie starts to show her interest in her Korean background. *(Answers may vary. Direct students to think about Natalie’s call with her grandmother and the things she thinks about during it such as asking her grandmother how to make dduk.)*

3. **Inferential.** Why might this leave her speechless? (Student explanations for this behavior may vary, but they should be rooted in the text.)

- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Tell students to silently read Assignment 30. As they read, remind them to look for quotes and ideas that provide evidence of Natalie opening up and sharing her thoughts with others that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.

- After students have completed independent reading of Assignment 30, ask the following discussion questions:

1. **Literal.** What is Natalie’s favorite memory of her mom? *(Her favorite memory is the day they spent at the arboretum, on which her mom told her the story of the Cobalt Blue Orchid.)*
2. **Inferential.** *Think-Pair-Share:* Have students describe why Natalie might have such good feelings about this memory.

- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.



**ENGLISH  
LANGUAGE  
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### Language Metaphors

#### Beginning

Provide students with sentence frames to help them create metaphors such as: My sweet cat is a \_\_\_\_\_ at night. The man was as tall as a \_\_\_\_\_. The alligator’s teeth were as sharp as \_\_\_\_\_.

#### Intermediate

Provide students with several examples of metaphors such as: My sister is a bear in the morning. The clouds were marshmallows in the sky. Her hair was a waterfall of gold. Then, have students orally identify the two things being compared. *(sister/bear, clouds/marshmallow, hair/waterfall)*

#### Advanced/Advanced High

Have students make a list of two–three animals and two–three persons. Use the list to create a metaphor for each pair.

**ELPS 2.C; ELPS 1.E;**

**ELPS 3.E**

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## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Natalie says that the way she has approached her background has never felt wrong before she visits Dari's house. How do they approach their nationalities and ethnicities differently?
2. Describe a tradition your family has. This may be a holiday tradition or one that you practice at a different time.
3. When Twig visits on Christmas, Natalie says she knows what their pattern has been; they do not talk about difficult family things. But Natalie decides to change that pattern and ask Twig about her dad. When is it a good idea to talk with friends about difficult things?

---

## AUTHOR'S PURPOSE AND CRAFT: METAPHORS (5 MIN.)

- In the story, you heard Natalie describe her mom as, "sunlight and fresh air".
- Explain to students that a metaphor is comparing two unlike things by saying they are the same.
- Provide further explanation of a metaphor by providing the following example: If your mom says to you, "Your room is a disaster area", she is using a metaphor because she is comparing two things that are not alike by saying they are the same.
- Point to the metaphor previously written on the board: "My teacher is a dragon."
- Use a Creating Metaphors activity for follow-up. Have students give you two nouns, such as an animal and a person, and write them on the board.
- Have students list their similarities or how they are alike and write the list on the board.
- Then have students write a sentence that compares the two using a metaphor.



### Challenge

Challenge students to write a response letter from another character from the novel.

### Support

Provide students with a copy of Activity Page 7.1 to write their response letter if they need support remembering the parts of a letter.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Identifying Details

#### Beginning

Work with students in a small group to write their response letters. Provide additional one-on-one support to struggling students.

#### Intermediate

Pair students and encourage them to work together to complete their response letters.

#### Advanced/Advanced High

Monitor and provide feedback as needed as students complete their response letters.

**ELPS 1.E; ELPS 5.G;**

**ELPS 5.F**

## Lesson 8: Assignments 26–30

# Writing



**Primary Focus:** Students make inferences and use evidence to support understanding. **TEKS 5.6.F**

### ANSWERS (30 MIN.)

- Have students take out Activity Page 7.1.
- Display the class copy of Digital Projection 7.1.

#### ➤ Digital Projection 7.1: Constructing a Friendly Letter

- Direct students' attention to the class copy of Digital Projection 8.1 and have students take out Activity Page 8.1.
- Remind students that they composed a friendly letter to Natalie with questions they might ask if they wanted to try to help her open up and share her thoughts and feelings.
- Tell students that in today's writing lesson, they will pretend to be the character of Natalie and use text evidence to infer how she would write a letter back to you with her answers to your questions.
- Using the class copy of Digital Projection 7.1, model for students how to compose a response letter that answers the questions posed in the friendly letter from Lesson 7.
- Review the parts of a letter with students: greeting, body, closing, and signature.
- For the body of the letter, you can use the following as a guide or solicit suggestions from students:
- Thank you for the letter. I really appreciate your kindness. I know we used to talk about everything and lately, it's been really hard for me to open up. Things at school are going well. I am thankful for Twig and Dari. We all decided to enter the egg drop competition together. I am not sure if you know, but my mom is depressed. I am not sure how to help her, but I think if I win the \$500 from the competition, I can take her to New Mexico to see the Cobalt Blue Orchid. She calls it the miracle plant. I am hoping that will help her return to her old self.

**TEKS 5.6.F** Make inferences and use evidence to support understanding.

- Ask students for any suggestions or ideas to add to the response letter and finish with an appropriate closing and signature.
- Ask students to use the modeled form to construct a response letter from Natalie to the friendly letter they wrote in Lesson 7. Tell them to use their double entry journals for reference and any part of the novel that they have read so far.
- Facilitate, monitor, and assist students as needed while they are completing their letter.
- Gather the students together after they have had time to complete letters to share what they wrote in response.
- Have students place their activity pages in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Exit Ticket



Find quotes from the text that compare and contrast how Natalie and her dad felt about making dduk. **TEKS 5.6.F**

End Lesson





## 9

# Assignments 31–33

## Plan B

### PRIMARY FOCUS OF LESSON

#### Reading

- Students will summarize texts in ways that maintain meaning and logical order. **TEKS 5.7.D**

#### Writing

- Students will analyze plot elements. **TEKS 5.8.C**

### FORMATIVE ASSESSMENT

#### Exit Ticket

- Using text evidence, summarize how Natalie uses the scientific process for her new plan for getting her mom a flower. **TEKS 5.7.D**

**TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 8 Review	Whole Group/ Small Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 8 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 31–33	Whole Group/ Independent	35 min.	
Connections	Whole Group	10 min.	
Word Work: <i>Enunciating</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Plot Elements	Whole Group/ Independent	30 min.	<input type="checkbox"/> Plot Elements (Digital Components) <input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Exit Ticket



## ADVANCE PREPARATION

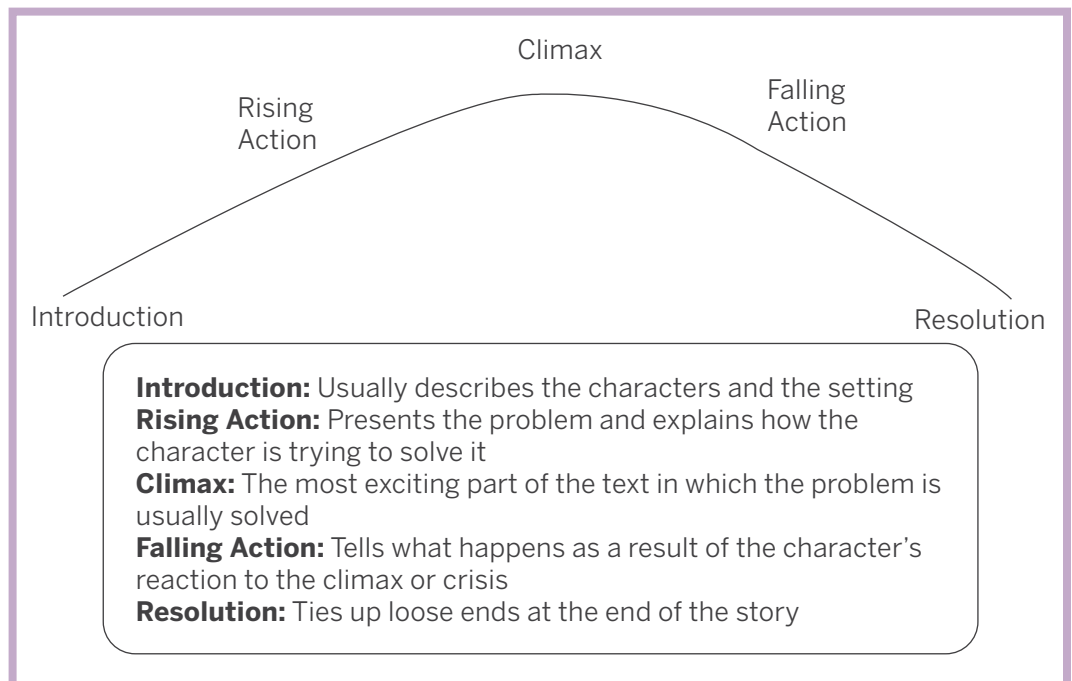
### Reading

- Prepare to return Exit Tickets from Lesson 8.
- Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the novel so far. Use this time to meet with students about their Lesson 8 Exit Tickets individually or in small groups as needed to ensure students' understanding of the importance of character relationships.
- Write the following prompt for the close reading on the board or chart paper: What is the key idea of this Assignment and what are quotes or ideas that support the key idea?
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to distribute Activity Page 9.1 to students and display Digital Projection 9.1. This can also be accessed in the digital materials for the unit.
- Write the following sentence frames on the board for students to reference when summarizing: To summarize, Natalie wanted to \_\_\_\_\_. But when they dropped S'meggs \_\_\_\_\_. So they \_\_\_\_\_. Then Natalie decided she would \_\_\_\_\_.

#### ➤ Digital Projection 9.1



- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Reading

- Write the following on the board or chart paper, for students to refer to when summarizing: Somebody, Wanted, But, So, Then

### Writing

- To help students identify the parts of the plot, write the following on the board or chart paper:
  1. Introduction
  2. Rising Action
  3. Climax
  4. Falling Action
  5. Resolution

---

## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**beaming, adj.** saying something while smiling happily

**concocted, v.** made up or devised

**enunciating, v.** pronouncing words or parts of words clearly

**giddy, adj.** feeling and showing great happiness and joy

**impact, n.** to hit something with great force

**morphed, v.** changed gradually and completely from one thing into another thing usually in a way that is surprising or that seems magical

**ramble, v.** to talk or write without a clear purpose or point

**sappy, adj.** overly sweet or sentimental

**wilted, v.** to lose freshness and become limp

Vocabulary Chart for “Assignments 31–33”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		beaming concocted enunciating giddy morphed sappy wilted	
Multiple Meaning	impact ramble		
Sayings and Phrases	Alternate universe		

Start Lesson

## Lesson 9: Assignments 31–33 Plan B

# Reading



**Primary Focus:** Students will summarize texts in ways that maintain meaning and logical order. **TEKS 5.7.D**

### LESSON 8 REVIEW (5 MIN.)

- Have students take out their copy of *The Science of Breakable Things*.
- Have students break into the small groups you have prepared.
- Remind students that in Lesson 8, they used text evidence and inferences to respond to friendly letters from Natalie’s perspective
- Ask students to review their Exit Tickets from Lesson 8.
- Ask students to refer to their double entry journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about any personal connections they may have with what they have read, inferences they have made, and any important events.

**TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

- Use this time to meet with students about their Lesson 8 Exit Tickets individually or in small groups as needed to help clarify their understanding of creating questions to analyze characters/writing letters.
- Have students return to their individual seats.

---

### **LESSON INTRODUCTION (5 MIN.)**

- Tell students that in today's lesson, they will be reading Assignments 31–33.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, "Quote or Idea from Text." In the column with heading "Connection or Reaction" students should record their thoughts or reaction while they read.
- Explain to students that in today's lesson they will focus on analyzing the plot of the novel so far. Tell them that the plot is the series of events in a story.
- Explain to students that one way to understand the plot is to summarize the events as they read. Direct students to write down the previously prepared focus prompt for the lesson on a sticky note: What is the key idea of this Assignment and what are quotes or ideas that support the key idea?
- Point out to students that they practiced summarizing in Lesson 3 using the 5 Ws: Who, What, Where, When, and Why. Tell them when summarizing a story, we can also use something called the Somebody, Wanted, But, So, Then strategy. This means identifying the main character (somebody), what the character wanted (wanted), the problem or conflict in the story (but), how the character solved the problem (so), and the final event or end (then). By following this structure, we ensure that only the key parts of the story are included in the summary.

---

### **ASSIGNMENTS 31–33 (35 MIN.)**

- Tell students to silently read Assignment 31. As they read, remind them to look for quotes and ideas that summarize the Assignment that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the "Connection or Reaction" column.



**Beginning**

Assign students a partner to summarize Assignments 32 and 33.

**Intermediate**

Provide students with sentence frames to focus on as they are summarizing: The key idea of this Assignment is \_\_\_\_\_. Key details and quotes are \_\_\_\_\_.

**Advanced/Advanced High**

Encourage students to use the Somebody, Wanted, But, So, Then strategy to orally summarize Assignments 32 and 33 to you before writing.

**ELPS 4.D; ELPS 1.E;**

**ELPS 1.A**

- After students have completed independent reading of Assignment 31, ask the following discussion questions:
  1. **Evaluative.** How does this Assignment relate to Step 6: Experiment? *(Answers may vary, but should be rooted in the text.)*
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals about the main idea of this Assignment and their connection or reaction to it.
- Tell students to silently read Assignment 32. As they read, remind them to look for quotes and ideas that summarize the Assignment that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 32, ask the following discussion questions:
  1. **Literal.** What does Natalie learn about Mr. Neely at the egg drop competition? *(He used to work in pharmaceutical research.)*
  2. **Inferential.** The team from Valley Hope describes S’meggs as creative and cute. Do you think they believe that it is a good design? What details from the text help you know your answer? *(Answers may vary, but it is likely that they are speaking sarcastically. Students should use evidence from the text to support their answer.)*
  3. **Evaluative.** Why does Natalie have a strong reaction to the Valley Hope team’s design? *(It uses cereal like her mom suggested.)*
- Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.
- Tell students to silently read Assignment 33. As they read, remind them to look for quotes and ideas that summarize the Assignment that they can record in their double entry journal. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 33, ask the following discussion questions:
  1. **Literal.** What is the new plan for getting Natalie’s mom a flower? *(Natalie will go to her mom’s old lab and steal a seed.)*
  2. **Inferential.** Describe the setting for the egg drop competition, using as many words and phrases from the text as possible. *(Answers may vary, but may include that it used to be a library, but was now filled with empty shelves, it had an unpleasant smell, and concrete floors.)* How might this setting make the competitors feel? *(Answers may vary, but could include that it made them feel nervous, intimidated, uncomfortable, etc.)*

- Give students several minutes to write a brief summary of Assignments 32 and 33 in their double entry journals using the Somebody, Wanted, But, So, Then strategy.

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### CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Mr. Neely says that “there are no losers in science”. Do you agree with him? Based on your answer, what would you tell a group of scientists whose experiments failed? *(Have students give a thumbs up or down to describe whether each word has a good or bad association for them. Use this as a starting point for the discussion.)*
2. Natalie has a lot of conflicting feelings when she sees Mr. Neely talking to other people at the egg drop competition. But she says that taking breaths helped her to calm down. What are some strategies you use to calm down when you get overwhelmed? *(Ask students to think about calming techniques for the mind, such as thinking of something positive, and for the body, such as taking deep breaths.)*
3. Natalie determines a plan to break into her mom’s old lab. Name other options she could have selected for helping her mom. *(Have students brainstorm ideas that could have involved Natalie on her own, Natalie’s dad, Dr. Doris, Mr. Neely, or other characters.)*

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### WORD WORK: ENUNCIATING (5 MIN.)

1. In the story, you heard the phrase, “...enunciating their consonants...”
2. Say the word *enunciating* with me.
3. When someone is enunciating they are pronouncing words or parts of words very clearly and deliberately.
4. My brother practiced enunciating the difficult words in his speech before he was ready to present it to the audience.
5. When might enunciating words or parts of words be important? Be sure to use the word *enunciating* in your answer.
6. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “Enunciating is important when \_\_\_\_\_ because \_\_\_\_\_.

- Use a Synonyms and Antonyms activity for follow-up. *Agree/Disagree*: Determine if you agree that the following are synonyms, or have similar meanings, or if you disagree and that the following are antonyms, or mean the opposite, for the word *enunciating*.
  1. mumbling (*disagree - antonym*)
  2. mispronouncing (*disagree - antonym*)
  3. announcing (*agree - synonym*)
  4. whispering (*disagree - antonym*)
  5. pronouncing (*agree - synonym*)

## Lesson 9: Assignments 31–33 Plan B

# Writing



**Primary Focus:** Students will analyze plot elements. **TEKS 5.8.C**

### PLOT ELEMENTS (30 MIN.)

- Explain to students that the plot is a series of events in a story.
- Point out that there are five parts to a plot: introduction, rising action, climax, falling action, and resolution.
- Explain to the students that the five parts of the plot are what makes the story interesting to the reader.
- Direct students' attention to Digital Projection 9.1 and review aloud the parts of the plot with them. Explain to them that sometimes the five parts are mixed up within the plot, depending on how the story was written.
- Explain to students that one way to understand the plot is to summarize the events as they read. Discuss that when they identify the important events from the story it is easier to analyze the different parts of the plot.
- *Think-Pair-Share*: Have students work in pairs to summarize the details they have read to this point in the novel. Have them discuss the characters and setting introduced to them as readers at this point and the rising action.

**TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution.

### Support

Have students think about the characters and setting of a familiar book or movie.

Then have them identify the five parts of the plot.

- Model evaluating details to determine the rising action: *Think-Aloud*: From what I have read so far, I know that Natalie’s mom is depressed and Natalie thinks that if her mom can see a Cobalt Blue Orchid again she will get better and return to how she was before. I know this is the rising action because Natalie makes a plan to fly her mom to New Mexico to see the orchid. When that plan fails, she makes another plan.
- Call on volunteers to come to the board and write the characters and setting next to 1. *Introduction*. Have them write the problem of the story next to 2. *Rising Action*.
- Tell students that today they will practice analyzing the plot by using Activity Page 9.1 to identify the plot elements. Explain that since they have not read the entire novel yet, they will only identify the parts that they have read so far: the introduction, rising action, and part of the climax. Tell them that they will finish analyzing the plot after they have finished the novel.
- Have students use the information written on the board to fill in the *Introduction* and *Rising Action* sections on the activity page. Inform them that they can add more details if they wish. Then have them write what they know about the climax so far in the *Climax* section.
- Facilitate, monitor, and assist students as needed while they are completing their activity page.
- Gather the students together after they have had time to complete the first three elements and ask for volunteers to share what they wrote. Inform students that they will finish the activity page in Lesson 13 after they finish the novel.
- Have students place their activity pages in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Exit Ticket

Use a quote from the text to summarize how Natalie uses the scientific process for her new plan for getting her mom a flower. **TEKS 5.7.D**

End Lesson

### Challenge

Ask students to think about how the plot may have been different if Natalie won the egg drop competition.

### Support

Remind students to review the scientific steps of the novel and the Assignment titles to help them summarize the main details that have happened so far in the story.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Plot Elements

#### Beginning

Have students sketch or draw the introduction, rising action, and climax to complete the Exit Ticket and then orally explain to a teacher their drawings.

#### Intermediate

Pair students and encourage them to work together to identify the introduction, rising action, and climax on the Exit Ticket.

#### Advanced/Advanced High

Conference with students before they begin working on the Exit Ticket and have them explain the plot elements of introduction, rising action, and climax.

**ELPS 1.D; ELPS 3.B;**

**ELPS 2.D**

**TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.



# Assignments 34–37

## Observations

### PRIMARY FOCUS OF LESSON

#### Reading

Students will make inferences and use evidence to support understanding.

✦ **TEKS 5.6.F**

#### Writing

Students will make and correct or confirm predictions using text

✦ features. **TEKS 5.6.C**

### FORMATIVE ASSESSMENT

#### Exit Ticket

**Make a prediction:** What do you think is going on with Natalie's mom's job if all of her things are still in the

✦ office? **TEKS 5.6.C**

✦ **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 9 Review	Whole Group/Small Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 9 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 34–37	Whole Group/Independent/Partner	35 min.	
Connections	Whole Group	10 min.	
Word Work: <i>Anomaly</i>	Whole Group/Partner	5 min.	
<b>Writing (30 min.)</b>			
Making Predictions	Whole Group/Independent/Partner	30 min.	<input type="checkbox"/> Making Predictions (Digital Components) <input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Exit Ticket

## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 9.
- Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the novel so far. Use this time to meet with students about their Lesson 9 Exit Tickets individually or in small groups as needed to ensure students' understanding of plot elements.
- Write the following prompt for the close reading on the board or chart paper: Find quotes and details from each Assignment based on what you read and what the characters say and do that will help you make inferences about what will happen in the story.
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to distribute Activity Page 10.1 to students and display Digital Projection 10.1. This can also be accessed in the digital materials for the unit.
- Prepare for students to work with a partner on Activity Page 10.1. Partners may be assigned or students may pair up with a classmate for the activity.

#### ➤ Digital Projection 10.1

Making Predictions			
Make	Revise	Confirm	Actual

- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

## Universal Access

### Writing

- Prepare sentence starter frames for the Making Predictions activity:
  - I'm guessing \_\_\_\_\_.
  - Maybe this means \_\_\_\_\_.
  - I predict \_\_\_\_\_ because \_\_\_\_\_.
- Prepare question sentence starter frames for ELL support:
  - What is your \_\_\_\_\_?
  - Where do \_\_\_\_\_?
  - Who is your \_\_\_\_\_?
  - When is your \_\_\_\_\_?
  - How did you \_\_\_\_\_?
  - Where did \_\_\_\_\_?

---

### CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**anomaly, n.** something that is unusual or unexpected

**etched, v.** used figuratively, to remember something forever

**loomed, v.** came into sight suddenly and often with a large, strange, or frightening appearance

**lurching, v.** moving with a sudden swaying, tipping, or jerking motion

**murking, v.** darkness or fog that is hard to see through

**rummaged, v.** searched for by moving and looking through the contents of a place

**translucent, adj.** not completely clear or transparent but clear enough to allow light to pass through

**travesty, n.** something that is shocking, upsetting, or ridiculous because it is not what it is supposed to be

**unraveled, v.** failed or began to fail

Vocabulary Chart for “Assignments 34–37”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		anomaly loomed lurching murking rummaged translucent travesty unraveled	
Multiple Meaning	etched loomed		
Sayings and Phrases	bat an eye do the honors		

Start Lesson

## Lesson 10: Assignments 34–37 Observations

# Reading



**Primary Focus:** Students will make inferences and use evidence to support understanding. **TEKS 5.6.F**

### LESSON 9 REVIEW (5 MIN.)

- Have students take out their copy of *The Science of Breakable Things*.
- Have students break into the small groups you have prepared.
- Remind students that in Lesson 9, they practiced summarizing the text and learned how to analyze the plot elements of the novel.
- Ask students to review their Exit Tickets from Lesson 9.
- Ask students to refer to their double entry journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about any personal connections they may have with what they have read, inferences they have made, and any important events.

**TEKS 5.6.F** Make inferences and use evidence to support understanding.

- Use this time to meet with students about their Lesson 9 Exit Tickets individually or in small groups as needed to help clarify their understanding of the elements of plot.
- Have students return to their individual seats.

---

### LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will be reading Assignments 34–37.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction” students should record their thoughts or reaction while they read.
- Explain to students that in today’s lesson they will focus on inferring and making, revising, and confirming predictions. Explain to students that when they make an inference about the future, they are making a prediction. Remind them that when they make inferences, they are making a logical guess using evidence from the text and their own knowledge. Discuss how inferring and predicting are based on what they already know, what has already happened in the story, and what the characters say and do.
- Explain to students that after they read, they will either confirm or revise the predictions they made. Point out that inferring and making and revising predictions helps the reader stay engaged with the story. Direct students to write down the previously prepared focus prompt for the lesson on a sticky note: Find quotes and details from each Assignment based on what you read and what the characters say and do that will help you make inferences about what will happen in the story. In the “Connection or Reaction” column, make a prediction using the quote or detail you recorded in the “Quote or Idea from Text” column.

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### ASSIGNMENTS 34–37 (35 MIN.)

- Tell students to silently read Assignment 34. As they read, remind them to look for quotes and ideas that help them make a prediction. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 34, ask the following discussion questions:
  1. **Inferential.** Why do you think Natalie felt that Twig’s words were “empty” once Dari showed up? (*Answers may vary, but should be rooted in the text.*)

2. **Literal.** Why was Natalie relieved that Twig was going with her to the lab? *(She said Twig made everything seem possible.)*
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any prediction they made on the basis of the quote or idea.
  - Tell students to silently read Assignment 35. As they read, remind them to look for quotes and ideas that help them make a prediction. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
  - After students have completed independent reading of Assignment 35, ask the following discussion questions:
    1. **Literal.** Why did Natalie skip preschool? *(She went to the lab with her mom.)*
    2. **Literal.** How does the team get past the lab's guard? *(He was sleeping, so they passed him quietly without waking him up.)*
    3. **Evaluative.** Compare and contrast how Natalie feels about Twig comforting her versus Dari comforting her. *(Answers may vary, but students could mention that Twig always knew what to do or say to make Natalie. Natalie was still upset that Dari was there because she felt that he was intruding.)*
  - Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any prediction they made on the basis of the quote or idea.
  - Tell students to silently read Assignment 36. As they read, remind them to look for quotes and ideas that help them make a prediction. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
  - After students have completed independent reading of Assignment 36, ask the following discussion questions:
    1. **Literal.** What does Natalie observe about the bag she takes out of the filing cabinet? *(It's the bag she saw Mrs. Menzer take out, but the name on the bag is wrong.)*
    2. **Evaluative.** What makes Natalie grateful that Dari is with them? *(He tells her to take her time in her mom's office.)*
    3. **Inferential.** *Think-Pair-Share:* Make a prediction: What do you think is going on with Natalie's mom's job if all of her things are still in the office? *(Answers may vary.)*
    4. **Inferential.** *Think-Pair-Share:* When Natalie finds the seed, she suddenly has a lot of questions but does not explain what they are. Use details from what you read to help you predict some of her questions and what their answers might be. *(Answers may vary.)*

## Support

Have students reread the start of Assignment 36 and look for details that help predict her questions.

- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any prediction they made on the basis of the quote or idea.
- Tell students to silently read Assignment 37. As they read, remind them to look for quotes and ideas that help them make a prediction. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 37, ask the following discussion questions:
  1. **Literal.** Who does Natalie tell the guard to call instead of the police? (*She tells him to call Dana Menzer, Mikayla’s mom.*)
  2. **Inferential.** Natalie realizes something about her mom during the forty-five minute wait for Mrs. Menzer. What does she realize? (*She realizes that her mom was not fired.*)
  3. **Evaluative.** What does Mrs. Menzer do with the team? What do her actions reveal about the kind of person she is? (*She listens to their story and takes them home. She kisses Natalie on the forehead like she does her own daughter, showing that she is kind and loving.*)
- Invite students to share their predictions and to provide evidence from the story to support their predictions. Emphasize that it is not important that their prediction be accurate.

## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. When Natalie picks up the picture of her family at Disneyland, she says she wishes she could “escape into the memory”. If you could choose a picture of yourself and jump into that point in time, what picture would you choose and why?
2. Natalie is surprised that the bus driver does not stop their mission. She says that they got on the bus because it was part of the procedure. When is following a plan a good idea, and when can it lead to problems? How do you know when you should change a plan?
3. At the lab, Natalie starts to feel like all the things she believed about her mom “had been a lie”. If you were learning that someone you loved differed from who you thought they were, how would you feel? What would you do because of your feelings?

## Support

Give students a list of words describing kinds of people (nice, patient, kind, mean, harsh, etc.) and have them decide which words fit Mrs. Menzer’s different actions.





Language  
Synonyms and Antonyms

**Beginning**

Direct students to copy the synonyms for *anomaly* and make a sentence with a synonym. Then have them rewrite the sentence replacing the synonym with *anomaly*.

**Intermediate**

Direct students to copy the antonyms for *anomaly* and make a sentence with an antonym. Then have them write a sentence with the opposite meaning using *anomaly*.

**Advanced/Advanced High**

Direct students to copy the synonyms and antonyms and write a sentence with a synonym. Have them rewrite the sentence replacing the synonym with *anomaly*. Then have them make a sentence with an antonym. Then have them write a sentence with the opposite meaning using *anomaly*.

**ELPS 1.D; ELPS 1.E**

**WORD WORK: ANOMALY (5 MIN.)**

1. In the story, you heard the phrase, "...unexpected anomaly".
  2. Say the word *anomaly* with me.
  3. An anomaly is something that displays different characteristics from normal.
  4. It was quite an anomaly when the temperature reached 101 degrees in December in Michigan.
  5. Can you think of any other anomalies? Be sure to use the word *anomaly* in your answer.
  6. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "It was an anomaly when \_\_\_\_\_".
  7. What part of speech is *anomaly*? (*noun*)
- Use a Synonyms and Antonyms activity for follow-up. *Agree/Disagree*: Determine if you agree that the following are synonyms, or have similar meanings, or if you disagree and that the following are antonyms, or mean the opposite, for the word *anomaly*.
    1. rare (*agree – synonym*)
    2. standard (*disagree – antonym*)
    3. peculiar (*agree – synonym*)
    4. regular (*disagree – antonym*)
    5. blip (*agree – synonym*)

## Lesson 10: Assignments 34–37 Observations

# Writing



**Primary Focus:** Students will make and correct or confirm predictions using text features. **TEKS 5.6.C**

### MAKING PREDICTIONS (30 MIN.)

- Have students take out Activity Page 10.1 and display a class copy of Digital Projection 10.1.
- **Digital Projection 10.1: Making Predictions**
- Explain to students that they are going to use the inferences and predictions they made while reading as a basis to make, revise, confirm, and record the actual events as they are revealed in the story. Tell them that when there is a problem, the reader should think about whether or not it will be solved and how.
- Reiterate to students that they can use details in the text, what they already know, and what the characters say and do to make predictions.
- Model for students how to make, confirm, revise, and record the events that actually happened in the story.
- *Think-Aloud:* At the beginning of Assignment 34, after Natalie took the keys to her mom’s lab and was returning to her room, she said she heard someone clear their throat behind her. I inferred in my mind that her dad must have heard her take the keys and he was the one that cleared his throat. So my prediction based on my inference is that he heard Natalie take the keys and she would not be able to follow through with her plan to break into her mom’s lab and get the seed.
- Write this prediction on the class copy in the *Make* column and have students do the same on their copies.
- *Think-Aloud:* After reading to the end of the page, I discovered that it wasn’t her dad who had cleared his throat. It was Twig. So with that information, I knew I could not confirm my prediction, so I have to revise it.
- Write “Twig cleared her throat” in the *Revise* column.
- *Think-Aloud:* After reading the next few paragraphs, I can record the actual events that happened that helped me confirm my prediction.
- In the *Actual* column write: “Twig let herself into Natalie’s house using the key hidden spare key.”

### Activity Page 10.1



### Support

Provide students with life-based examples of when we tend to make predictions. (What’s for dinner? Will our favorite team win the game? Will he be okay? Who will be rewarded for good behavior? and others.)

**TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

## Challenge

Predicting naturally leads to an understanding of cause and effect. Ask students to describe their predictions using cause and effect. For example: Natalie knows where the Cobalt Blue Orchid seed is at the lab, so she will be able to find it and grow a new one for her mom.

ENGLISH  
LANGUAGE  
LEARNERS



### Writing Making Predictions

#### Beginning

Encourage students to draw or sketch their predictions on their Exit Ticket.

#### Intermediate

Encourage students to draw or sketch their predictions on their Exit Ticket and then orally explain to a teacher.

#### Advanced/Advanced High

Provide students with sentence frames to help them make predictions:  
One prediction I made is \_\_\_\_\_. I made this prediction because in the story it says \_\_\_\_\_.

**ELPS 3.B; ELPS 3.G;**

**ELPS 4.J**

- Ask students to work independently to make, confirm or revise, and record other actual events on Activity Page 10.1.
- When students have finished, have them get together with their assigned partners to share and discuss their predictions. Ask students to explain each of their predictions to their partner and why they think that is what will happen, using details from the text.
- Tell students that they may change their predictions on Activity Page 10.1 based on their notes and conversations.
- After students have discussed each of their predictions, ask them to return to their individual seats.
- Explain to students that they will keep Activity Page 10.1 to refer to in future lessons and confirm or revise predictions they have made as events unfold in the novel.
- Direct students to place their activity pages in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Check for Understanding

Ask students to explain what it means to make a prediction.



### Exit Ticket

Make a prediction: What do you think is going on with Natalie's mom's job if all of her things are still in the office? **TEKS 5.6.C**

End Lesson

**TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.




## 11

# Assignments 38–42

## Analyzing Your Results

### PRIMARY FOCUS OF LESSON

#### Reading

- Students will interact with sources in meaningful ways such as notetaking,  annotating, freewriting, or illustrating. **TEKS 5.7.E**

#### Writing

-  Students will use text evidence to support an appropriate response. **TEKS 5.7.C**

### FORMATIVE ASSESSMENT

#### Exit Ticket

- Using text evidence, explain what Natalie learned about  breakable things. **TEKS 5.7.C**

-  **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.7.C** Use text evidence to support an appropriate response.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (60 min.)</b>			
Lesson 10 Review	Whole Group/ Small Group	5 min.	<input type="checkbox"/> Exit Tickets from Lesson 10 <input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller <input type="checkbox"/> sticky notes for each student <input type="checkbox"/> Activity Pages 1.1, 6.1, 9.1, 10.1 <input type="checkbox"/> activity page folder
Lesson Introduction	Whole Group	5 min.	
Assignments 38–42	Whole Group/ Independent/ Partner	35 min.	
Connections	Whole Group	10 min.	
Word Work: <i>Fate</i>	Whole Group/ Partner	5 min.	
<b>Writing (30 min.)</b>			
Analyzing Your Results	Whole Group/ Independent/ Partner	30 min.	<input type="checkbox"/> Activity Pages 6.1, 9.1, 10.1 <input type="checkbox"/> Exit Ticket

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## ADVANCE PREPARATION

### Reading

- Prepare to return Exit Tickets from Lesson 10.
- Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the story so far. Use this time to meet with students about their Lesson 10 Exit Tickets individually or in small groups as needed to ensure students' understanding of making predictions.
- Write the following prompt for the close reading on the board or chart paper: Find quotes and ideas that explain the title of the novel, *The Science of Breakable Things*.
- Prepare to distribute one sticky note to each student.

### Writing

- Prepare to display Digital Projections 6.1, 9.1, and 10.1. These can also be accessed in the digital materials for the unit.
- Prepare for students to work with a partner. Partners may be assigned or students may pair up with a classmate for the activity.

### Universal Access

#### Writing

- Write the following on the board or chart paper, for students to refer to when summarizing: Somebody, Wanted, But, So, Then
- You may wish to make a chart of the scientific steps listed in the novel with a brief description for each one to help students understand how the main idea of each section relates to each step.
- Prepare question sentence starter frames for ELL support: I know this because the text says \_\_\_\_\_. This is what happened in the text when \_\_\_\_\_.

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## CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**confiscated, v.** to take (something) away from someone especially as punishment or to enforce the law or rules

**fate, n.** a power that is believed to control what happens in the future

**graft, n.** a plant that has a twig or bud from another plant attached to it so they are joined and grow together

**grimaced, v.** twisted the face

**incomprehensible, adj.** impossible to understand

**intrigued, v.** wanted to know more about something

**properties, n.** special qualities of something

**replica, n.** an exact or very close copy of something

**utter, adj.** complete and total

Vocabulary Chart for “Assignments 38–42”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		confiscated fate grimaced incomprehensible intrigued replica	
Multiple Meaning	graft properties utter		
Sayings and Phrases	freak of nature hard-core walking on eggshells		

Start Lesson

## Lesson 11: Assignments 38–42 Analyzing Your Results

# Reading



**Primary Focus:** Students will interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. **TEKS 5.7.E**

### LESSON 10 REVIEW (5 MIN.)

- Have students take out their copy of *The Science of Breakable Things*.

**TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.



- Have students break into the small groups you have prepared.
- Remind students that in Lesson 10, they practiced making predictions, confirming or revising their predictions, and identifying what actually happened in the story.
- Ask students to review their Exit Tickets from Lesson 10.
- Ask students to refer to their double entry journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about any personal connections they may have with what they have read, inferences they have made and any important events.
- Use this time to meet with students about their Lesson 10 Exit Tickets individually or in small groups as needed to help clarify their understanding of making predictions, and confirming or revising their predictions
- Have students return to their individual seats.

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### LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will read the remainder of the novel, Assignments 38–42.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their double entry journal with two columns to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed, “Quote or Idea from Text.” In the column with heading “Connection or Reaction” students should record their thoughts or reaction while they read.
- Explain to students that in today’s lesson they will focus on analyzing the remaining scientific steps (Step 7: Results and Step 8: Analyze Your Results), identifying the falling action and resolution of the plot, and confirm or revise any predictions they have made.
- Direct students to write down the previously prepared focus prompt for the lesson on a sticky note: Find quotes and ideas that explain the title of the novel, *The Science of Breakable Things*. In the “Connection or Reaction” column, students should record their thoughts or reactions while they read.

## ASSIGNMENTS 38–42 (35 MIN.)

- Tell students to silently read Assignment 38. As they read, remind them to look for quotes and ideas that help explain the title of the novel. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 38, ask the following discussion questions:
  1. **Literal.** What has really happened with Natalie’s mom’s job and research? (*The research did not go very well, and the project lost its funding. Eventually Mrs. Menzer had to stop the project.*)
  2. **Inferential.** The dynamics of Natalie’s family has changed. She now sees her parents as “real”. Using context clues, explain what you think this means. (*Answers may vary, but could include that she does not see them as magic or perfect, just real.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any reaction or comment they recorded.
- Tell students to silently read Assignment 39. As they read, remind them to look for quotes and ideas that help explain the title of the novel. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 39, ask the following discussion questions:
  1. **Literal.** What does Natalie learn about the time she and her mom stayed in bed for a long time? (*Natalie learned that she was not the one who was sick; her mom had been depressed then.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any reaction or comment they recorded.
- Tell students to silently read Assignment 40. As they read, remind them to look for quotes and ideas that help explain the title of the novel. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 40, ask the following discussion questions:
  1. **Inferential.** How does planting the iris represent a second chance? (*Answers may vary.*)
  2. **Literal.** What changes about Natalie’s mom in the final few Assignments? (*She starts seeing a therapist and goes back into the garden; Natalie says that she seems “real” again.*)

## Challenge

Have students compare Natalie's mom's behaviors in this section to those in the start of the novel.

ENGLISH  
LANGUAGE  
LEARNERS



Reading  
Plot Elements

### Beginning

Have students sketch or draw the climax, falling action, and resolution to complete Activity Page 9.1 and then orally explain to a teacher their drawings.

### Intermediate

Pair students and encourage them to work together to identify the climax, falling action, and resolution to complete Activity Page 9.1.

### Advanced/Advanced High

Conference with students before they begin Activity Page 9.1 and have them explain the plot elements of climax, falling action, and resolution.

ELPS 1.E; ELPS 3.D;

ELPS 3.E; ELPS 3.B

- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any reaction or comment they recorded.
- Tell students to silently read Assignment 41. As they read, remind them to look for quotes and ideas that help explain the title of the novel. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 41, ask the following discussion questions:
  1. **Evaluative.** What happens when both Natalie and Mikayla arrive at school at the same time? (*Natalie offers to help Mikayla carry her project into school.*)
  2. **Literal.** Why does Natalie say she has stopped writing? (*She says she can now speak, so she doesn't need to write.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any reaction or comment they recorded.
- Tell students to silently read Assignment 42. As they read, remind them to look for quotes and ideas that help explain the title of the novel. Then, instruct them to jot down their prediction in the “Connection or Reaction” column.
- After students have completed independent reading of Assignment 42, ask the following discussion questions:
  1. **Inferential.** *Think-Pair-Share:* What is Natalie's ultimate conclusion about breakable things? Do you agree with her? (*Natalie concludes that you cannot always keep breakable things safe. Answers may vary.*)
- Ask for several volunteers to share a quote or idea they recorded in their double entry journals and any reaction or comment they recorded.

## CONNECTIONS (10 MIN.)

**Health and Wellness Prompts:** Use these questions as a springboard to discuss health and wellness issues from the novel and how students can relate to these issues in their own lives. Answers may vary for these questions.

1. Natalie says that she tells Mrs. Menzer the story “for the first time ever, spoken aloud so I could never get it back”. Why might Natalie feel like telling the story aloud makes it more real?
2. Natalie's mom says they “deserve a second chance”. Do you think it is important to have second chances? Is there any situation in which you would not want to give someone a second chance?

3. Natalie says that not every day is easy, but she and her mom work together each day in the greenhouse, because it is how they show they are “trying”. Why might it be important to have “trying” activities you do with someone, even if you all are not doing what you would really like to do? (*Have students think about this in different contexts, such as family, friend groups, and school settings.*)

### WORD WORK: FATE (5 MIN.)

- In the story, you heard the phrase, “...it was fate”.
- Say the word *fate* with me.
- Fate is a power that is believed to control what happens in the future
- She sat outside the principal’s office waiting to find out her fate.
- Can you think of a time when fate played a role in something that happened to you? Be sure to use the word *fate* in your answer.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences:  
“It was fate when \_\_\_\_\_.”
- What part of speech is *fate*? (*noun*)

## Lesson 11: Assignments 38–42 Analyzing Your Results

# Writing



**Primary Focus:** Students will use text evidence to support an appropriate response. **TEKS 5.7.C**

### ANALYZING YOUR RESULTS (30 MIN.)

- Return Activity Pages 6.1, 9.1, and 10.1 to students.
- Explain to students that now that they have finished reading the novel, they can analyze the remaining scientific steps, identify the falling action and resolution of the plot, and confirm or revise any predictions they have made.
- Direct students to take out Activity Page 6.1.

Activity Pages 6.1, 9.1, and 10.1



**TEKS 5.7.C** Use text evidence to support an appropriate response.

## Support

Remind students to use the Somebody, Wanted, But, So, Then strategy when thinking about the falling action and resolution.

- Remind students that in Lesson 6 they began analyzing the text structure of the novel. Ask them to recall why identifying and recognizing the structure of a text is important. (*Answers may vary, but guide students to recall that it helps readers organize the information and details they are learning in their minds while reading, make connections between the details being presented in a text, and summarize the important details shared in a text.*)
- With a partner, ask students to create questions for Steps 7–8 on the graphic organizer and record their answers in the corresponding column. Tell students they may use any text evidence they recorded in their double entry journals and consult any part of the novel they have read so far. Tell students that they will have about 10 minutes to complete Activity Page 6.1.
- Facilitate, monitor, and assist students as needed while they are completing Activity Page 6.1.
- Gather the students together after they have had time to complete Activity Page 6.1 to share questions and answers they recorded. Ask for student volunteers to read aloud some of their questions and answers for each step. Discuss with the class the following question: How have these last two steps slowly revealed falling action and resolution in the novel?
- Ask students to take out Activity Page 9.1 and tell them that they will finish completing the climax, falling action, and resolution.
- Review with students the five parts to a plot: introduction, rising action, climax, falling action, and resolution.
- Remind students that one way to understand the plot is to summarize the events as they read. Tell them that when they identify the important events from the story it is easier to analyze the different parts of the plot.
- Model evaluating details to determine part of the climax: *Think-Aloud*: After reading the remainder of the novel, I learned that Natalie made a plan to break into her mom’s lab to find the Cobalt Blue Orchid seed so she could plant it and make her mom better. When Natalie, Twig, and Dari were at the lab, Natalie found out that the seed she thought was the orchid seed was really a bearded blue iris seed. The lab guard finds Natalie and her friends and calls her parents. I know that this is part of the climax because it is the most exciting part. The rest of the climax involves how the problem is solved.
- Have students work in pairs to summarize the details they have read. Have them use their summaries to complete the climax, falling action, and resolution portions of Activity Page 9.1. Advise students that they will have 10 minutes to complete this activity.
- Gather the students together after 10 minutes and ask for volunteers to share what they wrote.

- Direct students to take out Activity Page 10.1 and tell them that they now have enough information to confirm or revise their predictions and describe the actual events from the novel.
- Tell students to use the predictions they made in Lesson 10 to revise, confirm, and record the actual events from the story. Remind them that when they think about the predictions they made they should think about whether or not the events in the story confirm their predictions or if they need to revise their predictions according to how the details were revealed in the story.
- Ask students to work independently to confirm or revise their predictions, and record the actual events on Activity Page 10.1. Inform them that they have 10 minutes to complete the activity page.
- After 10 minutes, have students get together with their assigned partners to share and discuss their predictions. Ask students to explain each of their predictions to their partner and whether or not they were able to confirm them or needed to revise them, using details from the text.
- Have students place Activity Pages 6.1, 9.1, and 10.1 in their activity page folder.
- Distribute previously prepared Exit Tickets and allow students 5 minutes to complete them before collecting for review.



### Exit Ticket

Using text evidence, explain what Natalie learned about breakable things. **TEKS 5.7.C**

End Lesson



**ENGLISH  
LANGUAGE  
LEARNERS**

**Writing**  
Confirming and Revising  
Predictions

### Beginning

Have students sketch or draw to complete the Exit Ticket and then orally explain to a teacher their drawings.

### Intermediate

Encourage students to use a sentence frame as they are thinking about details and evidence from the text to support their thoughts such as: I know this because the text says \_\_\_\_\_. This is what happened in the text when \_\_\_\_\_.

### Advanced/Advanced High

Observe students working independently to complete their Exit Ticket.

**ELPS 2.D; ELPS 1.E;**

**ELPS 3.B**

**TEKS 5.7.C** Use text evidence to support an appropriate response.

## 12

# Drafting and Developing

## PRIMARY FOCUS OF LESSON

### Writing

Students draft and develop *The Science of Breakable Things* presentation.

✦ **TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.12.B**

## FORMATIVE ASSESSMENT

### Exit Ticket

Submit the Novel Presentation Checklist.

✦ **TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.12.B**

✦ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Writing (90 min.)</b>			
Preliminary Planning	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 1.4, 12.1, 12.2</li> <li><input type="checkbox"/> <i>The Science of Breakable Things</i> Presentation Rubric (Digital Components)</li> <li><input type="checkbox"/> Novel Presentation Slides Template (Digital Components)</li> </ul>
Drafting and Developing	Whole Group/ Independent	80 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> activity page folder</li> <li><input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller</li> <li><input type="checkbox"/> activity page folder</li> <li><input type="checkbox"/> Exit Ticket</li> </ul>



## ADVANCE PREPARATION

### Writing

- Prepare to distribute Activity Pages 1.4, 12.1, and 12.2 to students and display the Digital Projections 1.4, 12.1, and 12.2. These can also be accessed in the digital materials for the unit.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may draft and develop their slideshow presentations. If computers are not available, students may create their presentations on large pieces of paper or poster board.
- Ensure students have their activity page folder available to revisit as a presentation planning tool.
- Display a list of the vocabulary words from the unit.
- Prepare to display Digital Projection 12.2, Novel Presentation Checklist, with students.

#### ➤ Digital Projection 12.2

Novel Presentation Checklist	
Create a digital slideshow or poster to review the main aspects of <i>The Science of Breakable Things</i> . Use the quotes and ideas in your double entry journal, activity pages, any notes, and the novel as you are drafting and developing your presentation. Include the sections listed below in your slideshow or poster.	✓
Summary – Write a detailed summary of the novel. Remember that a summary includes key events and describes the 5 Ws, not small details from the text.	
Text Structure – Describe the structure of the novel. Explain how the author's use of text structure contributes to the author's purpose.	
Vocabulary – Choose ten vocabulary words from the novel. Type the word, part of speech, definition, and make a sentence using the word. Feel free to add an image to describe the word.	
Key Idea vs. Theme – Explain the key ideas of the novel and also the themes of the novel. Consider how key ideas and themes are different from one another.	
Compare and Contrast Characters – Select two characters from the novel and compare and contrast them. Consider how their similarities and differences impact the novel.	
Plot Elements – Summarize the plot elements of the story: introduction, rising action, climax, falling action, and resolution.	

Character Relationships – Choose two characters and describe their relationship. Describe how the characters treat each other, feel about each other, and how the nature of their relationship changes throughout the novel.	
Favorite Scene – Choose your favorite scene from the novel and write a summary about the events that took place. Illustrate the scene.	
Novel Review – Write a review. What did you think of the novel and why?	
Choice Page – It’s your choice on how you want to design this page about your story.	

## Universal Access

### Writing

- You may wish to chunk the parts of the template to have students create one slide at a time.

Start Lesson

## Lesson 12: Drafting and Developing Writing



**Primary Focus:** Students draft and develop *The Science of Breakable Things* presentation. **TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.12.B**

### PRELIMINARY PLANNING (10 MIN.)

- Allow students to take out and review their copies of Activity Page 1.4, *The Science of Breakable Things* Presentation Rubric.
- Distribute Activity Page 12.1, Novel Presentation Slides Template, and Activity Page 12.2, Novel Presentation Checklist, to students and display Digital Projection 12.1.
- Tell students that they will begin planning and drafting their digital slideshow about *The Science of Breakable Things* in today’s lesson.

**Note:** If computers are unavailable, students may create their presentation on large pieces of paper or poster board.

- Review with students the required elements of their slideshow presentation. Ask for student volunteers to read the title and description of each slide.

### Activity Page 12.1



**TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## Challenge

Have students that are done drafting before the allotted time begin checking their work using the provided rubric to revise accordingly.

## Support

Allow students to work with one portion of the presentation template at a time to draft their work with teacher feedback.

**ENGLISH  
LANGUAGE  
LEARNERS**



**Writing  
Drafting**

### Beginning

Help students identify the corresponding Activity Pages for each slide.

### Intermediate

Allow students to orally express their ideas before drafting them on the template.

### Advanced/Advanced High

Observe students working independently to draft their presentations.

**ELPS 4.D; ELPS 4.J;**

**ELPS 5.G**

## DRAFTING AND DEVELOPING (80 MIN.)

- Have students begin drafting their presentations. Remind them that they can use their double entry journals, activity pages, and the novel as they are planning their drafts.
- Encourage students to be creative in the design of their slideshows.
- You may wish to set a timer for 70 minutes as a visual reminder as they are drafting. Advise students that in the next lesson, they will continue to draft, revise, and edit their presentations if they need additional time.
- Facilitate, monitor, and assist students as needed while they are drafting their presentations.



### Check for Understanding

Ask students to show you where they have included specific parts of the presentation template in their slideshows.



## Exit Ticket

Submit the Novel Presentation Checklist.

**TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.12.B**

- When time has elapsed for the drafting segment, gather students together again and ask them to find Activity Page 12.2, Novel Presentation Checklist.
- Instruct students to use the checklist to review what they have drafted so far and place a checkmark in the corresponding box for each element they have completed for their presentation.
- Allow students 10 minutes to complete before collecting the checklists for review.

End Lesson

## Activity Page 12.2



**TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## 13

# Drafting, Revising, and Editing

## PRIMARY FOCUS OF LESSON

### Writing

Students draft, revise, and edit writing developed for *The Science of Breakable Things* presentations.

✦ **TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.11.C, TEKS 5.11.D, TEKS 5.12.B**

## FORMATIVE ASSESSMENT

### Exit Ticket

**Activity Page 13.2** Students submit an editing checklist after reviewing spelling, punctuation, capitalization, and sentences.

✦ **TEKS 5.11.D**

✦ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Writing (90 min.)</b>			
Drafting and Review	Independent	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 1.4, 12.1, 13.2</li> <li><input type="checkbox"/> <i>The Science of Breakable Things</i> Presentation Rubric (Digital Components)</li> <li><input type="checkbox"/> Novel Presentation Slides Template (Digital Components)</li> </ul>
Revising	Whole Group/ Independent	35 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writers Revise (Digital Components)</li> <li><input type="checkbox"/> activity page folder</li> <li><input type="checkbox"/> <i>The Science of Breakable Things</i> by Tae Keller</li> </ul>
Editing	Whole Group/ Independent	35 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> sentence strips</li> <li><input type="checkbox"/> timer</li> <li><input type="checkbox"/> Exit Ticket</li> </ul>

## ADVANCE PREPARATION

### Writing

- Plan to return Activity Page 12.2, Novel Presentation Checklist, to students and prepare to display Digital Projection 12.2.
- Ensure that students are able to access their digital slideshows or return their poster board if they are creating posters.
- Prepare to distribute Activity Page 13.1 to students and display Digital Projection 13.1. This can also be accessed in the digital materials for the unit.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may draft and develop their slideshow presentations. If computers are not available, students may create their presentations on large pieces of paper or poster board.
- Ensure students have their activity page folder available to revisit as a presentation planning tool.
- Prepare to ask a student volunteer to share their presentation during the Revising segment to use when modeling revising.
- Prepare to ask a student volunteer to share their presentation during the Editing segment to use when modeling how to edit.
- Prepare two to three sentence strips for modeling the revision process.
- Display a list of the vocabulary words from the unit.
- Prepare to use a visual timer to assist with time management and task completion of the revising and editing tasks.

### ➤ Digital Projection 13.1

#### Writers Revise

When writers write, they ask themselves, “How can I make my presentation even better?”

1. Add dialogue “...”.
2. Add something to each slide: more description, art, color, etc.
3. Look at the instructions and make sure you included everything required.
4. Review the Novel Presentation Rubric
- 5.
- 6.
- 7.
- 8.

## Universal Access

### Writing

- Use a visual timer for the drafting, revising, and editing portions of the lesson to help students pace their work and progress toward completion of tasks.

Start Lesson

## Lesson 13: Drafting, Revising, and Editing

# Writing



**Primary Focus:** Students draft, revise, and edit writing developed for *The Science of Breakable Things* presentations.

**TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.11.C, TEKS 5.11.D, TEKS 5.12.B**

### DRAFTING AND REVIEW (20 MIN.)

- Allow students to take out and review their copies of Activity Page 1.4, *The Science of Breakable Things* Presentation Rubric.
- Tell students that if they did not complete drafting their presentation slideshow during Lesson 12, they may have the first 20 minutes of this drafting block to finish drafting before moving on to a review of their slideshows.
- Set a visual timer for 20 minutes, if available, for the students who need to complete drafting their presentations. You may also need to work with these students individually or in a small group to determine additional support needed.
- Draw students' attention to Activity Page 12.1, Novel Presentation Template, Activity Page 12.2, Novel Presentation Checklist, and Digital Projection 12.2 to assist them with completing the draft of their slideshows.
- Have students who have completed drafting, begin reviewing their presentations, referring to the Novel Presentation checklist.
- Tell students to ask themselves while reading if their presentations address the respective titles of each slide.
- At the end of 20 minutes, tell students that they will now begin revising their presentations.

Activity Pages 1.4, 12.1, and 12.2



**TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.



## REVISING (35 MIN.)

- Tell students that now that they have finished drafting their presentations, they can go on to the next step in the writing process, revising.
- Draw students' attention to Digital Projection 13.1, Writers Revise Anchor Chart.

### ➤ Digital Projection 13.1: Writers Revise

#### Writers Revise

When writers write, they ask themselves,  
“How can I make my presentation even better?”

1. Add dialogue “...”
2. Add something to each slide: more description, art, color, etc.
3. Look at the instructions and make sure you included everything required.
4. Review the Novel Presentation Rubric
- 5.
- 6.
- 7.
- 8.

- Review with students the Anchor Chart. Prompt students by asking: “What else can we do when we are revising our work?”
- Record relevant answers on the chart in the blank spaces following numbers 5–8.
- Display the presentation from the student volunteer, and model with students the revising process.
- Read the first few slides of the presentation aloud. Have students share ideas about where details can be added.
- Record ideas on separate sentence strips and anchor the sentence strips beside the original idea from the text.
- Tell students that they will now have 25 minutes to work on revising their drafts independently.
- Start a visual timer for 25 minutes, and remind students to reread their presentations and look for places where they can incorporate some of the ideas for revision from the Writers Revise anchor chart.
- Walk around the room, monitoring and assisting students as needed.
- Remind students to refer to the Novel Presentation Rubric to ensure that they are incorporating all required elements.

## EDITING (35 MIN.)

- Tell students that they are now going to work on editing their presentations.
- Provide students with Activity Page 13.2, Editing Checklist.
- Use the first 5 minutes to explain the editing process.
- Tell students that they will edit, or correct, their work by looking closely at their presentations to address the following areas: 1) spelling, 2) capitalization, 3) punctuation, and 4) sentence structure.
- Write a list of the four areas on the board or chart paper.
- Have student volunteers read each sentence on the checklist aloud.
- Tell them that they will check off each area as they look for and correct errors in their presentations.
- Tell students that while editing they may use a dictionary in the classroom or computer to check the spelling of words that may be misspelled.
- Tell students that they will ensure that the beginnings of sentences and proper nouns (names of people, places, and things) are capitalized.
- Tell students that they will look for proper use of periods, commas, question marks, and other punctuation.
- Finally, tell students that they will ensure that sentences are complete in their writing to include the subject (who/what the sentence is about) and the predicate (a description of the subject or an action related to the subject).
- Tell students that they can even change their sentence structures to make a compound sentence, using a conjunction (and, or, but, so) to combine two complete sentences.



### Check for Understanding

Ask students to show you where they have included specific parts of the presentation template in their slideshows.

- Show the difference between a simple sentence and compound sentence by first saying the following and writing these two sentences on the board or chart paper: *Natalie's mom was depressed. Natalie made a plan to take*

## Activity Page 13.2



### Challenge

Have students revise two sentences by using a vocabulary word from the unit in each sentence, using their notes or the displayed list of vocabulary words.

### Support

Repeat the instructions prior to independent work.



Writing  
Drafting, Revising, and  
Editing

**Beginning**

Provide a visual cue, symbol or picture for each heading and strategy on the Writers Revise anchor chart and Editing checklist.

**Intermediate**

Prior to the independent work, reteach each heading and strategy on the Writers Revise anchor chart and Editing checklist and model examples.

**Advanced/Advanced High**

Observe students working independently to revise and edit their presentations.

**ELPS 3.B; ELPS 5.C.D.E**

her mom to New Mexico to see the cobalt blue orchid. Then, model writing a compound sentence by writing: *Natalie's mom was depressed so she made a plan to take her mom to New Mexico to see the cobalt blue orchid.*

- Tell students that they will now have 20 minutes to edit their presentations using the checklist.
- Start a visual timer for 20 minutes.
- Confer with individuals or a small group of students in need of additional support with the editing process.



**Exit Ticket**

Students submit an Editing checklist after editing spelling, punctuation, capitalization, and sentences. **TEKS 5.11.D**

- Collect students' Editing checklists for review.

End Lesson



## 14

# Practicing and Sharing

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students practice and share their *The Science of Breakable Things*

✦ presentations. **TEKS 5.1.C, TEKS 5.13.H**

## FORMATIVE ASSESSMENT

### Student

Students share their *The Science of Breakable Things*

**Presentations** ✦ presentations. **TEKS 5.13.H, TEKS 5.1.C**

✦ **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Speaking and Listening (90 min.)</b>			
Practicing with a partner and giving feedback	Whole Group/ Partner	30 min.	<input type="checkbox"/> Digital Projections 14.1, 14.2 <input type="checkbox"/> Good Presentation Skills Anchor Chart (Digital Components)
Sharing	Whole Group/ Independent	60 min.	<input type="checkbox"/> Giving Feedback Anchor Chart (Digital Components) <input type="checkbox"/> <i>The Science of Breakable Things</i> Presentations

## ADVANCE PREPARATION

### Speaking and Listening

- Display Digital Projection 14.1, Good Presentation Skills Anchor Chart, which can also be found in the digital components.
- Display Digital Projection 14.2, Giving Feedback Anchor Chart, which can also be found in the digital components.
- Prepare partnerships that will work together during the practicing with a partner segment.
- Designate an area in the classroom for students to share their presentations.
- Write the following sentence frames on the board or chart paper for students to reference when giving feedback:
  - I like the \_\_\_\_\_ that you included because \_\_\_\_\_.
  - I thought it was interesting when you wrote \_\_\_\_\_.
  - Your \_\_\_\_\_ in the presentation looks great.

Start Lesson

## Lesson 14: Practicing and Sharing Speaking and Listening



**Primary Focus:** Students practice and share their *The Science of Breakable Things* presentations. **TEKS 5.1.C, TEKS 5.13.H**

### PRACTICING WITH A PARTNER AND GIVING FEEDBACK (30 MIN.)

- Tell students that in the next segment, they will be sharing their presentations with classmates.
- Tell students they will practice their presentations with a partner so they will feel confident when they present to the class.
- Ask for suggestions for good presentation habits.
- Display Digital Projection 14.1, Good Presentation Skills Anchor Chart.

**TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### ➤ Digital Projection 14.1: Good Presentation Skills Anchor Chart

- Ask student volunteers to read each bullet.
- Model the differences between effective speaking habits and ineffective speaking habits.
  - Speak clearly. (*Mumble, then ask students how they think it should be done and have a volunteer demonstrate speaking with enunciation.*)
  - Speak loud enough for everyone in the audience to hear. (*Speak in a whisper, then ask students how they think it should be done and have a volunteer demonstrate speaking at an appropriate volume for a presentation.*)
  - Look at the audience while you are speaking. (*Look at the ceiling and the floor, then ask students how they think it should be done and have a volunteer demonstrate looking other students directly in the eye.*)
  - Answer the questions from the audience. (*Pretend to finish your presentation and walk away, then ask students how they think it should be done and have a volunteer demonstrate pretending to end their presentation and ask, "Does anyone have any questions?"*)
- It is important for students to practice giving constructive feedback.
- Explain to students that after their partner shares their presentation with them, it is important to give their partner helpful feedback about their work so they can improve.
- Work with students to identify positive ways to give feedback.
- Display Digital Projection 14.2, Giving Feedback Anchor Chart.

### ➤ Digital Projection 14.2: Giving Feedback Anchor Chart

- Ask student volunteers to read each bullet.
- Model giving feedback:
  - Tell the presenter something you liked about the presentation. (*I really liked the graphics you used for your presentation.*)
  - Ask a question. (*What was your favorite part of the novel?*)
  - Tell the presenter something they can work on to make their presentation even better. (*One thing that would improve your presentation is to look at the audience while you speak.*)
  - Say something to encourage them. (*Your presentation is very thoughtful!*)
  - Always be kind. (*You did a really good job! Thank you for sharing what you learned.*)



### Challenge

Direct students to reference *The Science of Breakable Things* Presentation Rubric when giving feedback to a partner.

### Support

Allow students to record themselves presenting so they can hear themselves. Then work with a partner to make adjustments accordingly.

### Challenge

Ask students to compose a new scene for the novel. Some ideas include: writing a scene showing Natalie and Mikayla's friendship before Twig came to their school, a scene depicting Mr. Neely in his job before teaching, or one showing Natalie's family doing something together before her mom began struggling with depression.

### Support

Have students present in pairs.

- Tell students to meet with their partner.
- Tell students that they will have 20 minutes to practice delivering their presentation to their partners and giving feedback. Tell them to be sure to switch roles.
- If time allows, have students switch partners and continue practicing.



### Check for Understanding

**Recall:** Name one of the good habits for giving a presentation. (*Answers may vary, but could include: speak clearly, speak loud enough for everyone in the audience to hear, look at the audience while you are speaking, answer the questions from the audience.*)

## SHARING (60 MIN.)

- Tell students that it is now time to share their presentations to the class.
- Consider introducing each presenter as they come forward to present.
- After each student finishes presenting, tell the class that they will be permitted to ask questions and offer feedback.
- Remind students that it is important to offer feedback in a positive way. Direct students' attention to the sentence frames on the board or chart paper to help them formulate their feedback.

## Lesson Extension

- Ask students to research in depth a question they have derived from a topic in the novel, using resources found in the classroom, school library, or (with proper supervision) the Internet. Students may share their research in different ways: writing reports, recommending changes they would like to see in their community based on what they have learned, poster presentations, short presentations to peers or community members, a blog post or school newspaper article, and so on. It is important to help students determine an appropriate application and venue for their research.
- Some examples of potential research questions include:
  1. What are the best conditions for growing house plants?
  2. What kind of outdoor plant would make a good gift for someone in our area?
  3. What are the signs of depression?
  4. How can you support someone who is experiencing depression?
  5. What is the most popular board game of all time?
  6. What are some traditional foods of Korea, and how do you prepare them?



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening Practicing and Sharing

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#### **Beginning**

Allow students to choose three-fourths slides to present.

#### **Intermediate**

Allow students to practice presenting to the teacher.

#### **Advanced/Advanced High**

Have students present with a partner who will encourage and support them.

**ELPS 3.C.E.H**

## END-OF-YEAR (EOY) ASSESSMENT

You should spend no more than three days total on the End-of-Year Assessment. There are three main components of the assessment administered to all students: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components—the oral reading of words in isolation and the fluency assessments—are administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 90-minute block of time and will be administered on End-of-Year Assessment Day 1. The Grammar and Morphology Assessments are meant to be completed during two 45-minute blocks of time on End-of-Year Assessment Day 2 and Day 3.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 11 or fewer on the Reading Comprehension Assessment, or between 12–14, as time allows). Administer the Fluency Assessment to all students.

After administering the End-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 5 End-of-Year Summary Sheet, found in each individual student's Activity Book. This summary should be passed on, along with the completed assessments, to students' teachers for the following school year.

# Assessment Day 1

## LESSON AT A GLANCE

	Time	Materials
<b>End-of-Year Assessment</b>		
Reading Comprehension Assessment	90 min.	☐ Activity Pages A.1, A.2

## ADVANCE PREPARATION

### End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

## END-OF-YEAR ASSESSMENT

The primary purpose of the EOY Assessment is to determine students' preparedness for English language arts instruction in Grade 6.

During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the EOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the EOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the EOY Assessment, all students will work independently on the Grammar Assessment.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment to students who scored 11 or fewer on the Reading Comprehension Assessment, and, as time permits, to those who scored between 12–14. Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.4 (Scoring Sheet for student responses), which you will have collected from students, as well as the Word Reading in Isolation Assessment located under EOY Assessment Day 2 in the Teacher Guide. A Word Reading in Isolation Analysis Chart and a Word Reading in Isolation Remediation Guide have also been included under EOY Assessment Day 2 of the Teacher Guide.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the Fluency Assessment text, “Birds,” located under EOY Assessment Day 2 of the Teacher Guide. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

### **READING COMPREHENSION ASSESSMENT (90 MIN.)**

- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“How the Turkey Buzzard Got His Suit” (literary text), “Titian” (informational text), and “Improvements in Transportation” (informational text)—have been profiled for text complexity using standard quantitative and qualitative measures.

The reading comprehension questions pertaining to these texts are also aligned to the standards and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards and the constructed-responses items address Writing standards. To prepare students for digital assessments, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

## Reading Comprehension Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)		Standards
1. <i>Literal</i>	C		<b>TEKS 5.7.C</b>
2. <i>Inferential</i>	A		<b>TEKS 5.6.F</b>
3. <i>Inferential</i>	D		<b>TEKS 5.6.F;</b> <b>TEKS 5.10.D</b>
4. <i>Literal</i>	<b>Suit</b>	<b>What was wrong with it?</b>	<b>TEKS 5.7.C</b>
	<b>first suit</b>	<i>feathers were too long and trailed on the ground as he walked; he could not fly well in them</i>	
	<b>next suit</b>	<i>all the other birds would see him because he would shine like the face of the Great Spirit</i>	
	<b>third suit</b>	<i>it would get dirty too soon</i>	
	<b>fourth suit</b>	<i>not enough feathers</i>	
	<b>fifth suit</b>	<i>too many feathers and too many pieces</i>	
*5 Part A. <i>Inferential</i>	D		<b>TEKS 5.3.B;</b> <b>TEKS 5.6.F</b>
*5 Part B. <i>Literal</i>	<i>"... it was not pretty. It was a plain, dull color and very short of feathers at the neck and head."</i>		<b>TEKS 5.3.B;</b> <b>TEKS 5.7.C</b>
6. <i>Evaluative</i>	<i>Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds' teasing to bother him.</i>		<b>TEKS 5.6.F;</b> <b>TEKS 5.6.G</b>
7. <i>Inferential</i>	A		<b>TEKS 5.6.F</b>
*8 Part A. <i>Inferential</i>	D		<b>TEKS 5.6.F</b>
*8 Part B. <i>Inferential</i>	<i>Titian's work frescoing the walls of the Exchange above the Rialto bridge was highly praised, and it was thought to be better than Giorgione's work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice's rulers.</i>		<b>TEKS 5.6.F;</b> <b>TEKS 5.6.G</b>
9. <i>Inferential</i>	B		<b>TEKS 5.6.F</b>
10. <i>Evaluative</i>	B		<b>TEKS 5.6.G;</b> <b>TEKS 5.10.D</b>

Item	Correct Answer(s)	Standards
11. <i>Literal</i>	A, B, C, E	<b>TEKS 5.7.C</b>
12. <i>Literal</i>	<i>People figured if they could build good roads, they could charge people for using them.</i>	<b>TEKS 5.7.C</b>
13. <i>Inferential</i>	B	<b>TEKS 5.6.F</b>
*14 Part A. <i>Inferential</i>	C	<b>TEKS 5.3.B;</b> <b>TEKS 5.6.F</b>
*14 Part B. <i>Literal</i>	<i>"Others who saw this odd-looking boat laughed . . . "</i>	<b>TEKS 5.3.B;</b> <b>TEKS 5.7.C</b>
15. <i>Inferential</i>	<i>Fulton's odd-looking boat, which people had laughed at and called a folly, was actually very successful and changed the way passengers and goods traveled up and down waterways.</i>	<b>TEKS 5.6.F;</b> <b>TEKS 5.10.D</b>
16. <i>Evaluative</i>	<i>The steamboat best addressed transportation issues because it changed the way travel occurred up and down waterways. While improved roads did allow for stagecoach travel, traveling in a stagecoach was uncomfortable, and stops along the way had bad food and poor sleeping conditions. Turnpikes were in better condition than other roads, but they were just as dusty and muddy as the older roads, travelers had to pay to use them, and they did not extend very far west, where the population was spreading.</i>	<b>TEKS 5.6.G;</b> <b>TEKS 5.6.H;</b> <b>TEKS 5.7.C;</b> <b>TEKS 5.9.E.ii</b>

## Reading Comprehension Assessment Analysis

Students who answered 11 or fewer questions correctly out of 16 total questions appear to have **minimal preparation** for Grade 6. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 6. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the grade level materials when they reach Grade 6.

Students who answered 12–14 questions correctly out of 16 total questions appear to have **adequate preparation** for Grade 6. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 6.

Students who answered 15–16 questions correctly out of 16 total questions appear to have **outstanding preparation** for Grade 6. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 6.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
11 or fewer	Student appears to have minimal preparation for Grade 6; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
12–14	Student appears to have adequate preparation for Grade 6; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
15–16	Student appears to have outstanding preparation for Grade 6; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3



## End-of-Year Assessment

# Assessment Day 2

### LESSON AT A GLANCE

	Time	Materials
<b>End-of-Year Assessment</b>		
Grammar Assessment	45 min.	<input type="checkbox"/> Activity Pages A.3
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.4, A.5 <input type="checkbox"/> Student Copy of Fluency Assessment text <input type="checkbox"/> stopwatch

### ADVANCE PREPARATION

#### End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

### END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 55 items assessing knowledge of parts of speech, sentence elements (subject/predicate), verb tenses, subject-verb agreement, conjunctions, prepositions, interjections, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.



## GRAMMAR ASSESSMENT (45 MIN.)

TEKS 5.11.D

- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores onto the Grammar Assessment Scoring Sheet located on the next page.









Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 11 or fewer on the Reading Comprehension Assessment and, as time permits, to students who scored between 12–14 in order to gain further insight as to possible weaknesses.

This section of the EOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

### **Administration Instructions**

- Locate the Word Reading in Isolation Assessment on the next page of this Teacher Guide. Students will read from this copy.
- Cover all of the words with a sheet of paper before calling a student to complete the assessment.
- Tell the student they will read words aloud to you and that it is important to do their best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.4 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section, and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

## End-of-Year Assessment Materials

Word Reading in Isolation Assessment					
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

## WORD READING IN ISOLATION ANALYSIS

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger their preparation is for Grade 6. A Word Reading in Isolation Analysis chart and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who read 49 or fewer words out of 65 correctly appear to have **minimal preparation** for Grade 6.
- Students who read 50–54 out of 65 words correctly appear to have **adequate preparation** for Grade 6.
- Students who read 55–65 out of 65 words correctly appear to have **strong to outstanding preparation** for Grade 6.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%						
Phonemes						
Consonants						Totals
/b/	/d/	/f/	/g/	/h/		166/208
/j/	/k/	/l/	/m/	/n/		
/p/	/r/	/s/	/t/	/v/		
/w/	/x/	/y/	/z/	/ch/		
/sh/	/th/	/th/	/ng/	/qu/		
Vowels						108/136
/a/	/e/	/i/	/o/	/u/		39/49
/ae/	/ee/	/ie/	/oe/	/ue/		25/31
/ə/	/oo/	/oo/	/aw/	/ou/		19/23
/oi/	/ar/	/er/	/or/	/aer/		27/33
Syllabication (words with 2 or more syllables)						
Closed Syllable/short						39/49
Open Syllable/long						13/17
Magic E and Digraph Syllable						21/26
R-Controlled Syllable						16/20
ə Syllable						7/9
-le Syllable						4/4



## WORD READING IN ISOLATION REMEDIATION GUIDE

Write the names of students who missed questions under each header. This will help you determine what kind of remediation may be needed in Grade 6.

**Phonemes—Consonants (Item numbers in parentheses)**

<b>/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)</b>	<b>/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)</b>	<b>/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)</b>
<b>/g/ (4e, 6d, 13a)</b>	<b>/h/ (9b)</b>	<b>/j/ (1c, 12c, 12d)</b>
<b>/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)</b>	<b>/l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)</b>	<b>/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)</b>
<b>/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)</b>	<b>/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)</b>	<b>/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)</b>
<b>/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)</b>	<b>/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)</b>	<b>/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)</b>
<b>/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)</b>	<b>/x/ (1c, 7b)</b>	<b>/y/ (7a, 13d)</b>
<b>/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)</b>	<b>/ch/ (6b, 10e, 11a)</b>	<b>/sh/ (2b, 12b)</b>
<b>/th/ (1e, 9e, 13d)</b>	<b>/th/ (7c)</b>	<b>/ng/ (7a, 9d, 11d, 11e)</b>
<b>/qu/ (6e)</b>		

**Phonemes—Vowels (Item numbers in parentheses)**

<b>/a/ (1b, 8b, 9a, 12a, 12b)</b>	<b>/e/ (1a, 5d, 7b, 9e, 10d)</b>	<b>/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)</b>
<b>/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)</b>	<b>/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)</b>	<b>/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)</b>
<b>/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)</b>	<b>/ie/ (2d, 6e, 7b, 7d, 12e)</b>	<b>/oe/ (2a, 5e, 7c, 8e, 13e)</b>
<b>/ue/ (3a, 8c, 9b, 12a)</b>	<b>/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)</b>	<b>/oo/ (2c, 3e, 7e, 8b, 8e, 13d)</b>
<b>/oo/ (9c, 10e)</b>	<b>/aw/ (1b, 8a, 8d)</b>	<b>/ou/ (2e, 10a)</b>
<b>/oi/ (10b, 10c)</b>	<b>/ar/ (4a, 12c, 13b)</b>	<b>/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)</b>
<b>/or/ (3d, 4d, 9d, 10d)</b>	<b>/ær/ (4e, 5b)</b>	<b>/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)</b>

**Syllabication (words with 2 or more syllables; Item numbers in parentheses)**

<b>Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)</b>	<b>Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</b>	<b>Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)</b>
<b>R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</b>	<b>ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)</b>	<b>-le Syllable (3b, 11d, 13a, 13e)</b>



Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students' fluency in reading, using the selection "Birds" (informational text) located on the next page of the Teacher Guide.

### Administration Instructions

- Turn to the student copy of "Birds" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Birds" (from students' Activity Page A.5) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes.
- Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

<b>Words read correctly</b>	No mark is required.
<b>Omissions</b>	Draw a long dash above the word omitted.
<b>Insertions</b>	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
<b>Words read incorrectly</b>	Write an 'X' above the word.
<b>Substitutions</b>	Write the substitution above the word.
<b>Self-corrected errors</b>	Replace original error mark with an 'SC'.
<b>Teacher-supplied words</b>	Write a 'T' above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking them to respond orally to the following questions:

# End-of-Year Fluency Assessment

## Student Copy

### Birds

Birds have several characteristics that enable them to fly, but being warm-blooded is essential to flight. They have a very high metabolism as only warm-blooded animals do.	13 27
Metabolism is the process which produces energy in most animals' bodies. The high metabolism of birds is a steady flow of energy that helps them maintain the high levels of activity required by flight. The higher the activity level of an animal, the higher its metabolism is likely to be. What this means when it comes to eating is that they need lots of food to maintain that energy.	41 60 79 96
Have you ever heard the saying <i>eats like a bird</i> for someone who eats very small amounts of food at one time? An important thing to remember about this expression is that it does not mean birds do not eat very much. In fact, birds need to eat two times their body weight in food every day. This is because they have such a high metabolism and burn lots more energy than most animals. There are lots of small meals a day for birds. So, someone who "eats like a bird" is usually someone who "picks" at his or her food and only eats small bits at a time.	113 131 151 169 189 205
Cold-blooded animals depend on their surroundings to regulate internal body temperatures. But warm-blooded animals are able to produce heat for energy within their own bodies. They can travel farther and live in more extreme conditions than cold-blooded animals. The only warm-blooded animals that are able to go without food for long periods of time are hibernating animals. That's because their metabolism slows way down when they are hibernating, and they require less energy to stay alive.	216 232 246 262 276 281
Wings are also essential to flight. The shape of a bird's wings determines how far and high a bird can fly, in addition to its lightweight bones.	299 308
What else helps all birds fly? Feathers are a great help, serving as lightweight coverings for	324

their wings. They mesh together as their wings flap downward, parting again to let air through as 341  
their wings sweep upward again. Feathers also act as insulation. Insulation is an extra layer that 357  
protects birds' skin from the sun and traps in heat. The trapped heat provides energy and warmth 374  
in the winter months. The point of the feather where it is attached to a bird's body is called the 394  
quill. All birds have feathers. No other animals do, so if you spot a feathered friend, you may 412  
assume that it's a bird. Because their precious feathers take quite a beating, birds take good care 429  
of them. Birds often preen their feathers with their beaks to keep the feathers clean, waterproof, 445  
and in the right position. 450

**Word Count:** 450

1. **Literal.** What characteristics of birds are essential to flight?
    - » being warm-blooded, wings
  2. **Inferential.** Why are people who pick at their food and only eat small bits at a time said to “eat like a bird”?
    - » Birds need to eat a lot each day because they burn so much energy. They eat many small meals a day due to their high metabolism and burning of lots of energy.
  3. **Literal.** What can you assume if you spot an animal with feathers?
    - » It is a bird.
  4. **Inferential.** What can warm-blooded animals do that cold-blooded animals can't?
    - » produce heat for energy within their own bodies
- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
  - You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

### **Guidelines for Fluency Assessment Scoring**

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student's EOY Assessment Summary (Activity Page A.2).

To calculate a student's Words Correct Per Minute (W.C.P.M.) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.

1. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
2. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.



As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the spring of Grade 5, and a student scored 130 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

### **Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)**

<b>Percentile</b>	<b>Spring Grade 5 W.C.P.M.</b>	<b>Fall Grade 6 W.C.P.M.</b>
90	194	177
75	168	153
50	139	127
25	109	98
10	83	68

### **Reference**

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

# Assessment Day 3

## LESSON AT A GLANCE

	Time	Materials
<b>End-of-Year Assessment</b>		
Morphology Assessment	45 min.	<input type="checkbox"/> Activity Pages A.2, A.4, A.5, A.6 <input type="checkbox"/> Stopwatch
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	

## ADVANCE PREPARATION

### End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

## END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 18 items assessing knowledge of the prefixes *il-*, *ir-*, *inter-*, *im-*, *in-*, *ex-*, *en-*, *post-*, and *fore-*; suffixes *-ness*, *-ist*, *-tion*, and *-sion*; and roots *tract*, *vac*, *serv*, *cred*, and *mem*, all of which were taught in the program prior to the end of Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.



## MORPHOLOGY ASSESSMENT (45 MIN.)

TEKS 5.3.C

- Make sure each student has a copy of Activity Page A.6. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

**Morphology Assessment Scoring Sheet**

	<b>Skill</b>	Prefix <i>il-</i>	Prefix <i>ir-</i>	Prefix <i>inter-</i>	Root <i>tract</i>	Suffix <i>-ness</i>	Root <i>vac</i>	Prefix <i>im-</i>	Prefix <i>in-</i>	Prefix <i>ex-</i>	Root <i>serv</i>	Prefix <i>en-</i>	Suffix <i>-ist</i>	Root <i>cred</i>	Prefix <i>post-</i>	Suffix <i>-tion</i>	Suffix <i>-sion</i>	Root <i>mem</i>	Prefix <i>fore-</i>
<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	
<b>Student</b>																			

## INTERPRETING END-OF-YEAR ASSESSMENT SCORES

You should use the results of these three assessments to determine students' preparedness for Grade 6 English language arts instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2), and consider students' performance on these three assessments, in combination.

It can be challenging to analyze results for students with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 6 instruction and not having adequate preparation. This might include students who answered most questions correctly on one passage of the Reading Comprehension Assessment but not on other passages, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or on the Fluency Assessment.

In analyzing results from the Reading Comprehension Assessment, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the Word Reading in Isolation Assessment, remember that not all poor scores are the same.

Students who have difficulty reading a significant number of one-syllable words likely need intensive remediation beyond what can likely be provided in a Grade 6 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You may want to add comments to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2) regarding students who performed poorly on either or both assessments so the Grade 6 teacher can determine the extent to which a student may benefit from the additional practice of certain grammar and morphology skills taught in the program prior to beginning Grade 6 English language arts instruction.

# Teacher Resources

**In this section you will find:**

- Digital Exit Ticket Suggested Answers
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## Digital Exit Ticket Suggested Answers

QUESTION	ANSWER
<b>Lesson 1</b>	
Name at least one theme from the novel. Support your thoughts with topics from the text.	Answers will vary but may include: friendship, mental health, family relationships, and cultural identity.
<b>Lesson 2</b>	
Cite one of Natalie's facts from her list of knowns on pgs. 43–44 and explain specifically how it helped you better understand what you were reading.	Answers will vary but should be supported by evidence from the text.
<b>Lesson 3</b>	
The excerpts from Natalie's mom's book describe the miracle of the Cobalt Blue Orchid. In your own words, summarize this miracle.	Answers will vary but should include supporting evidence from the text, including a summary of the description on pages 49–50.
<b>Lesson 4</b>	
Use your completed Venn Diagram to write 3–4 sentences explaining similarities and differences between Natalie and Twig.	Answers will vary but should include similarities and differences based on the activity page.
<b>Lesson 5</b>	
Using text evidence, explain why Twig is upset by the thought of Dari working with them?	Answers will vary but could include that Twig feels that her and Natalie are a team and Dari would be an intrusion.
<b>Lesson 6</b>	
The author uses the text feature of footnotes throughout the book. Pick a footnote and explain how it helps the reader better understand Natalie's character.	Answers will vary but complete responses should include specific details.
<b>Lesson 7</b>	
Using text evidence to describe how Natalie feels when her dad makes her see a therapist. Why do you think she reacts this way?	Answers will vary but may include that she feels betrayed by her father because he did not consult with her before making the decision to see the therapist and Natalie feels that she does not need help from a therapist.
<b>Lesson 8</b>	
Find quotes from the text that compare and contrast how Natalie and her dad felt about making dduk.	Answers will vary but should include clear evidence from the text.

**Lesson 9**

Use a quote from the text to summarize how Natalie uses the scientific process for her new plan for getting her mom a flower.

Answers will vary but should include evidence from the text.

**Lesson 10**

Make a prediction: What do you think is going on with Natalie's mom's job if all of her things are still in the office?

Answers will vary but should be based on the text.

**Lesson 11**

Using text evidence, explain what Natalie learned about breakable things.

Answers will vary but could include that eggs are breakable but hope is not.



# ANSWER KEY

NAME: \_\_\_\_\_ **1.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Double Entry Journal

Quote or Idea from Text:	Page #	Connection or Reaction
Answers will vary.		Answers will vary.

Grade 5 Activity Book | Unit 10 **1**

NAME: \_\_\_\_\_ **1.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Determining Themes

List topics from the story. Use these topics to determine the themes of the story.

Topic: An issue or subject matter addressed in the story.	Theme: A repeated key idea or subject with a message or lesson that you can apply to your own life.
friendship, family, science, mental health, botany, etc.	Answers will vary but could include: counting on your friends, getting help for someone experiencing mental health issues, etc.

Grade 5 Activity Book | Unit 10 **3**

NAME: \_\_\_\_\_ **2.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Character Relationships

Natalie	Character Interactions and Relationships	Natalie's Mom
(Answers will vary, but could include: pg. 34, "...I hated Mom for scaring me...I kind of hated myself, too, for being scared.")	Answers will vary.	(Answers will vary, but could include: pg. 31, "...the old mom would have loved this project."; "The old mom has disappeared.")

Grade 5 Activity Book | Unit 10 **7**

NAME: \_\_\_\_\_ **3.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### It Says – I Say – And So

Question	It Says...	I Say...	So...
Read the question. What is it asking?	Find information from the text to help you answer the question.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.
What is Natalie's "secret question"?	(Answers may vary, but students should find quotes from the text that deal with her mother's condition.)	(Answers may vary, but should include that her mom is sick, she stays in her bedroom and sleeps most of the time, etc.)	(Answers may vary, but students should understand that it concerns her mother's condition.)
At the end of Assignment 9, Natalie gets an idea. What do you think it might be?	Answers will vary but should be based on the text. Note: this is the answer for the remaining questions.		
What does the Blue Orchid symbolize for Natalie?			
List things Dari knows about Mr. Neely then use those to infer more about how Dari thinks of his teacher.			
How do you think Natalie feels when she tells her mom about going to New Mexico to see the Blue Orchids and hears her mom's response?			

Grade 5 Activity Book | Unit 10 **9**



NAME: \_\_\_\_\_ **9.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Introduction:** Usually describes the characters and the setting  
**Rising Action:** Presents the problem and explains how the character is trying to solve it  
**Climax:** The most exciting part of the text in which the problem is usually solved  
**Falling Action:** Tells what happens as a result of the character's reaction to the climax or crisis  
**Resolution:** Ties up loose ends at the end of the story

List the events in the novel for the first three parts of a plot (Introduction, Rising action, Falling action). Refer to the text and your double entry journals to identify the correct order of events.

**Introduction:** Answers will vary but should include the characters and setting.

---

**Rising Action:** Answers will vary but should include that Natalie's mom is depressed and Natalie thinks that she will get better if she can see the Cobalt Blue orchid.

---

**Climax:** Answers will vary but could include that Natalie, Twig, and Dari break into the lab to get the Cobalt Blue orchid seed.

---

**Falling Action:** Answers will vary but could include that Natalie's parents find out about her plan and realize that they need to be more open with Natalie about what her mother is experiencing.

---

**Resolution:** Answers will vary but may include that even though Natalie was not able to "fix" her mom, she learned about hope, love, and miracles.

Grade 5 Activity Book | Unit 10 **21**

NAME: \_\_\_\_\_ **10.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Making Predictions

Make	Revise	Confirm	Actual
Answers will vary.			

Grade 5 Activity Book | Unit 10 **23**

### Questions

- Why did the Great Spirit make feathered suits for the birds?
  - He wanted to use the feathers he had for something.
  - He couldn't make up his mind about which birds he liked best.
  - He didn't like the way the birds' bodies and long legs looked.
  - He wanted the birds to be warm.
- Why did Turkey Buzzard try on every suit?
  - He couldn't make up his mind about which would be the best suit to wear.
  - He wanted to touch all the feathers.
  - He was told he could try on each suit as many times as he wanted.
  - He had to fly a long way to get to the suits.
- A simile compares two things, usually using *like* or *as*. What does the following simile from Paragraph 11 mean?
 

The next suit shone like gold and the feathers were a beautiful yellow.

  - The suit was dull in color and less attractive than the other suits.
  - The suit had many colors that made it attractive to look at.
  - The feathers were made of gold and they shone in the sunlight.
  - The bright yellow feathers made the suit vibrant and colorful, as if it were made of gold.

Grade 5 **42**

NAME: \_\_\_\_\_ **A.1** ASSESSMENT  
 DATE: \_\_\_\_\_  
 CONTINUED

- What was wrong with each of the following suits Turkey Buzzard tried on?
 

Suit	What was wrong with it?
first suit	feathers were too long and trailed on the ground as he walked; he could not fly well in them
next suit	all the other birds would see him because he would shine like the face of the Great Spirit
third suit	it would get dirty too soon
fourth suit	not enough feathers
fifth suit	too many feathers and too many pieces

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** What is the meaning of the word *homeliest* in the following sentence from paragraph 20?
 

Turkey Buzzard thought it was the homeliest suit of all.

  - colorful
  - itchy
  - appealing
  - unattractive

**Part B:** Underline the words and phrases in the text that helped you determine the meaning of *homeliest*.

End of Year Assessment **43**

6. Why did Turkey Buzzard hold his head high and walk proudly in his chosen suit among the other birds?

Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds' teasing to bother him.

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Grade 5

### Questions

7. What is the painter Titian known for?
- A. richness of color in landscapes and portraits
  - B. religious art
  - C. working with the artist Giorgione
  - D. being the son of a noble

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** What work made it clear that Titian would bring fame and honor to Venice?
- A. the first purely landscape picture he created
  - B. pictures he painted using juices of flowers
  - C. the portrait of Emperor Charles V
  - D. the walls of the Exchange above the Rialto Bridge

**Part B:** Why did this work make it clear Titian was a talented painter?

Titian's work frescoing the walls of the Exchange above the Rialto Bridge was highly praised and it was thought to be better than Giorgione's work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice's rulers.

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.1**  
CONTINUED ASSESSMENT

9. Why is it not surprising that Titian was the first artist to paint a purely landscape picture?
- A. He grew up in Venice, among the canals and busy trading atmosphere.
  - B. He grew up in the mountains, among beautiful, natural scenes.
  - C. He grew up in Rome, around religious art commissioned by the pope.
  - D. He grew up in a busy city, around lots of people, merchants, and art.
10. What does the following sentence from paragraph 9 mean?

Fame and wealth awaited Titian wherever he went.

- A. It was hard for Titian to find work no matter where he went.
- B. Titian was so talented that wherever he went he became famous and wealthy.
- C. Titian became famous and wealthy only when he worked with Giorgione.
- D. Titian became famous and wealthy only because he worked with Michelangelo.

End of Year Assessment

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.1**  
CONTINUED ASSESSMENT

### Questions

11. What improvements in transportation are presented in this passage? Circle all that apply.

- A. roads widened to handle wagons and horses
- B. stagecoach travel
- C. turnpikes
- D. flatboats
- E. steamboats

12. Why did road owners collect a toll?

People figured if they could build good roads, they could charge people for using them.

13. Why were improvements in transportation needed in the United States in the 1700s and 1800s?

- A. The population in the United States was declining, as was the need for transportation methods.
- B. The population in the United States was growing and spreading, and transportation was needed to accommodate those changes.
- C. People didn't need to use roads and waterways for travel or for shipping goods.
- D. Turnpike developers stopped collecting tolls from travelers using the roads.

End of Year Assessment

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The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** What is the meaning of the word *folly* in the following sentence from paragraph 12?

Others who saw this odd-looking boat laughed and called it a different name: Fulton's Folly.

- A. important improvement
- B. new approach
- C.** foolish idea
- D. slow method

**Part B:** What words and phrases in the text helped you determine the meaning of *folly*?

"Others who saw this odd-looking boat laughed..."

\_\_\_\_\_

15. The idiom *had the last laugh* means to succeed when others thought you wouldn't. What does it mean in paragraph 12 when it says Fulton had the last laugh?

Fulton's odd-looking boat, which people had laughed at and called a folly, was actually very successful and changed the way passengers and goods traveled up and down waterways.

\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16. Compare and contrast the stagecoach, turnpikes, and the steamboat as improvements in transportation. Which improvement best addressed transportation issues and why?

The steamboat best addressed transportation issues because it changed the way travel occurred up and down waterways. While improved roads did allow for stagecoach travel, traveling in a stagecoach was uncomfortable, and stops along the way had bad food and poor sleeping conditions. Turnpikes were in better condition than other roads, but they were just as dusty and muddy as the older roads, travelers had to pay to use them, and they did not extend very far west, where the population was spreading.

**End-of-Year Reading Comprehension Score: \_\_\_\_\_ /16 points**

To receive a point for a two-part question (i.e., 5, 8, and 14), students must correctly answer both parts of the question.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**End-of-Year Grammar Assessment**

Read and answer each question.

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

- Copernicus observed that the planets moved in ways that didn't agree with the long-held geocentric model.
- The Maya and the Aztec civilizations developed in Mesoamerica.

Read each pair of sentences about Don Quixote. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	alternatively
just as	in contrast
also	instead

- Don Quixote thought he saw a man wearing an enchanted helmet. Sancho saw a barber riding a donkey and wearing a basin on his head to protect it from the rain.

Answers may vary.

\_\_\_\_\_

- Don Quixote meddled in an interaction between a farmer and a young boy. Don Quixote meddled in a situation with merchants and servants.

Answers may vary.

\_\_\_\_\_

- Don Quixote is idealistic, or thinks positively about things. Sancho is realistic, or sees things the way they actually are.

Answers may vary.

\_\_\_\_\_

For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.

- Guild members in Florence chose Ghiberti to help Brunelleschi build the cathedral dome.
- Brunelleschi was angry.
- In the summer of 1911, ishi emerged from the wilderness in Oroville.
- He was a very unusual sight.

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Present Tense" column so the subject and verb are in agreement in the present tense.

Subject	Verb	Agreement in the Present Tense
I	to be	10. I am
the sky	to look	11. The sky looks
the authors	write	12. The authors write
he	to see	13. He sees
they	run	14. They run
we	to be	15. We are

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. Answers will vary but should show correct usage of the present tense.
- 
- 

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

For each of the following items in a series, write a complete sentence using commas correctly.

crisp air colorful leaves hot cider

17. Answers will vary but should show correct usage of commas.
- 

carrots peas potatoes

18. Answers will vary but should show correct usage of commas.
- 

End of Year Assessment

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Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Past Tense" column so the subject and verb are in agreement in the past tense.

Subject	Verb	Agreement in the Past Tense
Leonardo da Vinci	to have	19. Leonardo da Vinci had
Native Americans	to be	20. Native Americans were
Jacob	to see	21. Jacob saw
I	to be	22. I was
we	to have	23. We had
she	to feel	24. She felt

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

25. Answers will vary but should show correct usage of the present tense.
- 
- 

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.

out with after in

26. Galileo was born in Pisa, Italy, in 1564 CE and lived with Copernicus, building on Copernicus's work.

27. The Arapahoe and Cheyenne fought with the Lakota at the Battle of the Little Bighorn.

For each pair of words, write a sentence using the correlative conjunctions correctly.

28. not only/but also  
Answers will vary but should use the correlative conjunctions correctly.
- 

29. either/or  
Answers will vary but should use the correlative conjunctions correctly.
- 

End of Year Assessment

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Underline the interjection in each sentence. Then write the type of interjection on the line that follows, *strong* or *mild*.

30. Stop! There might be poison ivy under that bush.

Type: strong

31. Oh, let's come back later when the store is less crowded.

Type: mild

For each word provided in Column 1: Word(s), write one correct pronoun in Column 2: Pronoun.

Column 1: Word(s)	Column 2: Pronoun
Isabella d'Este	32. <u>she</u>
the clouds	33. <u>they</u>
Mom, Dad, and I	34. <u>we</u>
the teacher	35. <u>he, she</u>
Martin Luther	36. <u>he</u>
my sister	37. <u>she</u>

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

Select one row from the chart, and write two sentences. The first sentence should use the noun in Column 1: Word(s) as the subject, and the second sentence should use the pronoun in Column 2: Pronoun as the subject.

38. Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_

Fill in the blanks with the correct pronoun antecedent from the box.

his	her	their	its
-----	-----	-------	-----

39. Martin Luther nailed his Ninety-Five Theses to the church door at the University of Wittenberg.

40. Both the Maya and the Aztec built temples in their important city centers.

41. The woman shown in Leonardo da Vinci's painting *Mona Lisa* is well-known for her mysterious smile.

42. When Native Americans on the Great Plains hunted the buffalo, they used their hide for clothing, tepee covers, bedding, and moccasins.

End of Year Assessment

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Add a comma in the appropriate place for each of the following sentences.

43. First, I will finish my homework.

44. Oh, Roberto said it would be easy and it was!

45. Well, we won't get to the field before the game starts.

Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark). If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).

46. X Don Quixote tried to do what he thought was right. Sometimes he will make mistakes when he will attempt to fix things.

Rewrite sentence(s), if needed:

Don Quixote tried to do what he thought was right. Sometimes he made mistakes when he attempted to fix things.

47. ✓ Rather than conquer or tame the land, Native Americans blended into the land. They built sturdy, cozy houses.

Rewrite sentence(s), if needed:

Answers will vary but should show correct usage of the present tense.

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.

48. Don Quixote and Sancho Panza traveled for days.  
(First/At last) At last, they arrived home.

49. Custer was sure he and his soldiers would win the Battle of the Little Bighorn.  
(Next/In the end) In the end, though, the Lakota and their allies won.

Insert a comma in the correct place in the following sentences.

50. No, we won't have time to stop at the craft store before dinner.

51. Teresa, can you please fill this cup with water for the experiment?

52. Saturday is the first day of spring, isn't it?

Circle the correct way to write the following titles.

53. Chapter "Myths of the Maya" Myths of the Maya

54. Book "Shifts in Power" Shifts in Power

55. Work of Art "Self-Portrait" by Sofonisba Anguissola Self-Portrait by Sofonisba Anguissola

End-of-Year Grammar Score: \_\_\_\_\_ / 55 points

End of Year Assessment

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DATE: \_\_\_\_\_

### End-of-Year Morphology Assessment

Read and answer each question. Some questions have two parts. Answer Part A and then answer Part B.

For 1 and 2, write the correct word to complete each sentence.

- Be sure to take your time when you write the note, because the last time, your handwriting was illegible, and I couldn't figure out the message.  
(legible, illegible, legal, illegal)
- I have a regular piano lesson each week that I attend on Tuesday of each week.  
(responsible, irresponsible, regular, irregular)
- If someone is working on an *international* project, what does that mean?
  - That person is working on a project that involves one or more countries outside of the country in which they live.
  - That person is working on a project alone with no help.
  - That person is working on a project for the country where they live.
  - That person is working on a project with one other person.
- If you *distract* someone from what they are doing, you are \_\_\_\_\_.
  - helping them concentrate
  - adding more work for them to complete
  - taking their attention away from what they are doing
  - asking them to explain what they are doing

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Grade 5

- Which of the following words with the suffix *-ness* means the state or condition of being about to fall asleep?
  - steadiness
  - crispness
  - drowsiness
  - emptiness

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** Which of the following roots means "to empty"?
    - tract
    - mem
    - cred
    - vac
- Part B:** Choose the word with the root that means "to empty" and write a sentence using the word.
- tractor
  - remember
  - credible
  - evacuate
- Sentence: Answers may vary.
- \_\_\_\_\_
- \_\_\_\_\_

End-of-Year Assessment

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For 7 and 8, write the correct word to complete each sentence.

- The man was clearly impatient about waiting in line for his turn to purchase his items at the store, as he kept checking his watch.  
(mobile, immobile, patient, impatient)
- My science project is incomplete because I haven't finished the last part.  
(audible, inaudible, complete, incomplete)
- If the dentist extracts a tooth from your mouth, what does the dentist do?
  - The dentist puts in another tooth.
  - The dentist pulls out a tooth.
  - The dentist cleans a tooth.
  - The dentist protects a tooth.

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** What does the root *serv* mean?
  - to empty
  - to save, protect, or serve
  - to draw or pull
  - to remember or recall

**Part B:** Write a sentence using the word *conserve*. Make sure the sentence demonstrates the meaning of the word.

Answers may vary.

\_\_\_\_\_

\_\_\_\_\_

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

- Which of the following demonstrates the meaning of the word *enable*?
  - severe drought preventing farmers from getting good crops
  - getting a good night's sleep before an important soccer game in order to play well
  - misplacing the library book you need for your history project
  - running late for school because you overslept
- If someone is a *scientist*, what does that person do?
  - performs a musical solo
  - plays the piano
  - works in a branch of science
  - makes art
- A *credible* source is one that is \_\_\_\_\_.
  - not trustworthy
  - trustworthy
  - remembered
  - not remembered

- Circle the correct prefix to add to the root word in the following sentence.

im-      in-      post-      fore-

Not every baseball team plays games during the \_\_\_\_\_ season because only the teams that did the best during the regular season continue to play.

End-of-Year Assessment

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For 15 and 16, write the correct word to complete each sentence.

15. The police officer had to direct traffic through the intersection because the stoplights weren't working.  
(cancel, cancellation, direct, direction)

16. Please tell me what revisions I should make to my essay about Don Quixote.  
(revise, revisions, decide, decisions)

17. Which of the following words with the root *mem* means "easy to remember for a particular reason"?

- A. *memoir*
- B. *remember*
- C. *commemorate*
- D. *memorable*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.6**  
CONTINUED

ASSESSMENT

18. Explain what the following statement means:

She had the *foresight* to save money early so when she retired, she could live comfortably.

Answers may vary but should state that the subject is

looking ahead.

End-of-Year Morphology Score: \_\_\_\_\_ /18 points

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

### Unit 10

### Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 5.1.A	listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	
TEKS 5.1.B	follow, restate, and give oral instructions that include multiple action steps	
TEKS 5.1.C	give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	U10: p. 9, U10: p. 142, U10: p. 144
TEKS 5.1.D	work collaboratively with others to develop a plan of shared responsibilities	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

TEKS 5.2.A.i	decoding words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i>	
TEKS 5.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 5.2.A.iii	decoding words using advanced knowledge of syllable division patterns	
TEKS 5.2.A.iv	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
TEKS 5.2.A.v	identifying and reading high-frequency words from a research-based list	

(B) demonstrate and apply spelling knowledge by:

TEKS 5.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 5.2.B.ii	spelling words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i>	
TEKS 5.2.B.iii	spelling multisyllabic words with multiple sound-spelling patterns	
TEKS 5.2.B.iv	spelling words using advanced knowledge of syllable division patterns	
TEKS 5.2.B.v	spelling words using knowledge of prefixes	

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5**

**Unit 10**

**Correlation—Teacher’s Guide**

TEKS 5.2.B.vi	spelling words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants	
TEKS 5.2.C	write legibly in cursive	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 5.3.A	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	
TEKS 5.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	
TEKS 5.3.C	identify the meaning of and use words with affixes such as <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i>	
TEKS 5.3.D	identify, use, and explain the meaning of adages and puns	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 5.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 5.5	self-select text and read independently for a sustained period of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 5.6.A	establish purpose for reading assigned and self-selected texts	U10: p. 6, U10: p. 12
TEKS 5.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 5.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	U10: p. 106, U10: p. 115, U10: p. 116
TEKS 5.6.D	create mental images to deepen understanding	
TEKS 5.6.E	make connections to personal experiences, ideas in other texts, and society	U10: p. 84, U10: p. 88
TEKS 5.6.F	make inferences and use evidence to support understanding	U10: p. 30, U10: p. 38, U10: p. 42, U10: p. 46, U10: p. 84, U10: p. 93, U10: p. 94, U10: p. 106, U10: p. 110
TEKS 5.6.G	evaluate details read to determine key ideas	U10: p. 42, U10: p. 51, U10: p. 52, U10: p. 54, U10: p. 58, U10: p. 64, U10: p. 68
TEKS 5.6.H	synthesize information to create new understanding	U10: p. 20, U10: p. 24, U10: p. 29, U10: p. 74, U10: p. 82, U10: p. 83

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5**

**Unit 10**

**Correlation—Teacher’s Guide**

TEKS 5.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 5.7.A	describe personal connections to a variety of sources, including self-selected texts	
TEKS 5.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	
TEKS 5.7.C	use text evidence to support an appropriate response	U10: p. 54, U10: p. 62, U10: p. 63, U10: p. 118, U10: p. 125, U10: p. 127
TEKS 5.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	U10: p. 30, U10: p. 34, U10: p. 40, U10: p. 96, U10: p. 100, U10: p. 105
TEKS 5.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	U10: p. 118, U10: p. 121
TEKS 5.7.F	respond using newly acquired vocabulary as appropriate	
TEKS 5.7.G	discuss specific ideas in the text that are important to the meaning	U10: p. 9, U10: p. 74, U10: p. 78
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 5.8.A	infer multiple themes within a text using text evidence	U10: p. 6, U10: p. 18, U10: p. 19
TEKS 5.8.B	analyze the relationships of and conflicts among the characters	U10: p. 20, U10: p. 28
TEKS 5.8.C	analyze plot elements, including rising action, climax, falling action, and resolution	U10: p. 96, U10: p. 104
TEKS 5.8.D	analyze the influence of the setting, including historical and cultural settings, on the plot	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 5.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales	
TEKS 5.9.B	explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	
TEKS 5.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

### Unit 10

### Correlation—Teacher’s Guide

(D) recognize characteristics and structures of informational text, including:		
TEKS 5.9.D.i	the central idea with supporting evidence	
TEKS 5.9.D.ii	features such as insets, timelines, and sidebars to support understanding	
TEKS 5.9.D.iii	organizational patterns such as logical order and order of importance	
(E) recognize characteristics and structures of argumentative text by:		
TEKS 5.9.E.i	identifying the claim	
TEKS 5.9.E.ii	explaining how the author has used facts for or against an argument	
TEKS 5.9.E.iii	identifying the intended audience or reader	
TEKS 5.9.F	recognize characteristics of multimodal and digital texts	
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 5.10.A	explain the author’s purpose and message within a text	
TEKS 5.10.B	analyze how the use of text structure contributes to the author’s purpose	U10: p. 64, U10: p. 72, U10: p. 73
TEKS 5.10.C	analyze the author’s use of print and graphic features to achieve specific purposes	
TEKS 5.10.D	describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	
TEKS 5.10.E	identify and understand the use of literary devices, including first- or third-person point of view	
TEKS 5.10.F	examine how the author’s use of language contributes to voice	
TEKS 5.10.G	explain the purpose of hyperbole, stereotyping, and anecdote	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 5.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	U10: p. 128, U10: p. 131, U10: p. 133, U10: p. 134, U10: p. 137
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 5.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion	U10: p. 9, U10: p. 128, U10: p. 131, U10: p. 133, U10: p. 134, U10: p. 137
TEKS 5.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details	U10: p. 9, U10: p. 128, U10: p. 131, U10: p. 133, U10: p. 134, U10: p. 137

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5**

**Unit 10**

**Correlation—Teacher’s Guide**

TEKS 5.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	U10: p. 134, U10: p. 137
(D) edit drafts using standard English conventions, including:		
TEKS 5.11.D	edit drafts using standard English conventions	U10: p. 134, U10: p. 137, U10: p. 140
TEKS 5.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	
TEKS 5.11.D.ii	past tense of irregular verbs	
TEKS 5.11.D.iii	collective nouns	
TEKS 5.11.D.iv	adjectives, including their comparative and superlative forms	
TEKS 5.11.D.v	conjunctive adverbs	
TEKS 5.11.D.vi	prepositions and prepositional phrases and their influence on subject-verb agreement;	
TEKS 5.11.D.vii	pronouns, including indefinite	
TEKS 5.11.D.viii	subordinating conjunctions to form complex sentences	
TEKS 5.11.D.ix	capitalization of abbreviations, initials, acronyms, and organizations	
TEKS 5.11.D.x	italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	
TEKS 5.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 5.11.E	publish written work for appropriate audiences	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 5.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	
TEKS 5.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	U10: p. 128, U10: p. 131, U10: p. 133, U10: p. 134, U10: p. 137
TEKS 5.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 5.12.D	compose correspondence that requests information	

**Unit 10**

**Correlation—Teacher’s Guide**

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS 5.13.A	generate and clarify questions on a topic for formal and informal inquiry	
TEKS 5.13.B	develop and follow a research plan with adult assistance	
TEKS 5.13.C	identify and gather relevant information from a variety of sources	
TEKS 5.13.D	understand credibility of primary and secondary sources	
TEKS 5.13.E	demonstrate understanding of information gathered	U10: p. 9
TEKS 5.13.F	differentiate between paraphrasing and plagiarism when using source materials	
TEKS 5.13.G	develop a bibliography	
TEKS 5.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	U10: p. 142, U10: p. 144

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 10

### Correlation—Teacher’s Guide

<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	U10: p. 102
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U10: p. 61
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	U10: p.82, U10: p. 105, U10: p. 114
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	U10: p. 29, U10: p. 40, U10: p. 52, U10: p. 63, U10: p. 73, U10: p. 82, U10: p. 83, U10: p. 91, U10: p. 93, U10: p. 102, U10: p. 114, U10: p. 124, U10: p. 127
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U10: p. 91
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	U10: p. 105, U10: p. 127
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

Unit 10		Correlation—Teacher’s Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	U10: p. 37
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	U10: p. 105, U10: p. 116, U10: p. 124, U10: p. 127, U10: p. 140
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	U10: p. 147
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	U10: p. 40, U10: p. 73, U10: p. 83, U10: p. 124
ELPS 3.E	share information in cooperative learning interactions	U10: p. 16, U10: p. 27, U10: p. 40, U10: p. 63, U10: p. 73, U10: p. 82, U10: p. 83, U10: p. 91, U10: p. 124, U10: p. 147

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

Unit 10		Correlation—Teacher’s Guide
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	U10: p. 116
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	U10: p. 147
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U10: p. 52
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships an identifying cognates, affixes, roots, d and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	U10: p. 16, U10: p. 49, U10: p. 102, U10: p. 132
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

**ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5**

**Unit 10**

**Correlation—Teacher’s Guide**

<p>ELPS 4.F</p>	<p>use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>U10: p. 61</p>
<p>ELPS 4.G</p>	<p>demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>U10: p. 27, U10: p. 37, U10: p. 63, U10: p. 71</p>
<p>ELPS 4.H</p>	<p>read silently with increasing ease and comprehension for longer periods</p>	
<p>ELPS 4.I</p>	<p>demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p>	<p>U10: p. 71</p>
<p>ELPS 4.J</p>	<p>demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p>	<p>U10: p. 29, U10: p. 49, U10: p. 116, U10: p. 132</p>
<p>ELPS 4.K</p>	<p>demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs</p>	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 10

### Correlation—Teacher’s Guide

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	U10: p. 140
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	U10: p. 140
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	U10: p. 140
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	U10: p. 19, U10: p. 93
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	U10: p. 19, U10: p. 52, U10: p. 93, U10: p. 132

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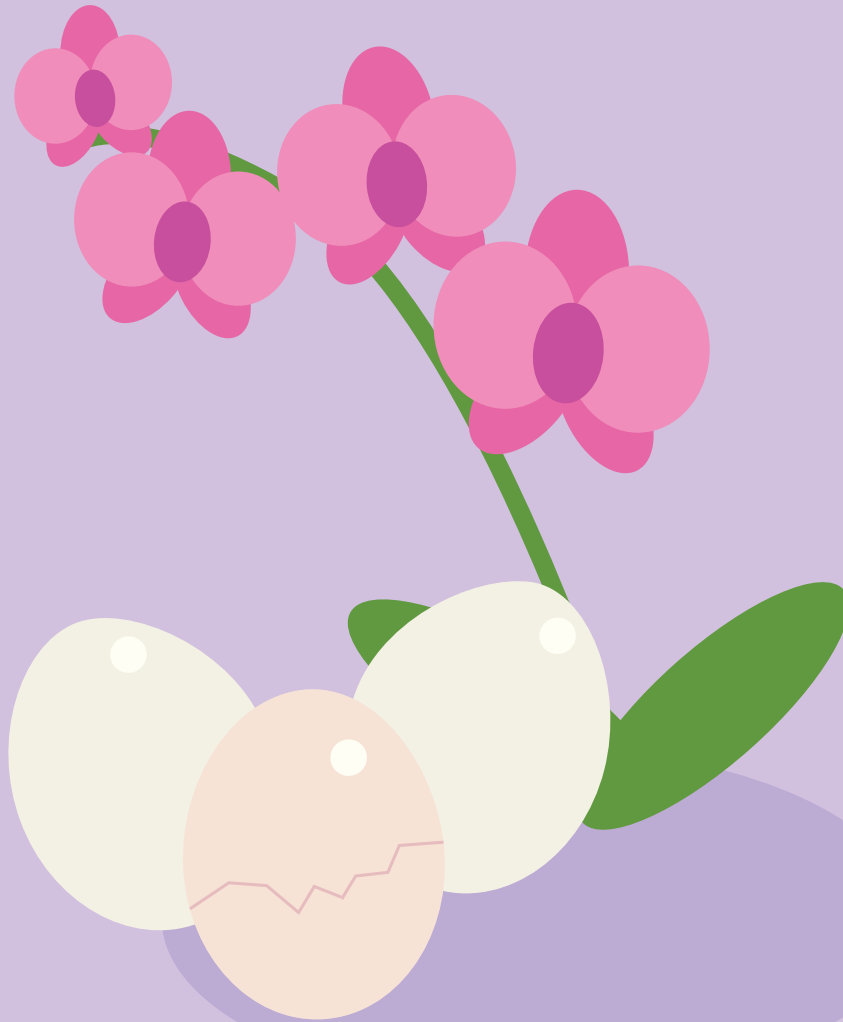


**Grade 5 | Unit 10** | Teacher Guide  
**Novel Study: *The Science of Breakable Things***

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**Grade 5**

**Unit 10** | Activity Book

**Novel Study: *The Science of Breakable Things***



Grade 5

Unit 10

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**Novel Study:**  
*The Science of Breakable Things*

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**Activity Book**

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Unit 10  
**Novel Study:**  
***The Science of Breakable Things***  
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 10 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Double Entry Journal

<b>Quote or Idea from Text:</b>	<b>Page #</b>	<b>Connection or Reaction</b>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Determining Themes

List topics from the story. Use these topics to determine the themes of the story.

<b>Topic: An issue or subject matter addressed in the story.</b>	<b>Theme: A repeated key idea or subject with a message or lesson that you can apply to your own life.</b>





### ***The Science of Breakable Things* Presentation Rubric**

- a) Synthesize information from the text to create a new understanding about key literary elements throughout the novel such as themes, character development, text structure, and important plot developments.
- b) Creatively organize your poster or digital slide presentation with purposeful structure and engaging details from the text using your best writing skills.
- c) Present your poster or digital slide presentation clearly in order to demonstrate your understanding of literary elements of the novel.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Ideas and Analysis</b>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• synthesizes information about literary elements presented</li> <li>• analyzes literary elements presented</li> <li>• makes clear connections between ideas and details</li> <li>• demonstrates awareness of purpose</li> </ul>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• synthesizes information about literary elements presented</li> <li>• analyzes literary elements</li> </ul>	<p>The presentation does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>• synthesize information about literary elements presented</li> <li>• analyze literary elements</li> </ul>
<b>Organization and Creative Composition</b>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• is well organized with purposeful structure and a creative opening</li> <li>• uses engaging ideas and details from the text</li> <li>• demonstrates strong writing skills, including the correct use of English conventions</li> </ul>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• is well organized with purposeful structure</li> <li>• includes visual aids</li> <li>• uses engaging ideas and details from the text</li> <li>• demonstrates writing skills that include correct use of English conventions</li> </ul>	<p>The presentation lacks one or more of the following:</p> <ul style="list-style-type: none"> <li>• organization</li> <li>• visual aids</li> <li>• ideas and details from the text</li> </ul>
<b>Language and Oral Skills</b>	<p>The presenter:</p> <ul style="list-style-type: none"> <li>• communicates ideas effectively</li> <li>• uses descriptive language purposefully to convey meaning</li> <li>• uses appropriate and correct language conventions</li> </ul>	<p>The presenter:</p> <ul style="list-style-type: none"> <li>• communicates ideas clearly</li> <li>• uses language to convey meaning</li> <li>• uses language conventions appropriately</li> </ul>	<p>The presenter does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>• communicate ideas clearly</li> <li>• use language to convey meaning</li> <li>• use language conventions appropriately</li> </ul>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Character Relationships

<b>Natalie</b>	<b>Character Interactions and Relationships</b>	<b>Natalie's Mom</b>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### It Says – I Say – And So

Question	It Says...	I Say....	So...
Read the question. What is it asking?	Find information from the text to help you answer the question.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.

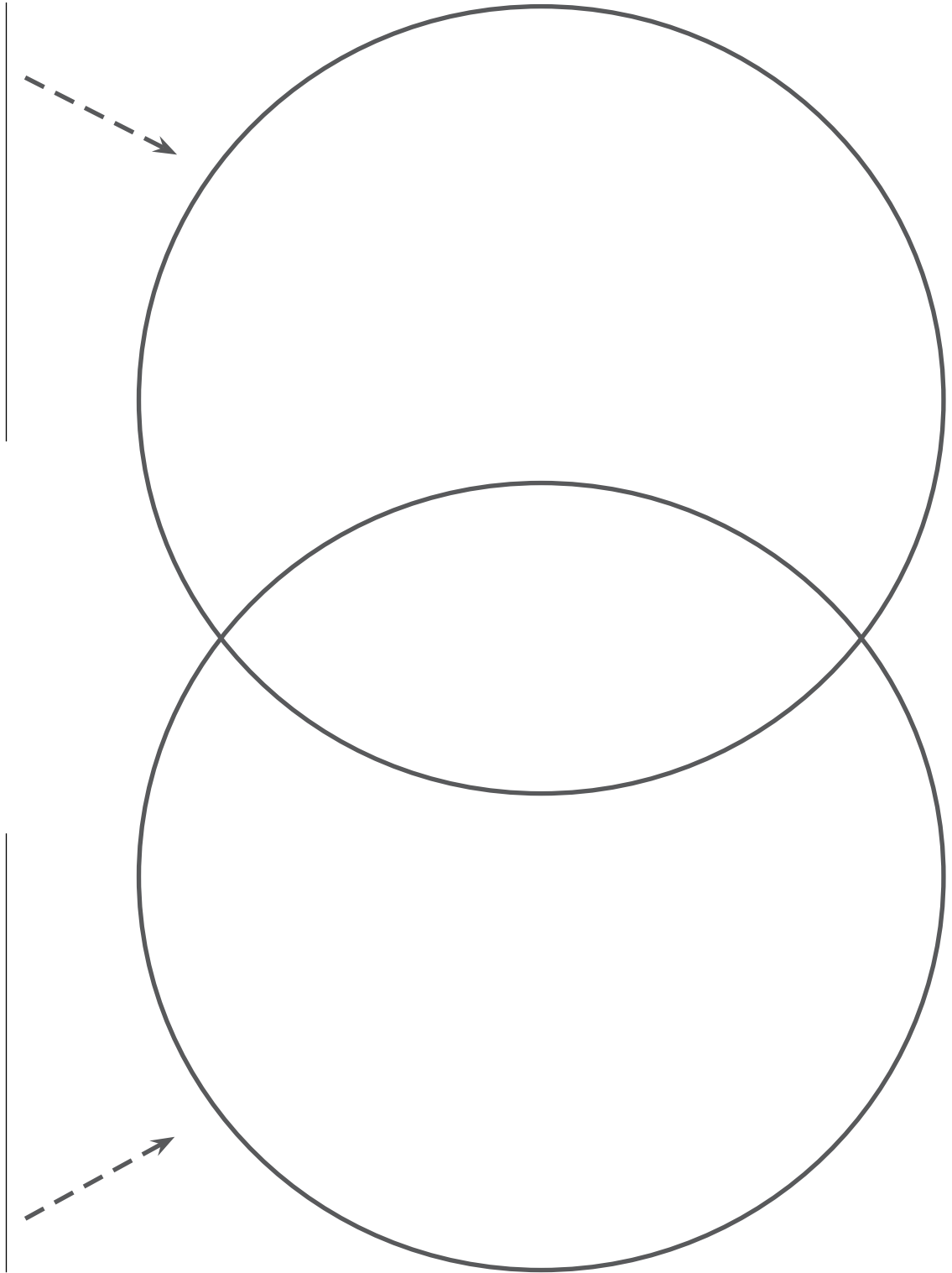
Question	It Says...	I Say....	So...
What is Natalie’s “secret question”?			
At the end of Assignment 9, Natalie gets an idea. What do you think it might be?			
What does the Blue Orchid symbolize for Natalie?			
List things Dari knows about Mr. Neely then use those to infer more about how Dari thinks of his teacher.			
How do you think Natalie feels when she tells her mom about going to New Mexico to see the Blue Orchids and hears her mom’s response?			



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Venn Diagram







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Relationships

Who is this relationship between?

How are these characters alike and different?

How do the characters feel about each other?

Why do the characters need each other?

Describe the relationship. Is it positive or negative? Both? Explain.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 6.1

<b>Scientific Steps</b>	<b>Key Details</b>
Step 1: Observe	
Step 2: Question	
Step 3: Investigative Research	
Step 4: Hypothesis	
Step 5: Procedure	
Step 6: Experiment	
Step 7: Results	
Step 8: Analyze Your Results	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Constructing a Friendly Letter

Dear \_\_\_\_\_,

Write the name of the person receiving your letter here.

Write the body of the letter here.

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End your letter with a closing here, such as "Sincerely,"

Sign your name here



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Character Reply Letter

Dear \_\_\_\_\_,

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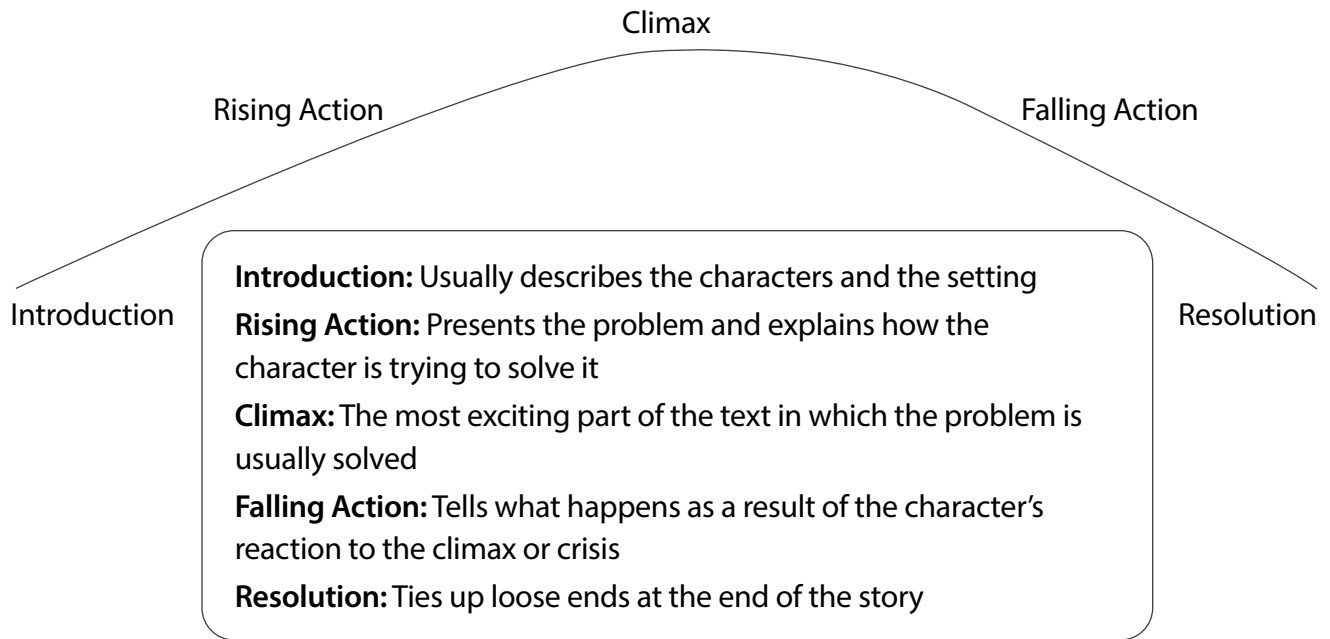
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



List the events in the novel for the first three parts of a plot (Introduction, Rising action, Falling action). Refer to the text and your double entry journals to identify the correct order of events.

**Introduction:** \_\_\_\_\_  
\_\_\_\_\_

**Rising Action:** \_\_\_\_\_  
\_\_\_\_\_

**Climax:** \_\_\_\_\_  
\_\_\_\_\_

**Falling Action:** \_\_\_\_\_  
\_\_\_\_\_

**Resolution:** \_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

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### Making Predictions

<b>Make</b>	<b>Revise</b>	<b>Confirm</b>	<b>Actual</b>



## Novel Presentation Slides Template

*Instructions: Create a digital slideshow about your novel, completing the following slides:*

- Slide 1*     **Title page:** Title, author's name, your name. Illustrate the main character and other representations of the book.
- Slide 2*     **Summary:** Write a detailed summary of the novel. Remember that a summary includes key events, not small details from the text.
- Slide 3*     **Text Structure:** Describe the structure of the novel. Explain how the author's use of text structure contributes to the author's purpose.
- Slide 4–5*   **Vocabulary Pages:** Choose 10 vocabulary words from the novel. Type the word, part of speech, definition, and make a sentence using the word. Feel free to add an image to describe the word.
- Slide 6*     **Main Idea/Topic vs. Theme:** Explain the main ideas or topics of the novel vs. the themes of the novel. Consider how they are different from one another.
- Slide 7*     **Compare and Contrast Characters:** Select two characters from the novel and compare and contrast them. Consider how their similarities and differences impact the novel
- Slide 8*     **Plot Elements:** Summarize the plot elements of the story: Introduction, Rising action, Climax, Falling action, and Resolution.
- Slide 9*     **Character Relationships:** Choose two characters and describe their relationship. Describe how the characters treat each other, feel about each other, and how the nature of their relationship changes throughout the novel.
- Slide 10*    **Favorite Scene Page:** Choose your favorite scene from the story and write a summary about the events that took place. Illustrate the scene.
- Slide 11*    **Book Review:** Write a review. What did you think of the book and why?
- Slide 12*    **Choice Page:** It's your choice on how you want to design this page about the novel.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<h2 style="text-align: center;">Novel Presentation Checklist</h2>	<input checked="" type="checkbox"/>
<p>Create a digital slideshow or poster to review the main aspects of <i>The Science of Breakable Things</i>. Use the quotes and ideas in your double entry journal, Activity Pages, any notes, and the novel as you are drafting and developing your presentation. Include the following sections in your slideshow or poster.</p>	
<p><b>Summary:</b> Write a detailed summary of the novel. Remember that a summary includes key events, not small details from the text.</p>	
<p><b>Text Structure:</b> Describe the structure of the novel. Explain how the author's use of text structure contributes to the author's purpose.</p>	
<p><b>Vocabulary:</b> Choose ten vocabulary words from the novel. Type the word, part of speech, definition, and make a sentence using the word. Feel free to add an image to describe the word.</p>	
<p><b>Main Idea/Topic vs. Theme:</b> Explain the main ideas or topics of the novel and the themes of the novel. Consider how they are different from one another.</p>	
<p><b>Compare and Contrast Characters:</b> Select two characters from the novel and compare and contrast them. Consider how similarities and differences impact the novel.</p>	
<p><b>Plot Elements:</b> Summarize the plot elements of the story: introduction, rising action, climax, falling action, and resolution.</p>	
<p><b>Character Relationships:</b> Choose two characters and describe their relationship. Describe how the characters treat each other, feel about each other, and how the nature of their relationship changes throughout the novel.</p>	
<p><b>Favorite Scene:</b> Choose your favorite scene from the story and write a summary about the events that took place. Illustrate the scene.</p>	
<p><b>Novel Review:</b> Write a review. What did you think of the novel and why?</p>	
<p><b>Choice Page:</b> It's your choice on how you want to design this page about your story.</p>	





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Editing Checklist

- I have corrected all spelling errors in my writing.
  
- I have checked that proper punctuation ( , , ? ! "" ) has been included in my writing.
  
- I have included capitalized proper nouns (names of people, places, and things) and started each sentence with a capital letter.
  
- I have used complete sentences (subject and predicate) in my writing.



## End-of-Year Assessment—Reading Comprehension

*You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

### Passage 1: How the Turkey Buzzard Got His Suit

- 1 It was a long, long time ago, when the earth was very young. Trees and flowers were growing everywhere, but there were no birds. One morning the Great Spirit drew back the blanket from the door of his wigwam in the sky. He looked upon the earth and smiled, for he saw that his work was good.
- 2 “Today,” thought he, “I will make big birds to fly in and out among the beautiful trees and flowers of the earth, and they shall sing as they fly.”
- 3 Then the Great Spirit spoke, and the treetops were full of birds—but they had no feathers.
- 4 All day he watched them fly and listened to their songs. But their bodies and long legs did not please him, and before the sun had set he had made feathered suits, of every size and color, to cover them.
- 5 That night, as the birds hid their heads under their wings, the Great Spirit spoke to them. He told them about the feathered suits he had made for them, and where these suits could be found.
- 6 A council was called the next day by the birds. They chose *Gah gah go wah*, the Turkey Buzzard, to get the suits. He could fly over a long trail and not be tired.

- 7 The birds told him that if he would go, he could have the first choice of the suits of feathers, but he must not try on any suit more than once.
- 8 Turkey Buzzard promised not to try on any suit more than once and set out toward the setting sun. Twice the sun set, and three times it rose, before he found the feathered suits. There were many of them, and they were very beautiful. He could not make up his mind about which one he would like best to wear.
- 9 Then he remembered that he could try on each suit of feathers once. So he began to put them on.
- 10 The feathers of the first suit were too long and trailed on the ground as he walked. He could not fly well in them either. Turkey Buzzard laid that suit aside.
- 11 The next suit shone like gold, and the feathers were a beautiful yellow. Turkey Buzzard put it on and strutted up and down the forest.
- 12 “Oh, how handsome I am!” he said. “But I must not keep this, for if I did, I should shine like the face of the Great Spirit that all the other birds would see me.”
- 13 And he slipped off the suit of yellow feathers as quickly as possible.
- 14 A third suit was of pure white feathers. Turkey Buzzard thought it looked very beautiful and it was a perfect fit.
- 15 “But it will get dirty too soon,” he said. “I will not choose this.”
- 16 And this, too, was laid aside.
- 17 There were not enough feathers in the fourth suit so Turkey Buzzard shivered with cold. It was not warm enough, and he would not have it.

NAME: \_\_\_\_\_

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- 18 There were too many feathers, and too many pieces, in the fifth suit. It took too much time to put it on, and Turkey Buzzard did not want that.
- 19 So he went from one suit to another, trying it on and taking it off. Always he had some new fault to find. Something was wrong with each one, nothing quite pleased him, and no suit was just right.
- 20 At last there was but one suit left, and it was not pretty. It was a plain, dull color and very short of feathers at the neck and head. Turkey Buzzard put it on. He did not like it, and it did not fit him well as it was cut too low in the neck. Turkey Buzzard thought it was the homeliest suit of all. But it was the last suit, so he kept it on.
- 21 Then *Gah gah go wah*, the Turkey Buzzard, gathered up the suits and flew back to the bird lodge still wearing the plain, dull-colored suit.
- 22 The birds again called a council. Each was told to select a suit from those that *Gah gah go wah* had brought, and put it on, which they did.
- 23 Then the birds in their beautiful feathered suits began to walk and fly about the Turkey Buzzard, and to make fun of his plain, dull dress.
- 24 But *Gah gah go wah* held his head high and walked proudly about among the birds. He looked with scorn on their beautiful suits. After a time he spoke.
- 25 He said, "*Gah gah go wah*, the Turkey Buzzard, does not want your suits. He had the pick of them all, and he likes his own suit best."

## Questions

1. Why did the Great Spirit make feathered suits for the birds?
  - A. He wanted to use the feathers he had for something.
  - B. He couldn't make up his mind about which birds he liked best.
  - C. He didn't like the way the birds' bodies and long legs looked.
  - D. He wanted the birds to be warm.
2. Why did Turkey Buzzard try on every suit?
  - A. He couldn't make up his mind about which would be the best suit to wear.
  - B. He wanted to touch all the feathers.
  - C. He was told he could try on each suit as many times as he wanted.
  - D. He had to fly a long way to get to the suits.
3. A simile compares two things, usually using *like* or *as*. What does the following simile from Paragraph 11 mean?

The next suit shone like gold and the feathers were a beautiful yellow.

- A. The suit was dull in color and less attractive than the other suits.
- B. The suit had many colors that made it attractive to look at.
- C. The feathers were made of gold and they shone in the sunlight.
- D. The bright yellow feathers made the suit vibrant and colorful, as if it were made of gold.

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4. What was wrong with each of the following suits Turkey Buzzard tried on?

Suit	What was wrong with it?
first suit	
next suit	
third suit	
fourth suit	
fifth suit	

*The following question has two parts. Answer Part A and then answer Part B.*

5. **Part A:** What is the meaning of the word *homeliest* in the following sentence from paragraph 20?

Turkey Buzzard thought it was the homeliest suit of all.

- A. colorful
- B. itchy
- C. appealing
- D. unattractive

**Part B:** Underline the words and phrases in the text that helped you determine the meaning of *homeliest*.

6. Why did Turkey Buzzard hold his head high and walk proudly in his chosen suit among the other birds?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

## Passage 2: Titian

- 1 We have seen how most of the great painters loved to paint scenes which they had known when they were boys. They clearly and vividly remembered these scenes all their lives. So when we come to the great Venetian painter Titian, we look with interest to see where he was born. This will help us know what pictures of nature he had in his mind when he was still a boy.
- 2 At the foot of the Alps lies the little town of Cadore on the Pieve River. This is where Titian was born. On every side rise great masses of rugged mountains towering up to the sky, with jagged peaks and curious fantastic shapes. Clouds float around their summits. The mist will often wrap them in gloom and give them a strange and awesome look. At the foot of the craggy pass the mountain-torrent of the Pieve roars and tumbles on its way. Far-reaching forests of trees, with weather-beaten, gnarled, old trunks, stand firm against the mountain storms. Beneath their wide-spreading boughs there is a gloominess almost of twilight, showing glimpses here and there of deep purple distances beyond.
- 3 No wonder Titian loved to paint mountains and was the first to paint a purely landscape picture. He grew up in those strange solemn mountains and the wild country around them, in the deep gloom of the woods and the purple of the distance beyond.
- 4 The boy's father, Gregorio Vecelli, was one of the nobles of Cadore, but the family was not rich. When Titian was 10 years old he was sent to an uncle in Venice to be taught some trade. He had always been fond of painting. It is said that when he was a very little boy he was found trying to paint a picture with the juices of flowers. His uncle, seeing that the boy had some talent, placed him in the studio of Giovanni Bellini.

- 5 Titian learned much from Bellini. But it was not until he first saw the artist Giorgione's work that he dreamed of what was possible to do with color. From that point forward he began to paint with a marvelous richness of color. This is what made his name famous all over the world.
- 6 At first, young Titian worked with Giorgione. Together they began to create frescoes on the walls of the Exchange above the Rialto Bridge in Venice. But over time Giorgione grew jealous. Titian's work was praised too highly and was even thought to be the better of the two. So they parted company.
- 7 It became clear that Titian was another great painter who was likely to bring fame and honor to the city of Venice. He was invited to finish the frescoes in the Grand Council chamber, which Bellini had begun. He was also invited to paint the portraits of the Doges, Venice's rulers.
- 8 These portraits which Titian painted were greatly admired. All the great princes and nobles desired to have themselves painted by the Venetian artist. The Emperor Charles V himself stopped at Bologna and sent someone to Venice to get Titian. The Emperor was so delighted with Titian's work that he made the painter a knight with a pension, or retirement payment, of two hundred crowns.
- 9 Fame and wealth awaited Titian wherever he went. Before long he was invited to Rome to paint a portrait of the Pope. There he met Michelangelo, who looked with much interest at his work. Michelangelo praised Titian's work highly, for the use of color was like nothing he had ever seen before.
- 10 "It is most beautiful," Michelangelo said afterwards to a friend. "But it is a pity that in Venice they do not teach men how to draw as well as how to use color. If this Titian drew as well as he painted, it would be impossible to surpass him."

NAME: \_\_\_\_\_

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**A.1**  
CONTINUED

ASSESSMENT

- 11 But ordinary eyes can find little fault with Titian's drawing, and his portraits are thought to be among the most wonderful ever painted. Besides painting portraits, Titian painted many other kinds of paintings, and these too are considered to be masterpieces.
  
- 12 Titian lived to be a very old man, almost a hundred years old. Even as an old man, he was always seen with the brush in his hand, painting some new picture. When he passed away, he left behind many beautiful paintings that adorned the walls of his beloved Venice. In fact, he made the whole world richer and more beautiful.

## Questions

7. What is the painter Titian known for?
- A. richness of color in landscapes and portraits
  - B. religious art
  - C. working with the artist Giorgione
  - D. being the son of a noble

*The following question has two parts. Answer Part A and then answer Part B.*

8. **Part A:** What work made it clear that Titian would bring fame and honor to Venice?
- A. the first purely landscape picture he created
  - B. pictures he painted using juices of flowers
  - C. the portrait of Emperor Charles V
  - D. the walls of the Exchange above the Rialto Bridge

**Part B:** Why did this work make it clear Titian was a talented painter?

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NAME: \_\_\_\_\_

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9. Why is it not surprising that Titian was the first artist to paint a purely landscape picture?
- A. He grew up in Venice, among the canals and busy trading atmosphere.
  - B. He grew up in the mountains, among beautiful, natural scenes.
  - C. He grew up in Rome, around religious art commissioned by the pope.
  - D. He grew up in a busy city, around lots of people, merchants, and art.

10. What does the following sentence from paragraph 9 mean?

Fame and wealth awaited Titian wherever he went.

- A. It was hard for Titian to find work no matter where he went.
- B. Titian was so talented that wherever he went he became famous and wealthy.
- C. Titian became famous and wealthy only when he worked with Giorgione.
- D. Titian became famous and wealthy only because he worked with Michelangelo.

## Passage 3: Improvements in Transportation

### Getting Around

- 1 In the 1700s, America's population grew and spread. One thing became clear: The United States would need to improve its transportation system. Roads were dirt paths really, dusty in summer, muddy in winter, with tree stumps sticking up here and there. These would not do for a growing nation.
- 2 By 1800, improvements had, in fact, been made on many of the roads that connected the growing cities and towns of the East. They had been widened and were able to handle wagon traffic as well as horses. It was now possible to travel between the main towns by stagecoach.
- 3 The stagecoach got its name from the fact that it made its journey "in stages": every 15 or 20 miles, the driver of the coach stopped at a station to change the team of horses for the next stage of the journey.
- 4 Although stagecoach travel was an improvement over travel on horseback, it was still hardly a comfortable experience. You began your trip at 2:00 or 3:00 in the morning. Sitting on hard, wooden seats in a coach without springs, you felt every bump and hole in the unpaved roads. Male passengers learned not to dress in fancy clothes, because when the wheels of the coach got stuck in a mud hole the men were expected to help lift the coach out.
- 5 When the sun went down and your stagecoach stopped at an inn, you found things hadn't changed much since the early 1700s. You still got a bad meal and a terrible night's sleep. Often travelers slept four in a bed, with males in one bedroom and females in another.

## Turnpikes

- 6 Another improvement was the development of roads called turnpikes. Just before 1800, a number of people figured that if they could build good roads, they could charge people for using them. Every ten miles or so, the road's owners would collect a toll, or fee. They did this by placing a pike, or pole, across the road, blocking passage until the traveler paid the toll. That is how the turnpike got its name. When the toll was paid, the pike would be turned, allowing the traveler to pass.
- 7 Some of these turnpikes were actually paved with stone or gravel. Most, though, were just improved versions of the old dirt road—a little smoother, a little wider, with the tree stumps in them a little lower. But the newer roads were just as dusty and muddy, depending on the season, as the older roads. And most of them ran between the cities of the East, where there were lots of users to pay the tolls. No turnpike ran very far west.
- 8 None of these improvements, then, answered the growing needs of people who were moving west. There were few roads wide enough for wagons. Pioneers, therefore, still traveled mainly on foot, leading a horse or mule that carried their supplies.

## Steamboats

- 9 Improved roads were a big help, but they were still a very slow and expensive way for westerners to ship their farm products to the markets of the world. Rivers provided a better way to do that. Most of the streams west of the Appalachian Mountains emptied into the Ohio River. The Ohio in turn emptied into the great Mississippi River. That is why so many settlers chose to farm the land along these waterways. They could load their goods on flatboats and float them downstream all the way to the port of New Orleans. From there the goods could be sent by ship anywhere in the world.

- 10 But flatboats could not return upstream against the current without great human effort. Most farmers therefore, after selling their crops in New Orleans, would break up their boats and sell them for lumber. They then returned north by horseback or on foot.
- 11 Was there some way that would allow river travel to go upstream as well? An American inventor named Robert Fulton believed he knew how. He built a boat and placed two large paddle wheels on its sides. He then installed a steam engine that would turn the paddle wheels, which would work like oars and push the boat through the water.
- 12 Fulton named his boat the *Clermont*. Others who saw this odd-looking boat laughed and called it a different name: *Fulton's Folly*. But Robert Fulton had the last laugh. In August 1807, the *Clermont* steamed up the Hudson River, against the current, from New York City to Albany—150 miles in only 32 hours. Fulton's steamboat made the trip in far less time than a horse-drawn wagon could, and it carried a much larger cargo. It did not take long for steamboats to make their appearance on the Ohio and Mississippi Rivers, carrying passengers and goods down and especially up these water highways.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Questions

11. What improvements in transportation are presented in this passage? Circle all that apply.

- A. roads widened to handle wagons and horses
- B. stagecoach travel
- C. turnpikes
- D. flatboats
- E. steamboats

12. Why did road owners collect a toll?

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13. Why were improvements in transportation needed in the United States in the 1700s and 1800s?

- A. The population in the United States was declining, as was the need for transportation methods.
- B. The population in the United States was growing and spreading, and transportation was needed to accommodate those changes.
- C. People didn't need to use roads and waterways for travel or for shipping goods.
- D. Turnpike developers stopped collecting tolls from travelers using the roads.

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** What is the meaning of the word *folly* in the following sentence from paragraph 12?

Others who saw this odd-looking boat laughed and called it a different name: Fulton's Folly.

- A. important improvement
- B. new approach
- C. foolish idea
- D. slow method

**Part B:** What words and phrases in the text helped you determine the meaning of *folly*?

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15. The idiom *had the last laugh* means to succeed when others thought you wouldn't. What does it mean in paragraph 12 when it says Fulton had the last laugh?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16. Compare and contrast the stagecoach, turnpikes, and the steamboat as improvements in transportation. Which improvement best addressed transportation issues and why?

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End-of-Year Reading Comprehension Score: \_\_\_\_\_ /16 points

*To receive a point for a two-part question (i.e., 5, 8, and 14), students must correctly answer both parts of the question.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grade 5 End-of-Year Assessment Summary

### Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
13/16	_____/16

### Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Other Notes:

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## Fluency Assessment Scoring Sheet

	<input style="width: 100%; height: 40px;" type="text"/>	Words Read in One Minute
—	<input style="width: 100%; height: 40px;" type="text"/>	Uncorrected Mistakes in One Minute
	<input style="width: 100%; height: 40px;" type="text"/>	W.C.P.M.

Percentile	Spring Grade 5 W.C.P.M.
90	194
75	168
50	139
25	109
10	83

**Comprehension Questions Total Correct \_\_\_\_\_/4**

<b>Benchmark Fluency:</b> Percentile 50 or above
<b>Student Fluency:</b> _____
<b>Benchmark Comprehension:</b> 3/4 Questions
<b>Student Comprehension:</b> _____/4 Questions

### Recommended placement in Grade 6 (check one)

- Grade 6 without reservation
- Grade 6 with additional support
- Intensive remedial intervention

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## End-of-Year Grammar Assessment

*Read and answer each question.*

*For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.*

- Copernicus observed that the planets moved in ways that didn't agree with the long-held geocentric model.
- The Maya and the Aztec civilizations developed in Mesoamerica.

*Read each pair of sentences about Don Quixote. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.*

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	alternatively
just as	in contrast
also	instead

- Don Quixote thought he saw a man wearing an enchanted helmet. Sancho saw a barber riding a donkey and wearing a basin on his head to protect it from the rain.

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4. Don Quixote meddled in an interaction between a farmer and a young boy.  
Don Quixote meddled in a situation with merchants and servants.

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5. Don Quixote is idealistic, or thinks positively about things. Sancho is realistic, or sees things the way they actually are.

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*For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.*

6. Guild members in Florence chose Ghiberti to help Brunelleschi build the cathedral dome.
7. Brunelleschi was angry.
8. In the summer of 1911, Ishi emerged from the wilderness in Oroville.
9. He was a very unusual sight.

Use the information provided in the “Subject” and “Verb” columns of the following chart to fill in the “Agreement in the Present Tense” column so the subject and verb are in agreement in the present tense.

<b>Subject</b>	<b>Verb</b>	<b>Agreement in the Present Tense</b>
I	to be	10.
the sky	to look	11.
the authors	write	12.
he	to see	13.
they	run	14.
we	to be	15.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*For each of the following items in a series, write a complete sentence using commas correctly.*

crisp air colorful leaves hot cider

17. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

carrots peas potatoes

18. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Use the information provided in the “Subject” and “Verb” columns of the following chart to fill in the “Agreement in the Past Tense” column so the subject and verb are in agreement in the past tense.

<b>Subject</b>	<b>Verb</b>	<b>Agreement in the Past Tense</b>
Leonardo da Vinci	to have	19.
Native Americans	to be	20.
Jacob	to see	21.
I	to be	22.
we	to have	23.
she	to feel	24.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

25. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.*

out	with	after	in
-----	------	-------	----

26. Galileo was born \_\_\_\_\_ Pisa, Italy, in 1564 CE and lived \_\_\_\_\_ Copernicus, building on Copernicus's work.

27. The Arapahoe and Cheyenne fought \_\_\_\_\_ the Lakota at the Battle of the Little Bighorn.

*For each pair of words, write a sentence using the correlative conjunctions correctly.*

28. *not only/but also*

---

---

---

29. *either/or*

---

---

---

*Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong or mild.*

30. Stop! There might be poison ivy under that bush.

Type: \_\_\_\_\_

31. Oh, let's come back later when the store is less crowded.

Type: \_\_\_\_\_

*For each word provided in Column 1: Word(s), write one correct pronoun in Column 2: Pronoun.*

<b>Column 1: Word(s)</b>	<b>Column 2: Pronoun</b>
Isabella d'Este	32.
the clouds	33.
Mom, Dad, and I	34.
the teacher	35.
Martin Luther	36.
my sister	37.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Select one row from the chart, and write two sentences. The first sentence should use the noun in Column 1: Word(s) as the subject, and the second sentence should use the pronoun in Column 2: Pronoun as the subject.*

38. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Fill in the blanks with the correct pronoun antecedent from the box.*

his	her	their	its
-----	-----	-------	-----

39. Martin Luther nailed \_\_\_\_\_ Ninety-Five Theses to the church door at the University of Wittenberg.
40. Both the Maya and the Aztec built temples in \_\_\_\_\_ important city centers.
41. The woman shown in Leonardo da Vinci's painting *Mona Lisa* is well-known for \_\_\_\_\_ mysterious smile.
42. When Native Americans on the Great Plains hunted the buffalo, they used \_\_\_\_\_ hide for clothing, tepee covers, bedding, and moccasins.

*Add a comma in the appropriate place for each of the following sentences.*

- 43. First I will finish my homework.
- 44. Oh Roberto said it would be easy and it was!
- 45. Well we won't get to the field before the game starts.

*Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark). If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).*

- 46. \_\_\_\_\_ Don Quixote tried to do what he thought was right. Sometimes he will make mistakes when he will attempt to fix things.

Rewrite sentence(s), if needed:

---

---

- 47. \_\_\_\_\_ Rather than conquer or tame the land, Native Americans blended into the land. They built sturdy, cozy houses.

Rewrite sentence(s), if needed:

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.*

48. Don Quixote and Sancho Panza traveled for days.

(First/At last) \_\_\_\_\_, they arrived home.

49. Custer was sure he and his soldiers would win the Battle of the Little Bighorn.

(Next/In the end) \_\_\_\_\_, though, the Lakota and their allies won.

*Insert a comma in the correct place in the following sentences.*

50. No we won't have time to stop at the craft store before dinner.

51. Teresa can you please fill this cup with water for the experiment?

52. Saturday is the first day of spring isn't it?

*Circle the correct way to write the following titles.*

53. Chapter "Myths of the Maya"      Myths of the Maya

54. Book "Shifts in Power"      *Shifts in Power*

55. Work of Art "Self-Portrait" by Sofonisba Anguissola      *Self-Portrait* by Sofonisba Anguissola

End-of-Year Grammar Score: \_\_\_\_\_ /55 points

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*æn/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /dē*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * -le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/ guarantee /gaer*ən*tee/ r-cont. * closed * open
4	marvelous /mar*vəl*us/ r-cont. * ə * digraph	betrayal /bē*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/ crescent /kres*ent/ closed * closed	quality /quol*if*ie/ closed * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	gherkin /ger*kin/ r-controlled * closed	disprove /dis*proov/ closed * digraph
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	loathe /loeth/ ivory /ie*vree/ open * open	
7	yearning /jern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph			



### Word Reading in Isolation Assessment Scoring Sheet

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>8</b>	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
<b>9</b>	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
<b>10</b>	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
<b>11</b>	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * -le	knitting /nit*ing/ closed * closed
<b>12</b>	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə * digraph
<b>13</b>	wriggle /rig*əl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * -le * open

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## End-of-Year Fluency Assessment Recording Copy

### Birds

Birds have several characteristics that enable them to fly, but being warm-blooded is essential to flight. They have a very high metabolism as only warm-blooded animals do. Metabolism is the process which produces energy in most animals' bodies. The high metabolism of birds is a steady flow of energy that helps them maintain the high levels of activity required by flight. The higher the activity level of an animal, the higher its metabolism is likely to be. What this means when it comes to eating is that they need lots of food to maintain that energy.

Have you ever heard the saying *eats like a bird* for someone who eats very small amounts of food at one time? An important thing to remember about this expression is that it does not mean birds do not eat very much. In fact, birds need to eat two times their body weight in food every day. This is because they have such a high metabolism and burn lots more energy than most animals. There are lots of small meals a day for birds. So, someone who “eats like a bird” is usually someone who “picks” at his or her food and only eats small bits at a time.

Cold-blooded animals depend on their surroundings to regulate internal body temperatures. But warm-blooded animals are able to produce heat for energy within their own bodies. They can travel farther and live in more extreme conditions than cold-blooded animals. The only warm-blooded animals that are able to go without food for long periods of time are hibernating animals. That's because their metabolism slows way down when they are hibernating, and they require less energy to stay alive.

Wings are also essential to flight. The shape of a bird's wings determines how far and high a bird can fly, in addition to its lightweight bones.

What else helps all birds fly? Feathers are a great help, serving as lightweight coverings for their wings. They mesh together as their wings flap downward, parting again to let air through as their wings sweep upward again. Feathers also act as insulation. Insulation is an extra layer that protects birds' skin from the sun and traps in heat. The trapped heat provides energy and warmth in the winter months. The point of the feather where it is attached to a bird's body is called the quill. All birds have feathers. No other animals do, so if you spot a feathered friend, you may assume that it's a bird. Because their precious feathers take quite a beating, birds take good care of them. Birds often preen their feathers with their beaks to keep them clean, waterproof, and in the right position.

**Word Count:** 455

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## End-of-Year Morphology Assessment

Read and answer each question. Some questions have two parts. Answer Part A and then answer Part B.

For 1 and 2, write the correct word to complete each sentence.

1. Be sure to take your time when you write the note, because the last time, your handwriting was \_\_\_\_\_, and I couldn't figure out the message.  
(legible, illegible, legal, illegal)
2. I have a \_\_\_\_\_ piano lesson each week that I attend on Tuesday of each week.  
(responsible, irresponsible, regular, irregular)
3. If someone is working on an *international* project, what does that mean?
  - A. That person is working on a project that involves one or more countries outside of the country in which he or she lives.
  - B. That person is working on a project alone with no help.
  - C. That person is working on a project for the country where he or she lives.
  - D. That person is working on a project with one other person.
4. If you *distract* someone from what they are doing, you are \_\_\_\_\_
  - A. helping them concentrate
  - B. adding more work for them to complete
  - C. taking their attention away from what they are doing
  - D. asking them to explain what they are doing

5. Which of the following words with the suffix *-ness* means the state or condition of being about to fall asleep?
- A. steadiness
  - B. crispness
  - C. drowsiness
  - D. emptiness

*The following question has two parts. Answer Part A and then answer Part B.*

6. **Part A:** Which of the following roots means “to empty”?
- A. *tract*
  - B. *mem*
  - C. *cred*
  - D. *vac*

**Part B:** Choose the word with the root that means “to empty” and write a sentence using the word.

- A. tractor
- B. remember
- C. credible
- D. evacuate

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For 7 and 8, write the correct word to complete each sentence.

7. The man was clearly \_\_\_\_\_ about waiting in line  
(mobile, immobile, patient, impatient)  
for his turn to purchase his items at the store, as he kept checking his watch.
8. My science project is \_\_\_\_\_ because I  
(audible, inaudible, complete, incomplete)  
haven't finished the last part.
9. If the dentist extracts a tooth from your mouth, what does the dentist do?
- A. The dentist puts in another tooth.
  - B. The dentist pulls out a tooth.
  - C. The dentist cleans a tooth.
  - D. The dentist protects a tooth.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** What does the root *serv* mean?
- A. *to empty*
  - B. *to save, protect, or serve*
  - C. *to draw or pull*
  - D. *to remember or recall*

**Part B:** Write a sentence using the word *conserve*. Make sure the sentence demonstrates the meaning of the word.

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11. Which of the following demonstrates the meaning of the word *enable*?
- A. severe drought preventing farmers from getting good crops
  - B. getting a good night's sleep before an important soccer game in order to play well
  - C. misplacing the library book you need for your history project
  - D. running late for school because you overslept
12. If someone is a *scientist*, what does that person do?
- A. performs a musical solo
  - B. plays the piano
  - C. works in a branch of science
  - D. makes art
13. A *credible* source is one that is \_\_\_\_\_.
- A. not trustworthy
  - B. trustworthy
  - C. remembered
  - D. not remembered
14. Circle the correct prefix to add to the root word in the following sentence.

*im-*

*in-*

*post-*

*fore-*

Not every baseball team plays games during the \_\_\_\_\_ season because only the teams that did the best during the regular season continue to play.

*For 15 and 16, write the correct word to complete each sentence.*

15. The police officer had to \_\_\_\_\_ traffic through the intersection because the stoplights weren't working.  
(cancel, cancellation, direct, direction)
16. Please tell me what \_\_\_\_\_ I should make to my essay about Don Quixote.  
(revise, revisions, decide, decisions)
17. Which of the following words with the root *mem* means “easy to remember for a particular reason”?
- A. *memoir*
  - B. *remember*
  - C. *commemorate*
  - D. *memorable*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

18. Explain what the following statement means:

She had the *foresight* to save money early so when she retired, she could live comfortably.

---

---

---

End-of-Year Morphology Score: \_\_\_\_\_ /18 points



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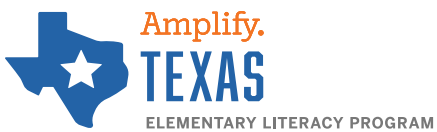
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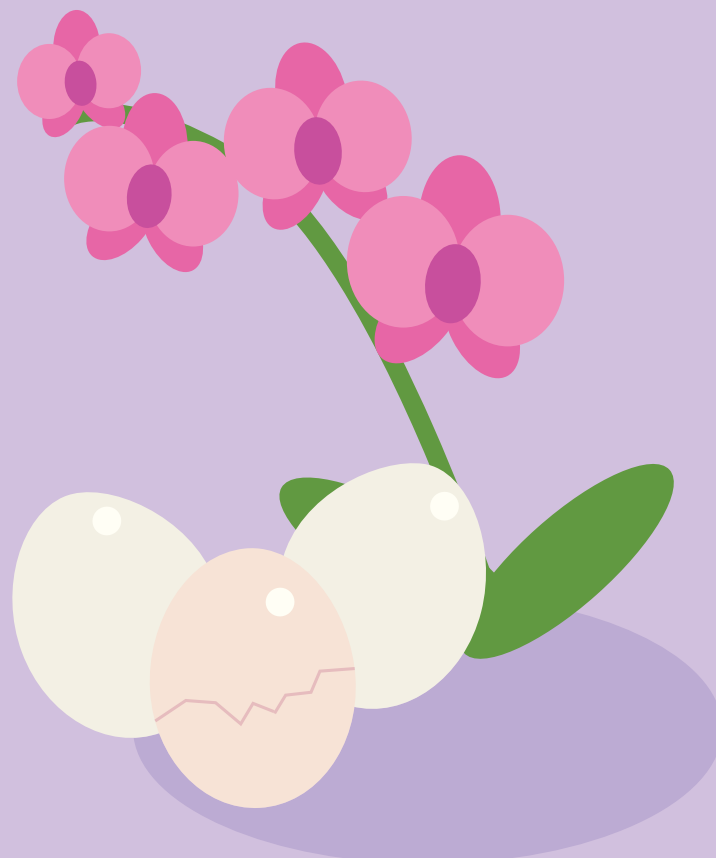


**Grade 5 | Unit 10 |** Activity Book  
**Novel Study: *The Science of Breakable Things***

ISBN 9781683919070



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Grade 5

## Unit 10 | Digital Components

**Novel Study: *The Science of Breakable Things***

Grade 5

Unit 10

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**Novel Study:**  
*The Science of Breakable Things*

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**Digital Components**

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# Novel Study: *The Science of Breakable Things*

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# Double Entry Journal

Quote or Idea from Text	Page #	Connection or Reaction

# Determining Themes

**List topics from the story. Use these topics to determine the themes of the story.**

<b>Topic: An issue or subject matter addressed in the story.</b>	<b>Theme: A repeated key idea or subject with a message or lesson that you can apply to your own life.</b>

# What is a theme?

A theme is a key subject or idea usually seen repeatedly in a text.

- It is the lesson or message the author wants you to learn from the story.
- The author doesn't explicitly state the theme. The reader usually has to infer it.
- A story can have more than one theme.
- A theme can be universal, meaning it can be relatable to many or applied to the lives of readers with different backgrounds and experiences.

## **The Science of Breakable Things Presentation Rubric**

- a) Synthesize information from the text to create a new understanding about key literary elements throughout the novel such as themes, character development, text structure, and important plot developments.
- b) Creatively organize your poster or digital slide presentation with purposeful structure and engaging details from the text using your best writing skills.
- c) Present your poster or digital slide presentation clearly in order to demonstrate your understanding of literary elements of the novel.

# ***The Science of Breakable Things Presentation Rubric (continued)***

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet Expectations</b>
<b>Ideas and Analysis</b>	<p>The presentation:</p> <ul style="list-style-type: none"><li>• synthesizes information about literary elements presented</li><li>• analyzes literary elements presented</li><li>• makes clear connections between ideas and details</li><li>• demonstrates awareness of purpose</li></ul>	<p>The presentation:</p> <ul style="list-style-type: none"><li>• synthesizes information about literary elements presented</li><li>• analyzes literary elements</li></ul>	<p>The presentation doesn't do one or more of the following:</p> <ul style="list-style-type: none"><li>• synthesize information about literary elements presented</li><li>• analyze literary elements</li></ul>

# The Science of Breakable Things Presentation Rubric (continued)

	Exceeds Expectations	Meets Expectations	Does not meet Expectations
<b>Organization and Creative Composition</b>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• is well organized with purposeful structure and a creative opening</li> <li>• uses engaging ideas and details from the text</li> <li>• demonstrates strong writing skills, including the correct use of English conventions</li> </ul>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>• is well organized with purposeful structure</li> <li>• includes visual aids</li> <li>• uses engaging ideas and details from the text</li> <li>• demonstrates writing skills that include correct use of English conventions</li> </ul>	<p>The presentation lacks one or more of the following:</p> <ul style="list-style-type: none"> <li>• organization</li> <li>• visual aids</li> <li>• ideas and details from the text</li> </ul>
<b>Language and Oral Skills</b>	<p>The presenter:</p> <ul style="list-style-type: none"> <li>• communicates ideas effectively</li> <li>• uses descriptive language purposefully to convey meaning</li> <li>• uses appropriate and correct language conventions</li> </ul>	<p>The presenter:</p> <ul style="list-style-type: none"> <li>• communicates ideas clearly</li> <li>• uses language to convey meaning</li> <li>• uses language conventions appropriately</li> </ul>	<p>The presenter doesn't do one or more of the following:</p> <ul style="list-style-type: none"> <li>• communicate ideas clearly</li> <li>• use language to convey meaning</li> <li>• use language conventions appropriately</li> </ul>

# Character Relationships

Natalie	Character Interactions and Relationships	Natalie's Mom

# It Says – I Say – And So

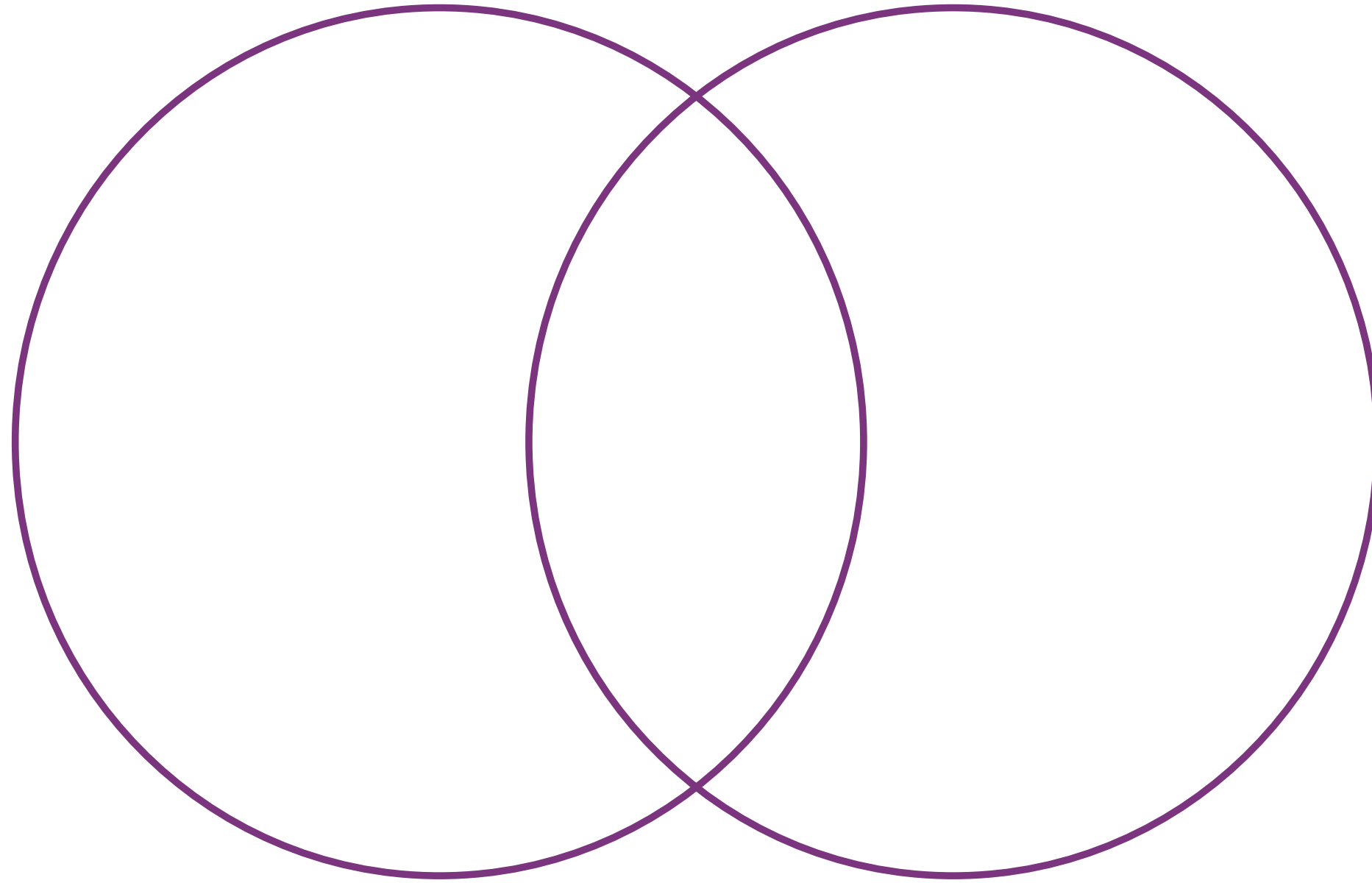
Question	It Says...	I Say....	So...
Read the question. What is it asking?	Find information from the text to help you answer the question.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.



# It Says – I Say – And So (continued)

Question	It Says...	I Say....	So...
What is Natalie’s “secret question”?			
At the end of Assignment 9, Natalie gets an idea. What do you think it might be?			
What does the Blue Orchid symbolize for Natalie?			
List things Dari knows about Mr. Neely then use those to infer more about how Dari thinks of his teacher.			
How do you think Natalie feels when she tells her mom about going to New Mexico to see the Blue Orchids and hears her mom’s response?			

# Venn Diagram



# Relationships

Who is this relationship between?

How are these characters alike and different?

How do the characters feel about each other?

Why do the characters need each other?

Describe the relationship. Is it positive or negative? Both? Explain.

# Scientific Steps

Scientific Steps	Key Details
Step 1: Observe	
Step 2: Question	
Step 3: Investigative Research	
Step 4: Hypothesis	
Step 5: Procedure	
Step 6: Experiment	
Step 7: Results	
Step 8: Analyze Your Results	

# Constructing a Friendly Letter

Dear \_\_\_\_\_,

Write the name of the person receiving your letter here.

Write the body of the letter here.

---

---

---

---

End your letter with a closing here, such as "Sincerely,"

Sign your name here.

# Character Reply Letter

Dear \_\_\_\_\_,

---

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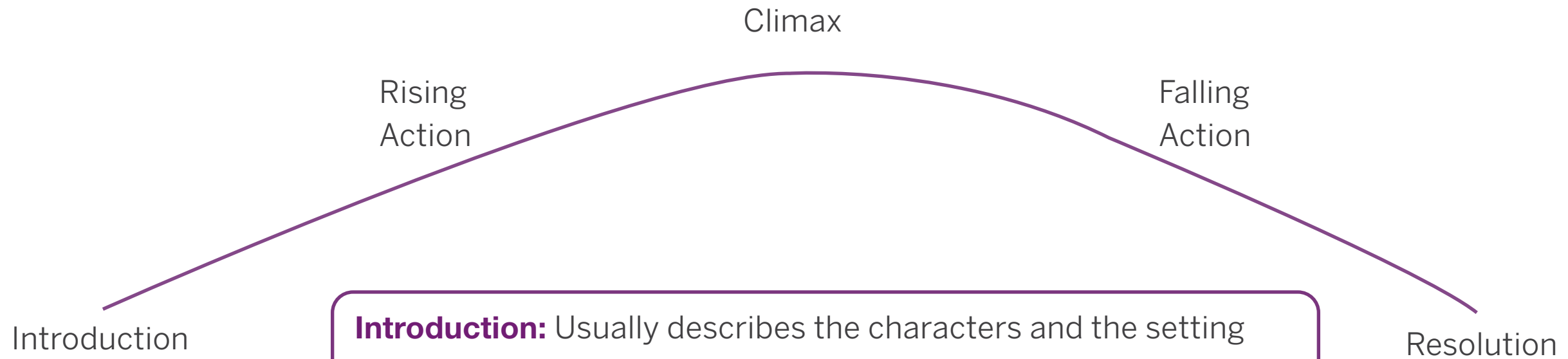
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# Climax



**Introduction:** Usually describes the characters and the setting

**Rising Action:** Presents the problem and explains how the character is trying to solve it

**Climax:** The most exciting part of the text in which the problem is usually solved

**Falling Action:** Tells what happens as a result of the character's reaction to the climax or crisis

**Resolution:** Ties up loose ends at the end of the story

# Making Predictions

Make	Revise	Confirm	Actual



# Novel Presentation Slides Template

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**Instructions:** Create a digital slideshow about your novel, completing the following slides:

**Slide 1 Title page:** Title, author's name, your name; illustrate the main character and other representations of the book.

**Slide 2 Summary:** Write a detailed summary of the novel. Remember that a summary includes key events, not small details, from the text.

**Slide 3 Text Structure:** Describe the structure of the novel. Explain how the author's use of text structure contributes to the author's purpose.

**Slides 4–5 Vocabulary Pages:** Choose ten vocabulary words from the novel. Type the word, part of speech, and definition, and make a sentence using the word. Feel free to add an image to describe the word.

**Slide 6 Main Idea/Topic vs. Theme:** Explain the main ideas or topics of the novel vs. the themes of the novel. Consider how they are different from one another.

**Slide 7 Compare and Contrast Characters:** Select two characters from the novel and compare and contrast them. Consider how their similarities and differences impact the novel.

**Slide 8 Plot Elements:** Summarize the plot elements of the story: introduction, rising action, climax, falling action, and resolution.

**Slide 9 Character Relationships:** Choose two characters and describe their relationship. Describe how the characters treat each other, feel about each other, and how the nature of their relationship changes throughout the novel.

**Slide 10 Favorite Scene Page:** Choose your favorite scene from the story and write a summary about the events that took place. Illustrate the scene.

**Slide 11 Book Review:** Write a book review. What did you think of the book and why?

**Slide 12 Choice Page:** You choose how you want to design this page about the novel.

## Writers Revise

When writers write, they ask themselves,  
“How can I make my presentation even better?”

1. Add dialogue “...”
2. Add something to each slide: more description, art, color, etc.
3. Look at the instructions and make sure you included everything required.
4. Review the Novel Presentation Rubric
- 5.
- 6.
- 7.
- 8.

## **Good Presentation Skills**

Speak clearly.

Speak loud enough for everyone in the audience to hear you.

Look at the audience while you are speaking.

Answer questions from the audience.

## **Giving Feedback**

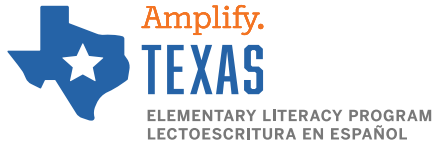
Tell the presenter something you liked about their presentation.

Ask a question.

Tell the presenter something they can work on to make their presentation even better.

Say something to *encourage* them.

Always be kind.



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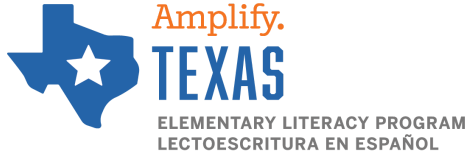
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## Grade 5 Unit 10: Novel Study: *The Science of Breakable Things*

This unit is based around authentic text. There is no free, digital Reader component for the unit.

The unit is largely based around the novel *The Science of Breakable Things* by Tae Keller. Schools have two options for procuring this book:

**Option 1: Purchase the book from Amplify** (subject to availability). To purchase the book, please contact your Amplify sales representative directly or email [texas@amplify.com](mailto:texas@amplify.com).

**Option 2: Source the book independently** online, at a local library, or at a local bookstore.

Text Title	Excerpts	Author
<i>The Science of Breakable Things</i> ISBN: 9781524715694	N/A	Tae Keller

# Welcome!

## Grade 5, Unit 10

### Novel Study: *The Science of Breakable Things*

Welcome to Grade 5, Unit 10, *The Science of Breakable Things*. Here is what your student will be learning about and accomplishing over the next few weeks.

### What's the story?

Your student will be reading the award-winning novel, *The Science of Breakable Things*, by Tae Keller. The novel is a remarkable middle-grade novel about a seventh grader, Natalie, and her attempts to “grow a miracle”: to win an egg drop contest (and its prize money) and buy her mother—a **botanist struggling with depression**—a rare Cobalt Blue Orchid. Simultaneously, Natalie navigates the **challenges of adolescent friendships**, learning that sometimes what she thinks about others is not always accurate. Through Natalie’s witty (and often sarcastic) observations, the novel portrays the up-and-down life of a young girl, her **struggles with her friends and her Korean-American identity**, and the lengths to which she will go to **reach her mother**.

### What will my student learn?

*The Science of Breakable Things* **tackles many difficult subjects**. Whether students have never encountered such issues or have struggled with them personally, they can gain rich empathy and growth from reading about Natalie and her family’s experiences. This novel offers numerous opportunities for **exploring science content** such as botany, physics, and health; developing students’ **health and wellness** competencies; and studying the techniques authors use to create great works of literature.

Your student will also, of course, **develop skills in reading, writing, speaking and listening, and language**. Daily **close-reading** and **writing activities** will support your student’s successful completion of the culminating task for the unit: ***The Science of Breakable Things* Presentation**. As the unit progresses, please see the work in your student’s unit folder, as well as the Project Presentation Rubric (Activity Page 1.4) for more details about your student’s final project.

### Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Why does the author use scientific steps to organize the novel?  
**Follow up:** How can we relate these steps to our own lives?
2. Who are the main characters in the novel?  
**Follow up:** Which character or characters do you like the most? What about them do you find interesting?
3. Can you relate to any of the characters in the story?



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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 1 - Name at least one theme from the novel. Support your thoughts with topics from the text.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 2 - Cite one of Natalie's facts from her list of knowns on pgs. 43–44 and explain specifically how it helped you better understand what you were reading.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 3 - The excerpts from Natalie's mom's book describe the miracle of the Cobalt Blue Orchid. In your own words, summarize this miracle.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 4 - Use your completed Venn Diagram to write 3–4 sentences explaining similarities and differences between Natalie and Twig.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 5 - Using text evidence, explain why Twig is upset by the thought of Dari working with them?

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 6 - The author uses the text feature of footnotes throughout the book. Pick a footnote and explain how it helps the reader better understand Natalie's character.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 7 - Using text evidence to describe how Natalie feels when her dad makes her see a therapist. Why do you think she reacts this way?

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 8 - Find quotes from the text that compare and contrast how Natalie and her dad felt about making dduk.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 9 - Use a quote from the text to summarize how Natalie uses the scientific process for her new plan for getting her mom a flower.

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

Date: \_\_\_\_\_



## Grade 5

Unit 10, Lesson 10 - Make a prediction: What do you think is going on with Natalie's mom's job if all of her things are still in the office?

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

Date: \_\_\_\_\_



# Grade 5

Unit 10, Lesson 11 - Using text evidence, explain what Natalie learned about breakable things.