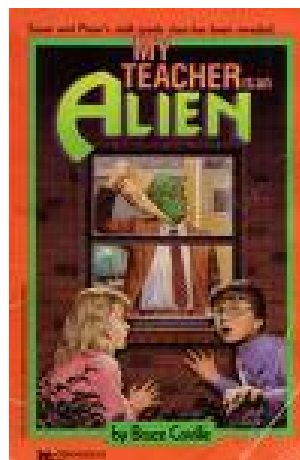


WASHINGTON TOWNSHIP PUBLIC SCHOOLS

FIFTH GRADE

GENRE UNIT : SCIENCE FICTION

TEACHER RESOURCE GUIDE



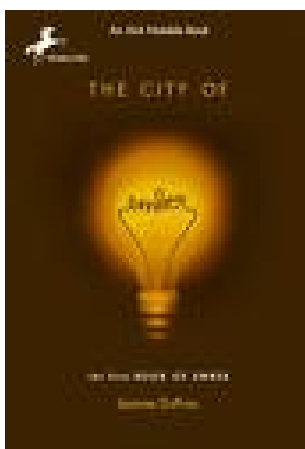
Created by the CCSS ELA Committee

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GENRE UNIT / TITLE SELECTIONS

Science Fiction: Science fiction is a genre of fiction in which the stories often tell about science and technology of the future. It is important to note that science fiction has a relationship with the principles of science—these stories involve partially true-partially fictitious laws or theories of science. It should not be completely unbelievable, because it then ventures into the fantasy genre.

The plot creates situations different from those of both the present day and the known past. Science fiction texts also include a human element, explaining what effect new discoveries, happenings and scientific developments will have on us in the future.

Science fiction texts are often set in the future, in space, on a different world, or in a different universe or dimension.

Title # 1	<p><u>Found</u> by Margaret Peterson Haddix</p> <p>Thirteen-year-old Jonah has always known that he was adopted, and he’s never thought it was any big deal. Then he and a new friend, Chip, who’s also adopted, begin receiving mysterious letters. The first one says, “You are one of the missing.” The second one says, “Beware! They’re coming back to get you.”</p> <p>Jonah, Chip, and Jonah’s sister, Katherine, are plunged into a mystery that involves the FBI, a vast smuggling operation, an airplane that appeared out of nowhere – and people who seem to appear and disappear at will. The kids discover they are caught in a battle between two opposing forces that want very different things for Jonah and Chip’s lives.</p> <p>Do Jonah and Chip have any choice in the matter? And what should they choose when both alternatives are horrifying?</p>
Title # 2	<p><u>The City of Ember</u> by Jeanne DuPrau</p> <p>The city of Ember was built as a last refuge for the human race. Two hundred years later, the great lamps that light the city are beginning to flicker. When Lina finds part of an ancient message, she’s sure it holds a secret that will save the city. She and her friend Doon must decipher the message before the lights go out on Ember forever!</p>

<p>Title # 3</p>	<p><u>My Teacher is an Alien</u> by Bruce Coville</p> <p>Susan Simmons can tell that her new substitute teacher is really weird. But she doesn't know how weird until she catches him peeling off his face – and realizes that “Mr. Smith” is really an alien!</p> <p>At first no one will believe her except Peter Thompson, the class brain. When Peter and Susan discover Mr. Smith's horrible plans for their classmates, they know they have to act fast. Only they can get rid of their extraterrestrial visitor – and save the rest of the sixth-grade class from a fate worst than math tests!</p>
<p>Title # 4</p>	<p><u>Aliens for Breakfast</u> by Stephanie Spinner and Jonathan Etra</p> <p>Richard Bickerstaff knows he's not in for an ordinary day when Aric, a tiny, wisecracking alien freedom fighter, climbs out of his cereal bowl. Richard joins the extraterrestrial in a fight to save Earth from the Dranes, one of whom is masquerading as a student in Richard's class.</p> <p>In this fast and funny sci-fi adventure the alien enlists Richard's help to foil a deadly enemy who is cleverly disguised as the new kid in homeroom.</p>

COMMON CORE STATE STANDARDS FOR ENGLISH AND LITERACY
SCIENCE FICTION UNIT FOCUS
GRADE 5

Reading Standards for literature

- RL 5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
- RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (ex. how characters interact).
- RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL 5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

Writing Standards

- W 5.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 *Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in a text [e. g., how character interact]”).

Speaking and Listening Standards

- SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on other’s ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments to contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SCIENCE FICTION UNIT READING CALENDAR



Week/ Section 1	Whole Class Lesson #1 Elements of Science Fiction Assign the books RL 5.5	<u>Independent/Teacher Circulates</u> <i>Worksheet Science Fiction Genre Chart 1</i> <i>Introduce Vocabulary</i>	<u>Independent/Teacher Circulates</u> res. – <i>Worksheet Science Fiction Genre Chart 2</i>	<u>Independent/Teacher meets with Small Groups</u> Book 1 <i>Relate to genre overview and vocabulary</i> →	<u>Independent/Teacher meets with 2 Small Groups</u> Book 2A & 2B
Week/ Section 2	<u>Independent/Teacher meets with Small Groups</u> Book 3 →	Whole Class Lesson #2: Compare/Contrast Characters <i>Comparing Characters</i> RL 5.1, 5.3	<u>Independent/Teacher meets with Small Groups</u> Book 2A- <i>Making Predictions Chart 2</i>	<u>Independent/Teacher meets with 2 Small Groups</u> Book 2B & 3 →	<u>Independent/Teacher meets with Small Groups</u> Book 1-
Week/ Section 3	Whole Class Lesson#3: Mood/Settings <i>Picturing America</i> <i>Mood Chart</i> RL 5.1, 5.3	<u>Independent/Teacher meets with Small Groups</u> Book 2B <i>Mood Chart 2</i> →	<u>Independent/Teacher meets with 2 Small Groups</u> Book 3 & 1 →	<u>Independent/Teacher meets with Small Groups</u> Book 2A →	Whole Class Lesson #4: Structure/ Series of Events <i>Picture Book: Thank You Mr. Falker</i> RL 5.1, 5.3, 5.5
Week/ Section 4	Whole Class Lesson: Figurative Language <i>Picture Book, Harmonica</i> <i>Fig Lang Cards</i>	<u>Independent/Teacher meets with Small Groups</u> Book 1 <i>Figurative Language Chart 1</i> →	<u>Independent/Teacher meets with 2 Small Groups</u> Book 2A & 2B →	<u>Independent/Teacher meets with Small Groups</u> Book 3 →	Whole Class Closing Activity and/or Assessment

SCIENCE FICTION UNIT READING CALENDAR PACING GUIDE



Week/ Section	Whole Class Elements of Science Fiction Assign the books	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 1-69 res. - Book 2 – Read pp. 1-70 res. - Book 3- Read pp. 1-30 Book 4- Read pp. 5-20 res. – <i>Science Fiction Chart 2</i>	<u>Independent/Teacher Circulates</u> Book 1- Read pp. 1-69 res. - Book 2 – Read pp. 1-70 res. - Book 3- Read pp. 1-30 Book 4- Read pp. 5 -20 res. – <i>Science Fiction Chart 2</i>	<u>Independent/Teacher meets with Small Groups</u> Book 1 <i>Discuss section 1 and relate to Science Fiction genre</i>	<u>Independent/Teacher meets with 2 Small Groups</u> Book 2A & 2B <i>Discuss section 1 and relate to Science Fiction genre</i>
Week/ Section 1					
Week/ Section	<u>Independent/Teacher meets with Small Groups</u> Book 3- <i>Discuss section 1 and relate to Science Fiction genre</i>	Whole Class Lesson: Characters Book 1- Read pp. 70-131 res. - Book 2 – Read pp. 71-146 res. - Book 3- Read pp. 31-61 Book 4- Read pp. 21-34 Res. – <i>Worksheet Making Predictions Chart 2</i>	<u>Independent/Teacher meets with Small Groups</u> Book 2A- <i>Discuss section 2 and relate to Making Predictions</i>	<u>Independent/Teacher meets with 2 Small Groups</u> Book 2B & 3 <i>Discuss section 2 and relate to Making Predictions</i>	<u>Independent/Teacher meets with Small Groups</u> Book 1- <i>Discuss section 2 and relate to Making Predictions</i>
Week/ Section 2					

Week/ Section 3	Whole Class Lesson: Mood Book 1- Read pp. 132-192 res. - Book 2 – Read pp. 147-220 res. - Book 3- Read pp. 63-90 Book 4- Read pp. 35-47 <i>Relate to new vocabulary</i> Res. – <i>Mood Chart 2</i>	<u>Independent/Teacher meets with Small Groups</u> Book 2B- <i>Discuss section 3 and relate to Mood</i>	<u>Independent/Teacher meets with 2 Small Groups</u> Book 3 & 1 <i>Discuss section 3 and relate to Mood</i>	<u>Independent/Teacher meets with Small Groups</u> Book 2A- <i>Discuss section 3 and relate to Mood</i>	Whole Class Lesson: Cause/Effect Book 1- Read pp. 193-270 res. - Book 2 – Read pp. 221-314 res. - Book 3- Read pp. 91-123 Book 4- Read pp. 48-62 Res. – <i>Cause and Effect Chart 1</i>
Week/ Section 4	Whole Class Lesson: Figurative Language Res. – <i>Figurative Language Chart 1</i>	<u>Independent/Teacher meets with Small Groups</u> Book 1- <i>Discuss section 4 and relate to fig lang and cause/effect</i>	<u>Independent/Teacher meets with 2 Small Groups</u> Book 2A & 2B <i>Discuss section 4 and relate to fig lang and cause/effect</i>	<u>Independent/Teacher meets with Small Groups</u> Book 3- <i>Discuss section 4 and relate to fig lang and cause/effect</i>	Whole Class Closing Activity and/or Assessment

Whole Class Lesson # 1

ES: RL 5.5

Elements of Science Fiction

Exploring and Identifying Science Fiction Elements

Overview:

Students identify the characteristics of science fiction through class discussion.

Classroom Resources:

Chart paper

Overhead projector/document camera

Star Wars Trailer <http://movies.aol.com/feature/starwars/trailer.adp?type=med>

Audio Clip of Monsters of Morley Manor

<http://www.fullcastaudio.com/tek9.asp?pg=products&specific=jnoqpqd0>

IMPORTANT: give out chart for Whole Class Lesson #4 (there is a specific chart for each novel)

Instructional Plan:

Students will gain an understanding of the science fiction genre through exposure to various modalities. The visual and auditory aspects can be accessed on line or the teacher can gather alternative samples to share with the class.

Students start by watching a clip of a Star Wars movie to identify and list elements of science fiction. In order to access students' schema, the teacher will facilitate a discussion of other movies that would fit this genre. The teacher must help students to recognize negative examples if they arise. Students add any new elements that they have brainstormed to the list.

In order to access the auditory modality, the teacher can play the audio clips from the listed source or gather alternate sources. Students can identify elements and add new ideas to the chart.

Students will compare and contrast realistic and science fiction genres by comparing/contrasting elements listed in the realistic fiction chart from the first genre study.

IMPORTANT: At this time, the teacher should also distribute the summary charts for each specific novel that go with Whole Class Lesson #4. As students read in the following days, they should be writing the key events from the text on to this chart.

Instruction and Activities:

1. Watch Star Wars video clip at <http://movies.aol.com/feature/starwars/trailer.adp?type=med> Have students turn and talk to identify elements they think may be indicative of the Science Fiction genre. As students

identify and name elements, record on chart.

2. Generate a list of movies students have seen that they think may also fit into the Science Fiction Genre. Add to elements list as new ideas are generated.
 3. Listen to audio clips from <http://www.fullcastaudio.com/tek9.asp?pg=products&specific=jnoqpqd0> or select passages from a science fiction text to share with students. Have students turn, talk, and share any additional elements of the science fiction genre.
 4. Have students turn, talk, and set up a T-chart. (Science Fiction Chart 1) "Realistic Elements" on the left side and "Science Fiction Elements" on the right side. Let them compile a list of what they have found. Have them turn to a partner and compare lists. Compile a class chart or Venn diagram.
- Introduce the Genre Worksheet (Science Fiction Chart 2) and have students identify
5. elements of science fiction in their texts.
 6. Using the completed charts above, students will write a descriptive paragraph that describes the realistic and science fiction elements of the Star Wars clip.
 7. **IMPORTANT:** Be sure to give out the summarizing charts that are specific to each novel that go with whole group lesson #4. The students need to fill these out as they read the text.

Student Assessment/Reflections:

Informally assess students' comprehension of the characteristics of a science fiction story during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas. Assess student discussions through class charts. Assess the final paragraphs that students created to measure students' understanding of elements of science fiction.

Science Fiction Chart 1

Realistic Elements	Science Fiction Elements

Science Fiction Chart 2

What I Noticed in the Text

Characters	Setting	Technology	Other

Name _____

Date _____

Science Fiction – Characteristics

	1 Not successful	2 Needs some help but is on the right track	3 Successful
Generated appropriate amount of characteristics			
Identified characteristics in a variety of categories			
Characteristics reflect understanding of science fiction genre			
Notes/ comments			

Rubric Scale

9	100
8	94
7	88
6	82
5	76
4	70
3	64

Whole Class Lesson # 2

Making Predictions

Overview:

Students will practice making predictions and identifying whether they are confirmed. Students will also make revisions to predictions when necessary.

Classroom Resources:

Copy of “The King’s Choice”

Predictions chart 1 and 2

Overhead projector/document camera

Instructional Plan:

Obtain and familiarize yourself with the Swedish folktale “The King’s Choice.” It is an excellent tool for teaching students to make predictions. Print out a copy of the story to read aloud to students. Before reading the story, you might mark the following places in the story where you will want to pause to ask questions such as *What do you think will happen next?* Have students turn, talk, and share their predictions orally, and record their predictions on the Predictions Chart 1.

Be sure to have students identify parts of the text that either confirm or help them to revise their predictions.

Instruction and Activities:

1. Introduce Predictions Chart 1 to students. Discuss how making predictions helps readers to think about the text as they read.

2. The Swedish fairy tale “The King’s Choice”, is an excellent tool for teaching students to make predictions. Use the copy of the story to read aloud to students. Before reading the story, you might mark the following places in the story where you will want to pause to ask *What do you think will happen next?* You might have students share their predictions orally, or you might have them record their predictions in writing on a sheet of paper or in their writing/reading journals.

- Pause after the opening paragraph, which ends...

...Any of the councilors could rise to become a fine leader, thought the King, but which one had the necessary inner strength?

...to ask students which of the King's councilors they think might be best suited to take the King's place.

- Pause after paragraph 5, which ends...

Instantly, a woodcutter's cottage appeared.

...to ask students to predict what will happen to the king in the rest of the story.

*If students predict that the king will remain a woodcutter, pause after the first sentence of paragraph 13 and have them revise this prediction.

- Pause after paragraph 7, which ends...

The wind whirled about, wrapping his woodcutter's garments tightly around him. Meanwhile, the boat nearly tipped over and the voices on board shrieked.

...to ask students to predict what will happen next in the story.

- Pause after paragraph 10, which ends...

It would do me great honor if such noble guests as yourselves would attend.

...to ask students to predict what will happen next in the story.

- Pause after paragraph 18, which ends...

The King continued, "I will announce my decision at a royal banquet to be held the day after tomorrow."

...to ask students to predict what will happen the next day? Who will show up for the King's royal banquet, since all of the councilors have already committed to being at the woodcutter's feast? Who might be chosen at the royal banquet to take over the King's role?

- Pause after paragraph 22,

"Where is Lukas?" demanded the King, referring to the youngest councilor.

...to ask students to predict where he is and what will happen to him.

Have students record the next -- final -- prediction in writing; they should record the reasons behind their predictions, including information from the parts of the story already read that lead them to think that way.

- Pause after paragraph 27, which reads...

An hour later, a frazzled Lukas was led before the King's throne.

...to ask students to predict what might happen next in the story.

3. Review completed chart and discuss how predictions changed throughout the text.
4. Hand out Predictions Chart 2 for students to use in leveled texts.

Student Assessment/Reflections:

Informally assess students' ability to make, confirm and revise predictions based on their input on chart 1. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas and help them to recognize where predictions are confirmed and when they need to be revised.

The King's Choice

KING GUSTAV trotted on horseback through the woods with his royal attendants. In less than a week he must leave his country for a long journey. But which of his six councilors should he put in charge of his land, his queen and his infant son? One of the councilors was too bossy, another too young, one given to drink, one overly concerned with money, another overly concerned with his hair, and the last one was uninspiring. Any of the councilors could rise to become a fine leader, thought the King, but which one had the necessary inner strength?

Suddenly, from the river's mist a form rose and took the shape of a woman. The King ordered his train to stop.

The womanly form smiled. The King relaxed. She must be a fairy, thought he, and a friendly one at that. "Sire," said the Fairy in a pleasant voice, "you will have your answer."

The Fairy waved her wand. While the King's train continued to the palace, the King now stood on the ground by the river, watching a likeness of his own royal self ride on his horse toward the palace. Looking down at his clothes, the King saw that he was now dressed as a common woodcutter, and in one hand he held an axe instead of a sword. The Fairy smiled and waved her wand toward the edge of the woods. Instantly, a woodcutter's cottage appeared.

"What's the meaning of all this?" demanded the King, a rage beginning to build. This Fairy may not be so friendly after all.

"Your Majesty," said the Fairy in the same light, sing-song voice, "soon you will have a chance to help your six councilors. Be sure to invite them to dinner at your woodcutter's cottage three days hence."

She vanished. Suddenly, the King noticed on the river a boat that was starting to rock wildly, for a windstorm had come up. By the sound of the voices on board, the King recognized the voices of his own six councilors. The wind whirled about, wrapping his woodcutter's garments tightly around him. Meanwhile, the boat nearly tipped over and the voices on board shrieked.

At once, the King, a strong swimmer, dove into the river and swam toward the boat. Jumping on board, he took the oars from the rowers and managed to steer the craft safely to shore.

The soaked councilors, nearly giddy with relief, stepped off the boat. They clapped the woodcutter on the shoulder, thanking him again and again for saving their lives, and asked him to name his reward.

Remembering the Fairy's words and his new common status, the King bowed before them and said, "In three days I plan to host a feast in my cottage for my friends. It would do me great honor if such noble guests as yourselves would attend."

"Is that all?" said one of the councilors (the one that's too concerned with money, noticed the King).

"To have noblemen such as yourselves in my home would do me a great honor," repeated the King.

Later that night, restored to his kingly form, King Gustav was settling down to bed when a mist again formed before him and took the shape of a woman.

"Your Highness," said the Fairy in her soft voice, "invite your councilors to a royal banquet at the palace in three days to mark your departure and to announce which councilor you have selected to rule while you're away."

"I haven't yet decided which one is to rule," said that King. "Besides, they cannot come - they already committed themselves to attending the woodcutter's dinner."

"Indeed," said the Fairy. She vanished.

Next morning, the King summoned his six councilors.

"I have been giving great thought to which one of you is best suited to assume command of the land while I'm away," said he. Each of the councilors stood up a little taller, and one of them (the one too concerned with his hair) quickly ran a comb through his hair. The King continued, "I will announce my decision at a royal banquet to be held the day after tomorrow."

The six councilors nervously looked at one another, realizing the conflict in the date.

One of them (the one that was uninspired) spoke up. "Of-of course, sire," said he, his eyes darting right and left. "We will be there."

At banquet night, the King watched his councilors file in. One, two, three, four, five... Hmm, just five? He called the five councilors before him.

"Where is Lukas?" demanded the King, referring to the youngest councilor.

"He is not here," said one of the councilors (the one given to drink).

"And exactly why would he not attend my banquet?" said the King, his voice rising.

"Apparently he had an engagement," said another, "with a woodcutter."

"A *woodcutter*?" shouted the King. "Bring Lukas to me at once!"

An hour later, a frazzled Lukas was led before the King's throne.

"Exactly where were you tonight, Lukas," asked the King sternly, pointing his ringed finger at the young man's face, "when I specifically ordered you to attend my banquet?"

"I had accepted an invitation to dine with a woodcutter," said Lukas, as the five councilors tittered, "or so I thought, though when I went there tonight, the cottage that had been there only a few days ago seems to have disappeared."

"Not only do you stand up the King, your own royal liege!" The King was now shouting. "But you do so to attend dinner with a *woodcutter*, and one whose cottage isn't even *there*?"

"Sire, I had accepted," is all he could say.

"As I accept you," said the King, his shoulders dropping and his voice softening. He lifted his infant son from his queen's lap and handed the child to his youngest councilor. "Lukas, not only did you keep a commitment you had made, but you did so even at the risk of my own royal anger. Thus, you showed the inner strength to be a true leader. While I'm away, you are the one I entrust with the affairs of my kingdom, my queen, and our royal child."

Making Predictions Chart 1

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
<p>TEXT / pg number</p> <p><i>...Any of the councilors could rise to become a fine leader, thought the King, but which one had the necessary inner strength?</i></p> <p>PREDICTION</p>		
<p>TEXT / pg number</p> <p><i>Instantly, a woodcutter's cottage appeared.</i></p> <p>PREDICTION</p>		

Making Predictions Chart 1

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
<p>TEXT / pg number</p> <p><i>The wind whirled about, wrapping his woodcutter's garments tightly around him. Meanwhile, the boat nearly tipped over and the voices on board shrieked.</i></p> <p>PREDICTION</p>		
<p>TEXT / pg number</p> <p><i>It would do me great honor if such noble guests as yourselves would attend.</i></p> <p>PREDICTION</p>		

Making Predictions Chart 1

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
<p>TEXT / pg number</p> <p><i>The King continued, "I will announce my decision at a royal banquet to be held the day after tomorrow."</i></p> <p>PREDICTION</p>		
<p>TEXT / pg number</p> <p><i>"Where is Lukas?" demanded the King, referring to the youngest councilor.</i></p> <p>PREDICTION</p>		

Making Predictions Chart 1

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
<p>TEXT / pg number</p> <p>An hour later, a frazzled Lukas was led before the King's throne.</p> <p>PREDICTION</p>		

Making Predictions Chart 2

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
TEXT / pg number PREDICTION		
TEXT / pg number PREDICTION		

Making Predictions Chart 2

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
<p>TEXT / pg number</p> <p>PREDICTION</p>		
<p>TEXT / pg number</p> <p>PREDICTION</p>		

Making Predictions Chart 2

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
TEXT / pg number PREDICTION		
TEXT / pg number PREDICTION		

Making Predictions Chart 2

Grade 5 – Science Fiction Lesson 2

Text and Prediction	Confirmed	Revised Prediction
TEXT / pg number PREDICTION		

Name _____

Date _____

Science Fiction – Making Predictions

	1 Not successful	2 Needs some help but is on the right track	3 Successful
Generated appropriate amount of predictions			
Predictions relate directly to the text			
Provided confirmation of prediction or revised prediction			
Notes/ comments			

Rubric Scale

9	100
8	94
7	88
6	82
5	76
4	70
3	64

Whole Class Lesson # 3

Identifying Mood in Text

Overview:

This lesson teaches students to identify mood and recognize elements that create that mood.

Classroom Resources:

Picturing America Prints

Sample Text

Mood Chart 1 and 2

Document Camera / Overhead

Instructional Plan:

Introduce the idea of mood by having students work with partners to act out simple mood adjectives such as angry, ecstatic, and sad. This works well because it gets children moving and involved in the lesson. At the end of each act, students should identify the exact elements, or events that created the mood. Use this as a springboard into looking at and identifying mood in visual images through the Picturing America prints. The final part of the lesson will be to look at a sample text and identify the mood and elements that are used to express that mood.

Instruction and Activities:

1. Attach mood adjectives to the back of several students. Other students must look at the adjective and act out the indicated word. At the end of each segment as a whole group, discuss specific aspects that created the indicated mood. For example, one student wears the word angry and others act in an angry fashion. At the end, discuss things such as body movement, facial expression and words used to create this mood.
2. Introduce the word mood and facilitate a discussion around the meaning of mood.
3. Introduce the Picturing America prints. Using the chart on the document camera, identify the elements in the picture and what mood the artist intended. (mood chart 1) Repeat this using the gradual release model of instruction so that children can practice identifying mood.
4. Share sample or teacher created text on document camera. Have students turn, talk, and share what mood was created in each piece and what specific parts of the text created these moods.

5. Students will use the new chart to identify mood and elements that created that mood in their own novels. (mood chart 2)

Student Assessment/Reflections:

Informally assess students' comprehension of the element of mood during group discussions and activities. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

MOOD CHART 1

Something I Noticed in the Picture	What I Think the Artist Intended the Viewer to Feel

MOOD CHART 2

Something I Noticed in the Text	What I Think the Author Intended the Reader to Feel

Name _____

Date _____

Science Fiction – Mood

	1 Not successful	2 Needs some help but is on the right track	3 Successful
Generated appropriate number of elements			
Able to interpret chosen elements			
Examples demonstrate an understanding of mood			
Notes/ comments			

Rubric Scale

9	100
8	94
7	88
6	82
5	76
4	70
3	64

Sample passages to demonstrate building mood in writing

Passage #1

The breeze blew across the sapphire blue waters and picked up just a bit of coolness. It made its way onto the beach and refreshed the sunbathers who were soaking up the warm rays of the sun. The waves tapped a soft rhythm in the background as a few seagulls sung to each other as if sharing some wonderful story of far-off lands over the sea. Sara closed her eyes and let the soft sounds surround her. She imagined a dip into the soft blue waves and dreamed of all the magical creatures who would greet her when she entered their home.

Passage #2

The gray waves pounded the shore, and the wind screamed across the water onto the beach. Sara clutched her worn coat to her shoulders, but still, the wind pierced her and sent stabs of cold through her clothes, her skin, her bones to the very center of her body. She would never be warm again. She turned her head to try to block the sound of the seagulls crying into the winter wind. The sky had turned from gray to black in just the few minutes she had been there, and the wind seemed to shove her away from the inky darkness of the sea spreading out in front of her. She wondered what could be hiding beneath the surface of the waves and black water.

Whole Class Lesson # 4

Cause/Effect

Overview:

In this lesson, students will explore the plot structure of a simple text using cause and effect relationships to make meaning of the text.

Classroom Resources:

Chart paper

Overhead projector/document camera

Post-It notes (blank and some with events from the story)

Instructional Plan:

Obtain and familiarize yourself with a picture book like Baloney by Jon Scieszka and Lane Smith. This book works well because it fits in with the science fiction genre and the plot contains a string of actions and results (cause/effects). Use this book as a read-aloud. Tell students to listen for a series of events. Read the entire story to students. This will allow students to hear the sequence of events without interruption.

Instruction and Activities:

1. On a chart paper, write an event such as ...You have been given \$50 in cash and dropped off at the mall. Have students think, then turn and talk to their partner about possible effects of this gift. Reinforce on the paper, the terms cause and effect and show how they follow a linear pattern and create a story and how one effect can cause others to occur.

EX.

I had \$50(cause) (effect)I bought my mom a beautiful necklace (cause) (effect) My mom kissed me in front of my friends (cause) (effect) My friends teased me. (cause) (effect) I yelled at my mom to never embarrass me again. (cause) (effect) My mom felt bad. (cause) (effect) She gave me \$50 more to spend

2. Read aloud a story such as Baloney. Ask students to listen for the sequence (series) of causes and effects.
3. Tell students the author put the final effect at the beginning of the story. Have students identify this and put it on the chart paper. Give students a few of the causes from the book and have them discuss with a partner and name the effect. Put these suggestions on a Post-It. Note and line them up on the chart or give Post-It notes of events and have students line them up in a series using each cause/effect.

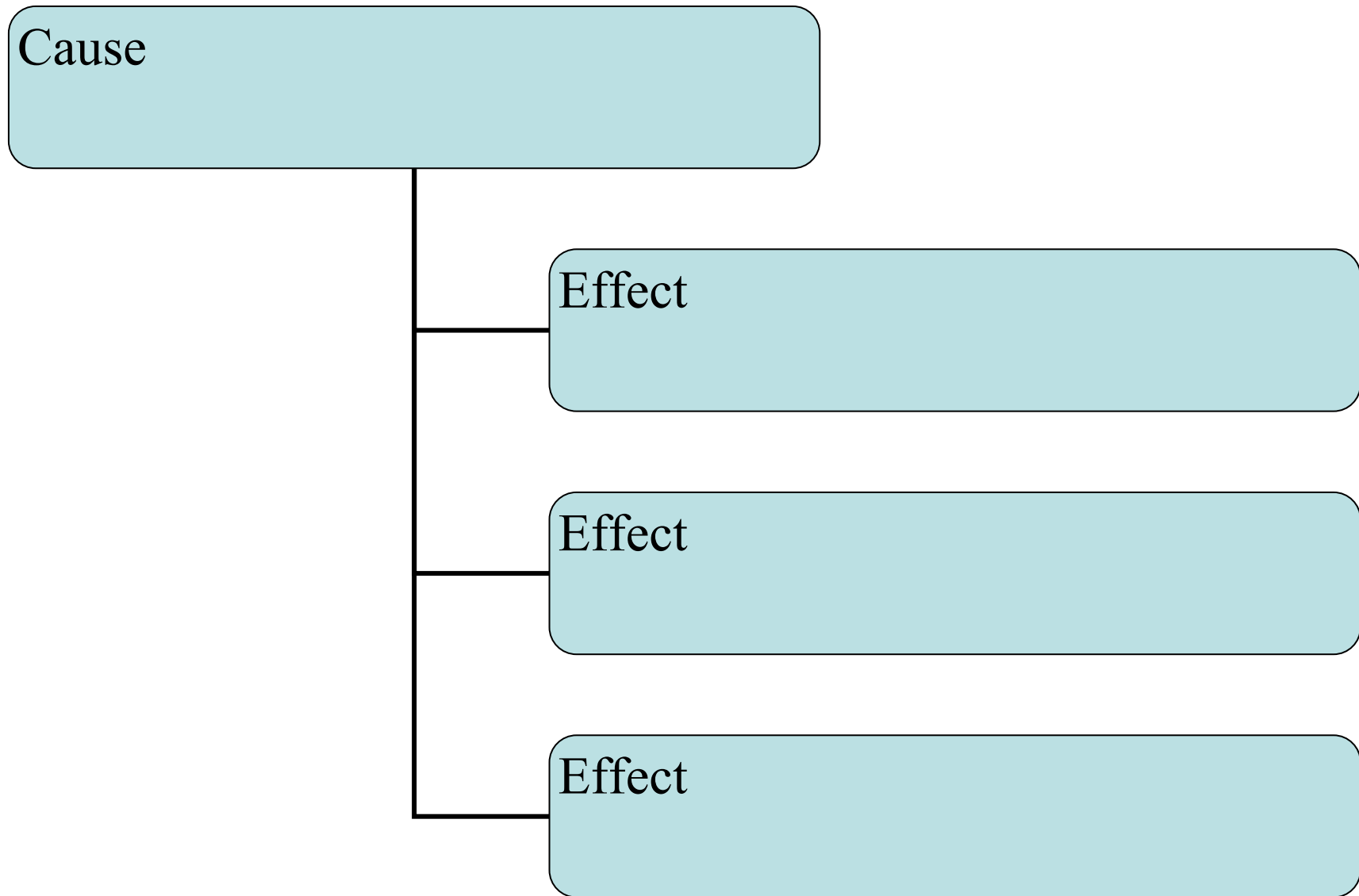
4. Explain to students that each event can be an effect but that each one can also cause the next event in the sequence (plot) of the story.
5. Tell students to look for causes and effects in their stories and look to see if one effect then becomes a cause for another event. Use Cause and Effect Chart 1

Student Assessment/Reflections:

Informally assess students' comprehension of the characteristics of cause and effect during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

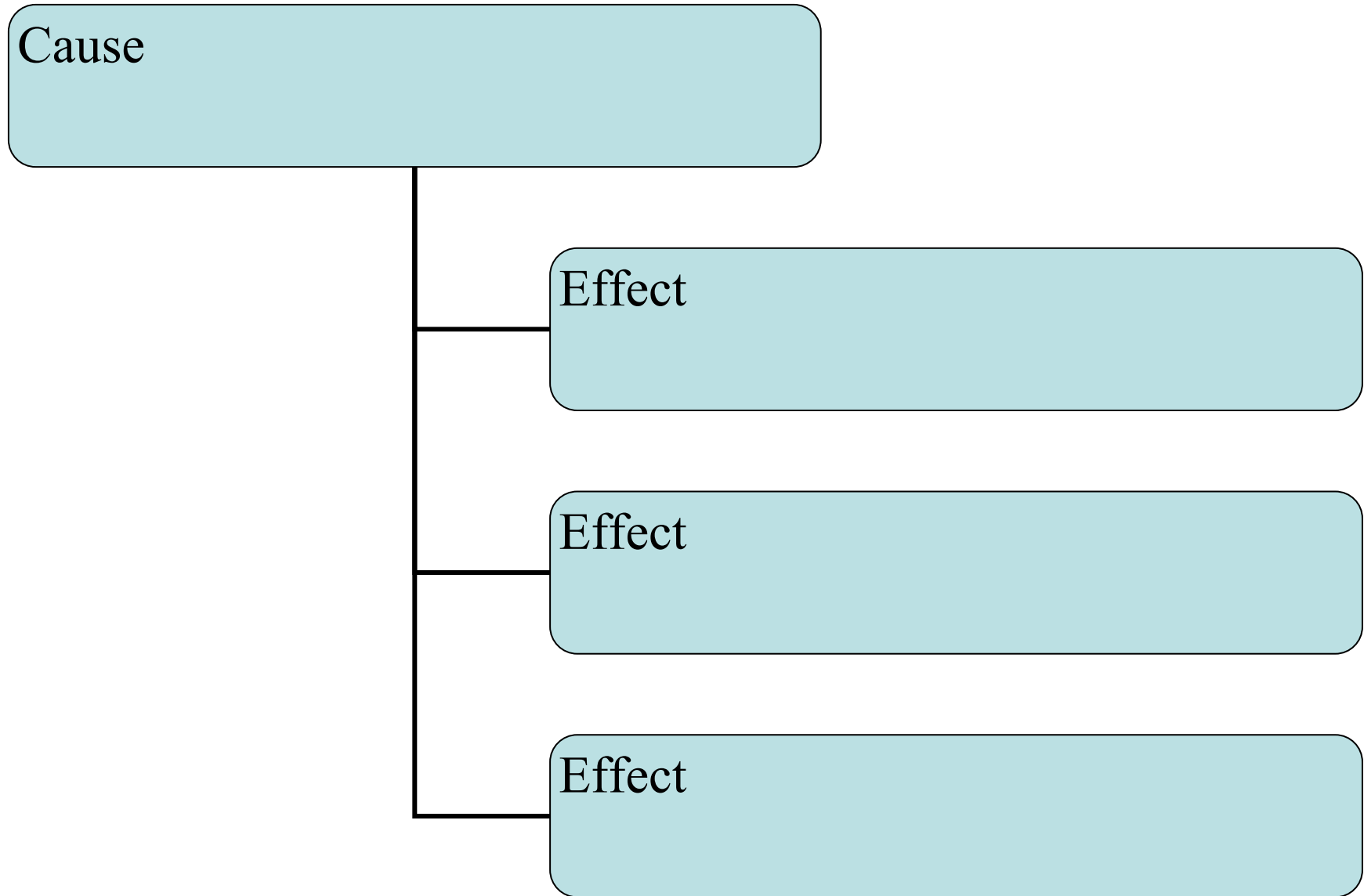
Cause and Effect Chart 1

Identify a Cause and list up to three Effects as a result of this cause



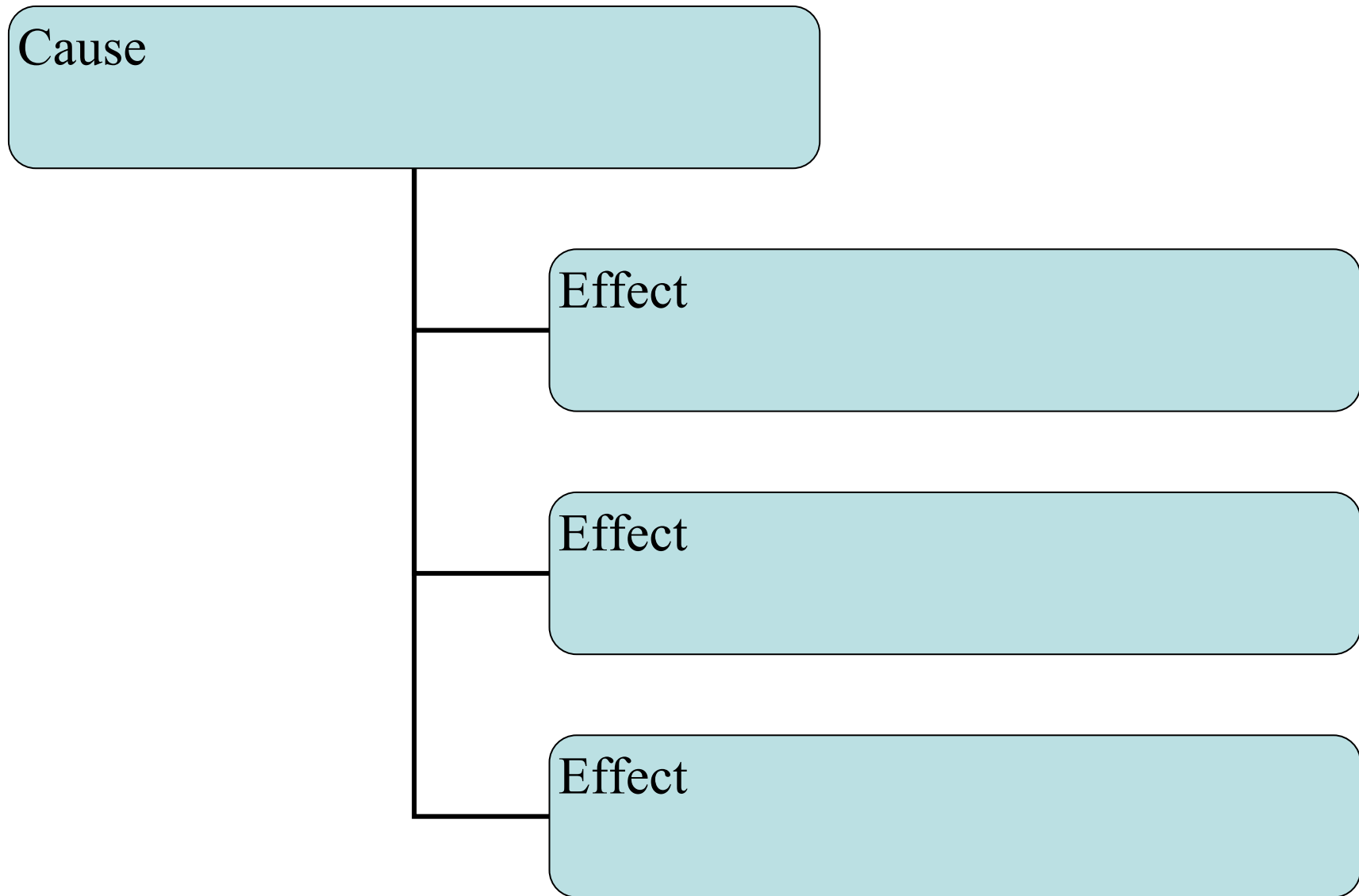
Cause and Effect Chart 1

Identify a Cause and list up to three Effects as a result of this cause



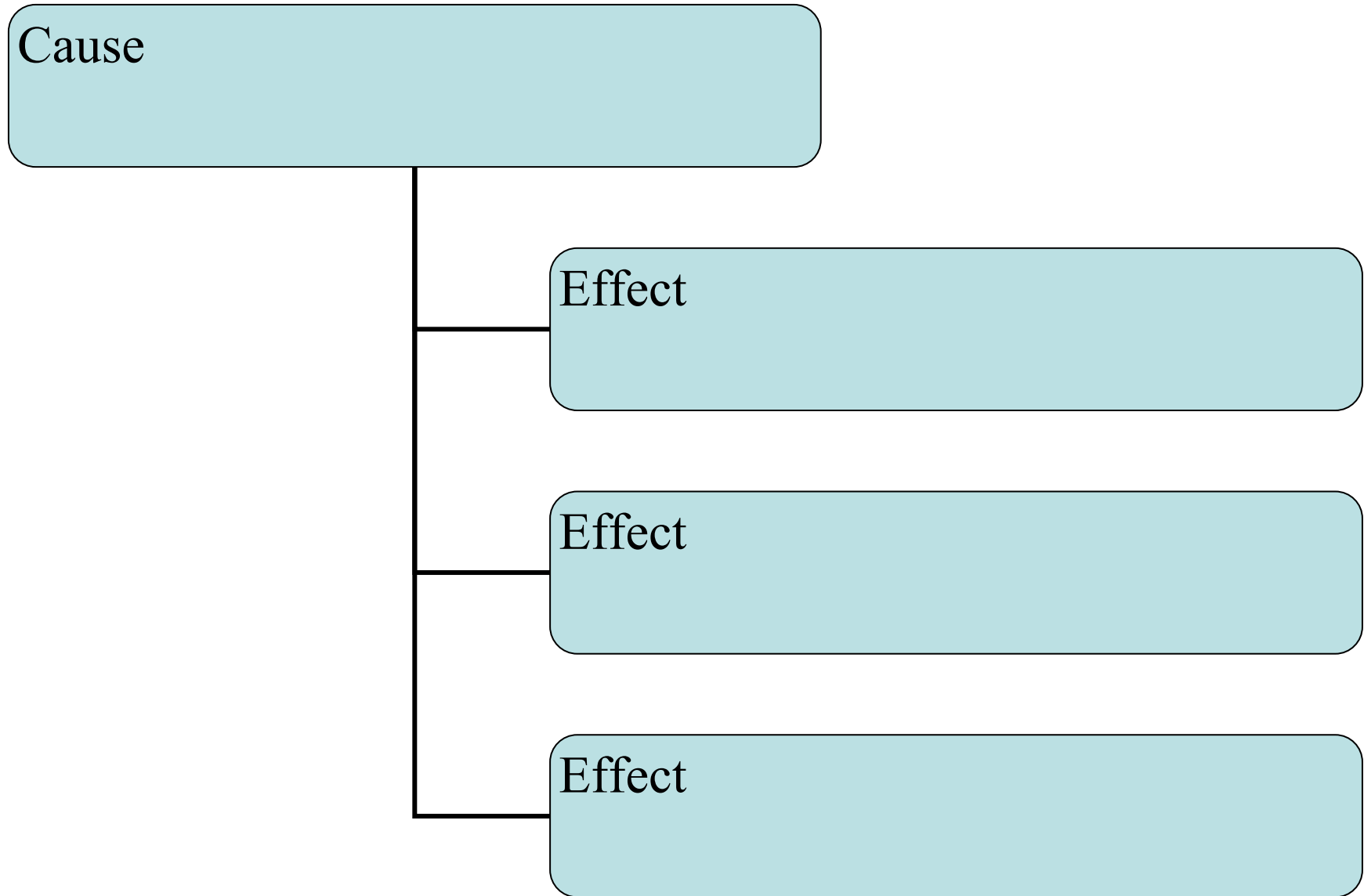
Cause and Effect Chart 2

Identify a Cause and list up to three Effects as a result of this cause



Cause and Effect Chart 2

Identify a Cause and list up to three Effects as a result of this cause



Name_____

Date_____

Science Fiction – Cause and Effect

	1 Not successful	2 Needs some help but is on the right track	3 Successful
Generated appropriate number of causes			
Able to generate related effects			
Quality of examples demonstrate an understanding of the text			
Notes/ comments			

Rubric Scale

9	100
8	94
7	88
6	82
5	76
4	70
3	64

Whole Class Lesson # 5

Figurative Language

Overview:

In this lesson, students will review, identify, and create examples of the following types of figurative language: Alliteration, onomatopoeia, simile, metaphor, personification, exaggeration / hyperbole.

Classroom Resources:

Chart paper
Note cards with labels
Note cards with figurative language definitions
Note cards with sentences from text
Overhead projector/document camera

Instructional Plan:

Prior to reading the book, the teacher will review the types of figurative language. Teacher can name simile, onomatopoeia, hyperbole, personification, metaphor, and alliteration and have students match these to the prepared definitions. (These are all taught in writing in previous grades.) Students can share examples of each type of figurative language. Obtain and familiarize yourself with a book like *The Harmonica* that contains a lot of figurative language. This book works well because there are multiple examples of different types of figurative language and one example that could be used to review alliteration. This book should be read aloud without stopping.

Instruction and Activities:

1. Mix-up and put figurative language note cards labels and definitions. (Use just simile, metaphor, alliteration). Ask students if they can match these with definitions. Discuss these terms and ask students for any examples.
2. Add last three labels. Show examples of hyperbole, personification, and onomatopoeia, and have students identify definition of these terms.
3. Read aloud the book *The Harmonica* without interruption.
4. Put up labels of types of figurative language and give examples of sentences from the story to partners. (Harmonica Examples List) Have partners decide where examples go. Discuss why each fits into categories. Use Fig Lang Chart 1 and complete whole group.

- 5 Students will use the new chart to identify figurative language examples and to respond to identified examples. (figurative language chart 1)

Student Assessment/Reflections:

Informally assess students' comprehension of the figurative language during group matching activity. While students are participating, if clear examples are not provided by the students, the teacher should further review and help provide concrete examples.

Figurative Language Cards

I cannot remember my father's face, or my mother's, but I remember their love, warm and enfolding as a song. (p.2)	I was sent to a concentration camp, swallowed, dreams and all, down the dark Nazi throat. (p.17)	For a time the only music in our house was our own voices—my father's, my mother's, and mine – so off-key we <u>could crack crockery</u> . (p.4)	Inside I trembled like a hare crouched in a bush. (p.20)	I wheezed. And blew. Until somewhere in the heart of the harmonica, my mouth found Schubert. (p.11)	But like the composer, we were poor as pigeons. (p.7)
"Gently," said my father, a smile in his voice. "Or you will simply blast it apart." (p.9)	I felt sick, black inside, playing music for the commandant, who wore ugliness and death upon his shoulders like epaulets. (p. 23)	For a time the only music in our house was our own voices – my father's, my mother's, and mine – so off-key we <u>could crack crockery</u> . (p.4)	Singing was like breathing to us. (p.4)	In our dream we believed the world to be good. Until there in the heart of Poland, Nazi soldiers found us. (p.14)	Somewhere outside, a war was raging. But is was far away – a bad dream – leaving us untouched. (p.11)
My lips love the harmonica, cool as water. (p.9)	Then the melodies of Schubert soared into our home, freed from the neighbors' gramophone. (p.5)	Like a length of kindling, in one stroke, they split our family. (p.14)	Barefoot, I labored alongside others, all of us dull-eyed bags of bones, digging a road through snow. (p.17)	Bang went the soldiers knuckles on the door.	At first my breath panted in and out of its niched sides like a bellows, I was so eager. (p.9)

These may be copied onto cardstock to be used for the review of figurative language terms and definitions

Alliteration	Simile	Onomatopoeia
Repetition of an initial consonant sound.	A comparison (usually formed with "like" or "as") between two very different things that have certain qualities in common.	The use of words that imitate the sounds associated with the objects or actions they refer to.

These may be copied onto cardstock to be used for the review of figurative language terms and definitions

Metaphor	Hyperbole	Personification
An implied comparison that does not use “like or as” between two unlike things that actually have something important in common.	An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.	A figure of speech in which an inanimate object is given human qualities or abilities.

Harmonica Examples List Teacher Resource

Simile

I cannot remember my father's face, or my mother's, but I remember their love, warm and enfolding as a song. (p.2)

Singing was like breathing to us. (p.4)

But like the composer, we were poor as pigeons. (p.7)

My lips love the harmonica, cool as water. (p.9)

At first my breath panted in and out of its niched sides like a bellows, I was so eager. (p.9)

Like a length of kindling, in one stroke, they split our family. (p.14)

Inside I trembled like a hare crouched in a bush. (p.20)

I felt sick, black inside, playing music for the commandant, who wore ugliness and death upon his shoulders like epaulets. (p. 23)

Hyperbole

For a time the only music in our house was our own voices – my father's, my mother's, and mine – so off-key we could crack crockery. (p.4)

"Gently," said my father, a smile in his voice. "Or you will simply blast it apart." (p.9)

Alliteration

For a time the only music in our house was our own voices – my father's, my mother's, and mine – so off-key we could crack crockery. (p.4)

Metaphor

Somewhere outside, a war was raging. But it was far away – a bad dream – leaving us untouched. (p.11)

Barefoot, I labored alongside others, all of us dull-eyed bags of bones, digging a road through snow. (p.17)

Personification

Then the melodies of Schubert soared into our home, freed from the neighbors' gramophone. (p.5)

I wheezed. And blew. Until somewhere in the heart of the harmonica, my mouth found Schubert. (p.11)

In our dream we believed the world to be good. Until there in the heart of Poland, Nazi soldiers found us. (p.14)

I was sent to a concentration camp, swallowed, dreams and all, down the dark Nazi throat. (p.17)

Onomatopoeia

Bang went the soldiers knuckles on the door.

Figurative Language

Chart 1

Text	Page	Type of Figurative Language	Response: What This Makes Me Think / Feel

Name _____

Date _____

Science Fiction – Figurative Language

	1 Not successful	2 Needs some help but is on the right track	3 Successful
Generated appropriate number of examples			
Able to identify types of figurative language			
Responses demonstrate an understanding of figurative language			
Notes/ comments			

Rubric Scale

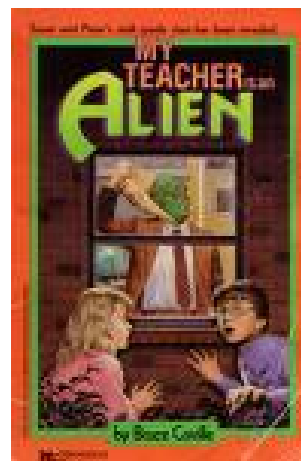
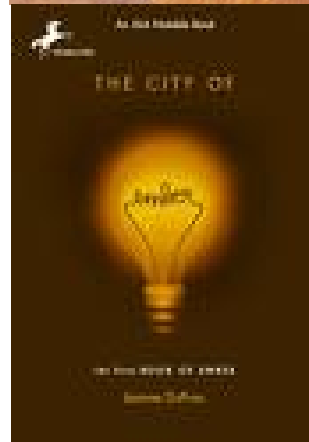
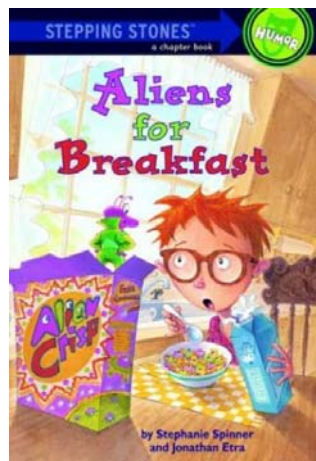
9	100
8	94
7	88
6	82
5	76
4	70
3	64

WASHINGTON TOWNSHIP PUBLIC SCHOOLS

FIFTH GRADE

GENRE UNIT : SCIENCE FICTION

SECTION 1



FOUND WEEKLY OVERVIEW

Title: Found

Week/ Section: # 1

Pages: 1- 69

Summary of Important Events

The prologue introduces us to Angela DePre on her first day working at the airport. A mysterious airplane appears out of nowhere, and Angela enters the plane to find every seat occupied by a baby!

Thirteen-year-old Jonah has always known that he was adopted, and he's never thought it was any big deal. Then he and a new friend, Chip, who's also adopted, begin receiving mysterious letters. The first one says, "You are one of the missing." The second one says, "Beware! They're coming back to get you." Jonah's dad agrees to look into his adoption records and finds out that a strange note to contact a James Reardon from the FBI has been placed in his file.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Record elements of science fiction including characters, setting, technology, or any other category.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

rebellious (p. 4)
adopted(p.13)
jostling (p.19)
obsessed (p.36)
dignity (p.48)
impede (p.51)

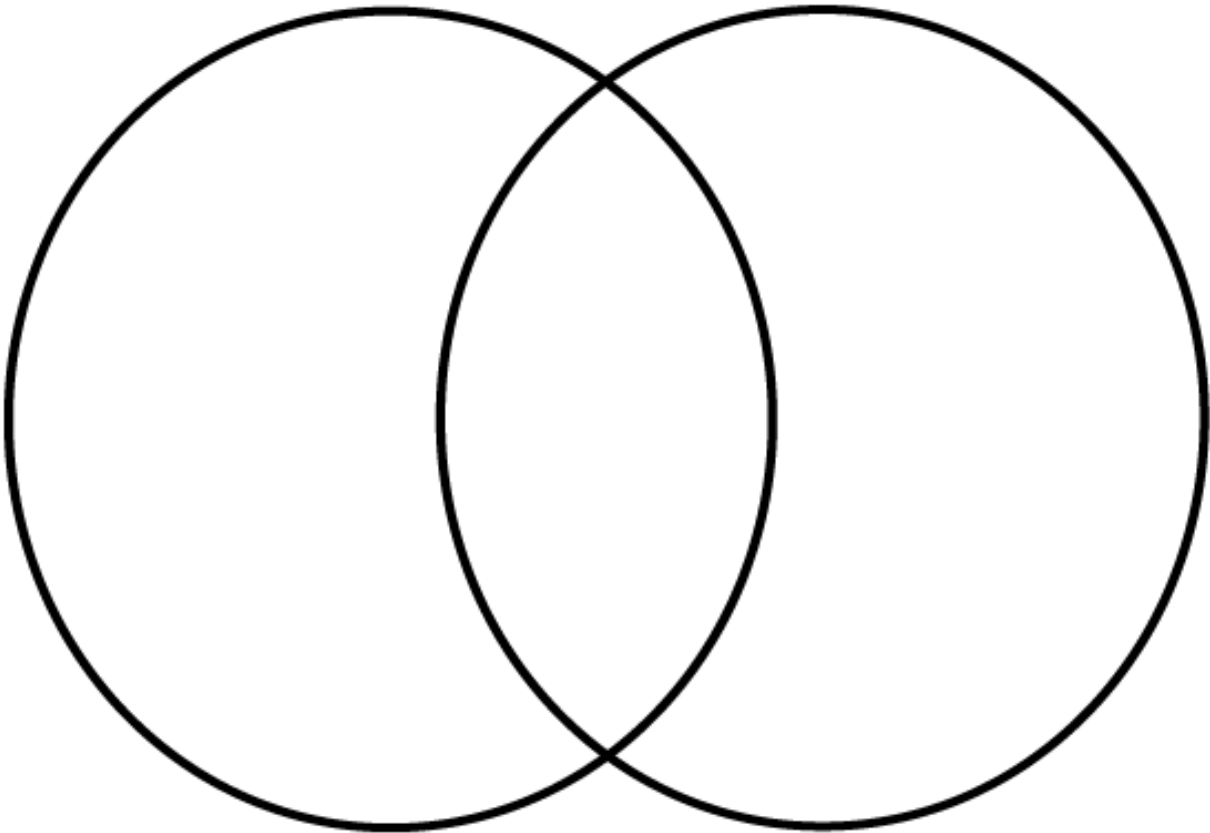
*Before coming to the group please remember to reread closely the assigned questions and flag parts that relate to the question.

Section 1 Discussion Questions

1. What is Chip's reaction to finding out that he is adopted?
-What evidence supports your answer?
2. What is Jonah's reaction to being adopted? (Pages 13 and 16)

Culminating question

How is Jonah's reaction to being adopted different from Chip's?



Open Ended Question #1
Found

Administer after reading the Prologue

A prologue is a part of a book that takes place before the rest of the story starts. Often the author wants to give the reader some background about what will happen in the story. The author may even be giving hints about what will happen in the rest of the book. In the Prologue to Found, the author tells a strange story.

- What are the strange events that have occurred in this section?
- Predict what has happened and what will happen to these babies in the rest of the story.

Use examples from the text to support your response.

Found Vocabulary - Section 1

Examples vs. Non-examples

1. Target word: **rebellious**

Example – The soldier refused to obey his commanding officer.

Non-example – The soldier did exactly what was asked of him.

Context interpretation

2. Target word: **adopted**

When Joan found out she was adopted, she asked many questions.

What might be some questions Joan would ask?

Personal explanations / Reactions

3. Target word: **jostling**

Describe how someone acts if they are jostling someone.

Context interpretation

4. Target word: **obsessed**

Bradley was obsessed with getting all A's on his report card.

How do you think Bradley would feel if he got a B and why?

Personal explanation / Reaction

5. Target word: **dignity**

What would be an example of what you might see or what might cause a person to show dignity?

THE CITY OF EMBER WEEKLY OVERVIEW

Title: The City of Ember
Week/ Section: # 1

Pages: 1- 69

Summary of Important Events

The novel opens with a description of the establishment of a city. The Builders discuss that the inhabitants must stay for 200 – 220 years, and the reader learns how the important instructions left by the builders are lost. The story then flashes ahead about 240 years. The city is failing and shortages are common. The main characters, Lina and Doon, go to work for Ember. Both are determined to help save the city.

Instructional Strategies / Objectives

- Read “Instructions” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.
- Read “Assignment Day” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.
- Read “A Message to the Mayor” and “Under Water” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.
- Read “Something Lost, Something Found” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.
- Students will complete attached character chart. Modification: Teacher may decide to give students three characters (Lina, Doon, and Mayor) rather than the students decide on most important characters.

Vocabulary to be Addressed in Small Group \

endeavor (p. 2)
labyrinth (p.11)
generator (p.15)
anticipation (p.40)
raucous (p.40)
turbulent (p.42)

The City of Ember Vocabulary- Section 1

Context Interpretation

1. Target word: **endeavor**

It was quite an endeavor to get the cat out of the tree. It had been stuck up there all night. Why would it be an endeavor to get the cat out of the tree?

Cloze passage

2. Target word: **labyrinth**

Pipeworks laborers worked below the storerooms in the deep _____ of tunnels. The mouse ran through the _____ to get the cheese at the end.

3. Target word: **generator**

The emergency _____ used gasoline to make electricity when the lights went out. It was an important piece of equipment to have as a back-up.

Context Interpretation

4. Target word: **anticipation**

The anticipation of the trip to Disney World kept her awake all night. How do you think she felt about Disney?

Cloze passage

5. Target word: **raucous**

A _____ clamor filled the generator room. It was so loud that Doon had to put his hands over his ears.

6. Target word: **turbulent**

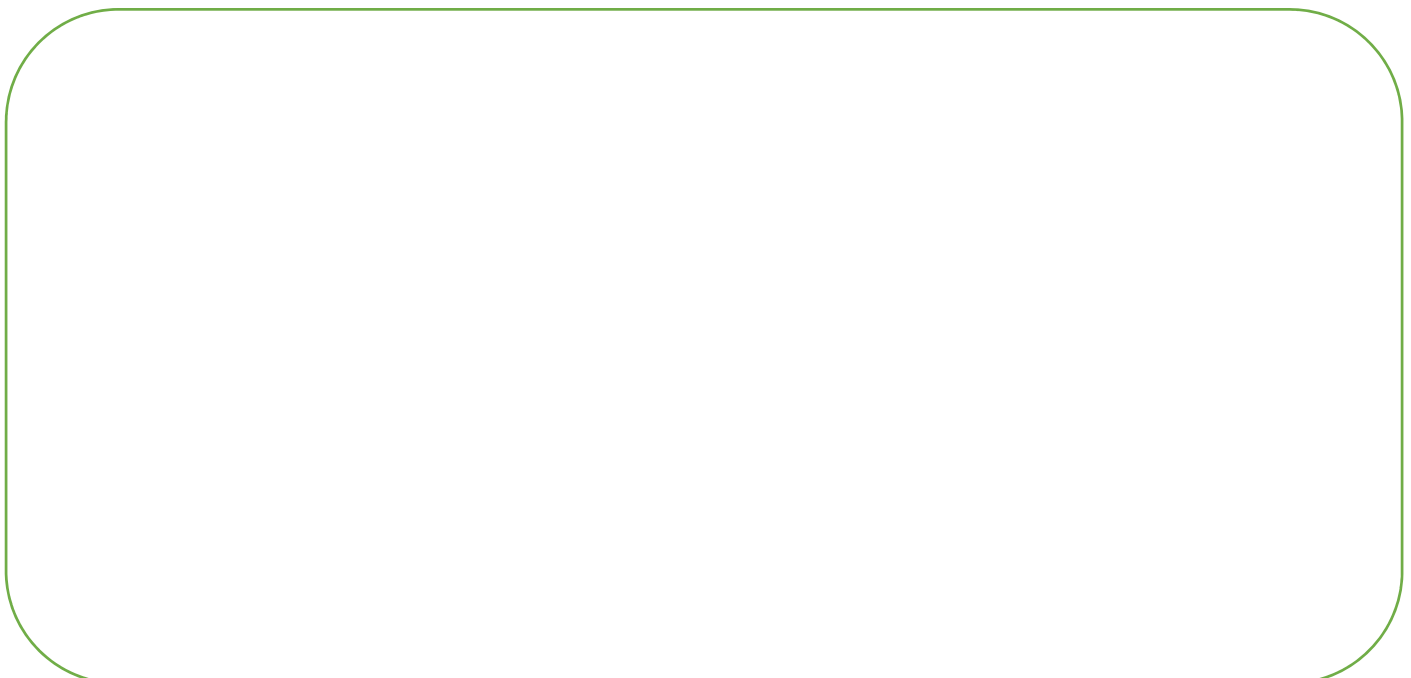
The _____ air caused the plane to bounce in the air. Everyone needed to stay in their seats or they would fall down.

Section – Part 1

Plot: Summarize what happened in this Section of the story. Be sure to use complete sentences in your response.

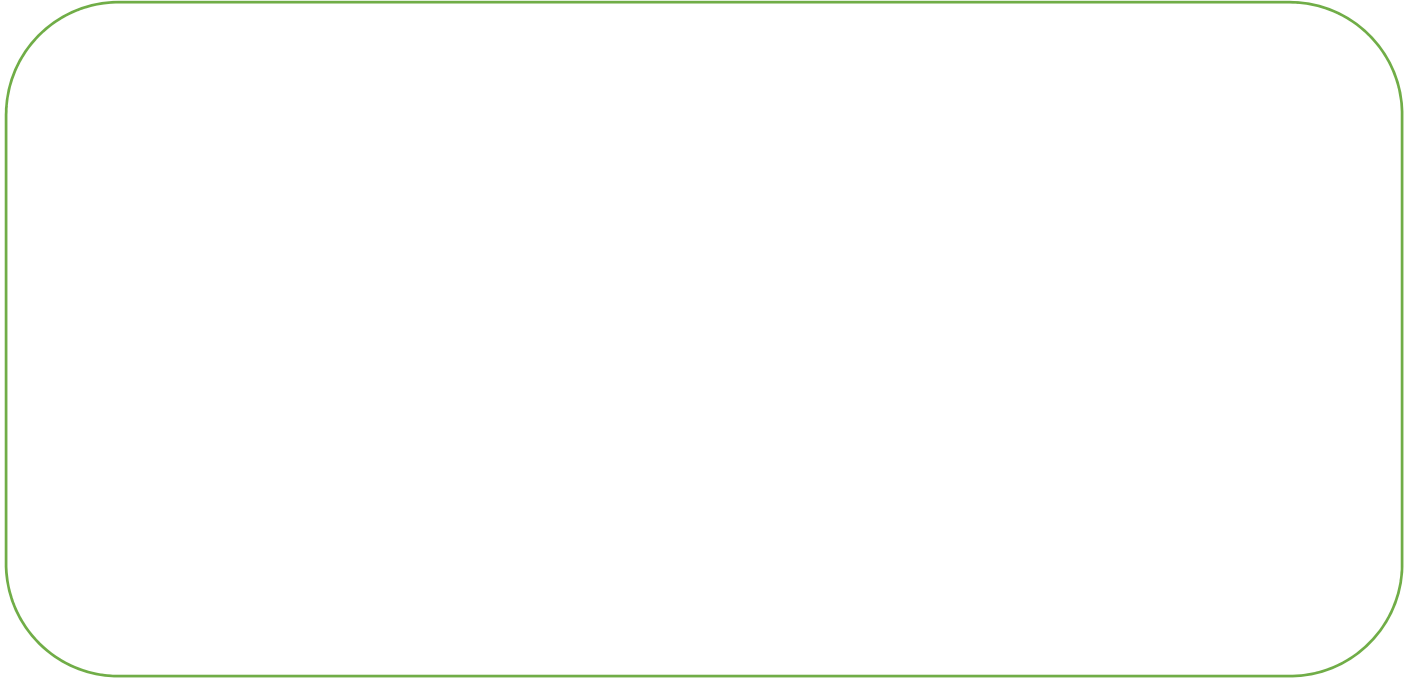


Setting: Where did this Section take place? How did the setting impact or contribute to the story? How did the characters react to the setting? What mood was created by the setting?

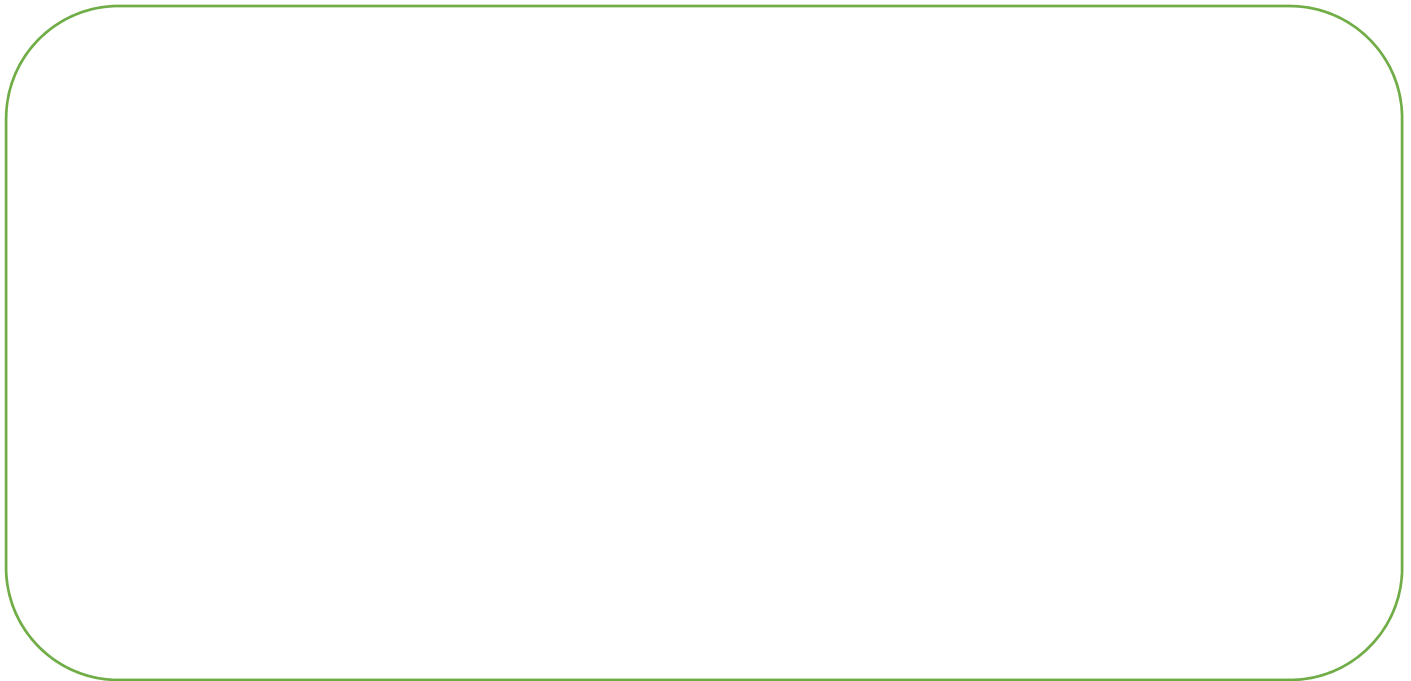


Characters: Select a main character. Identify two character traits he or she exhibits in this Section. Give text evidence to support your selected traits.

Character Trait 1

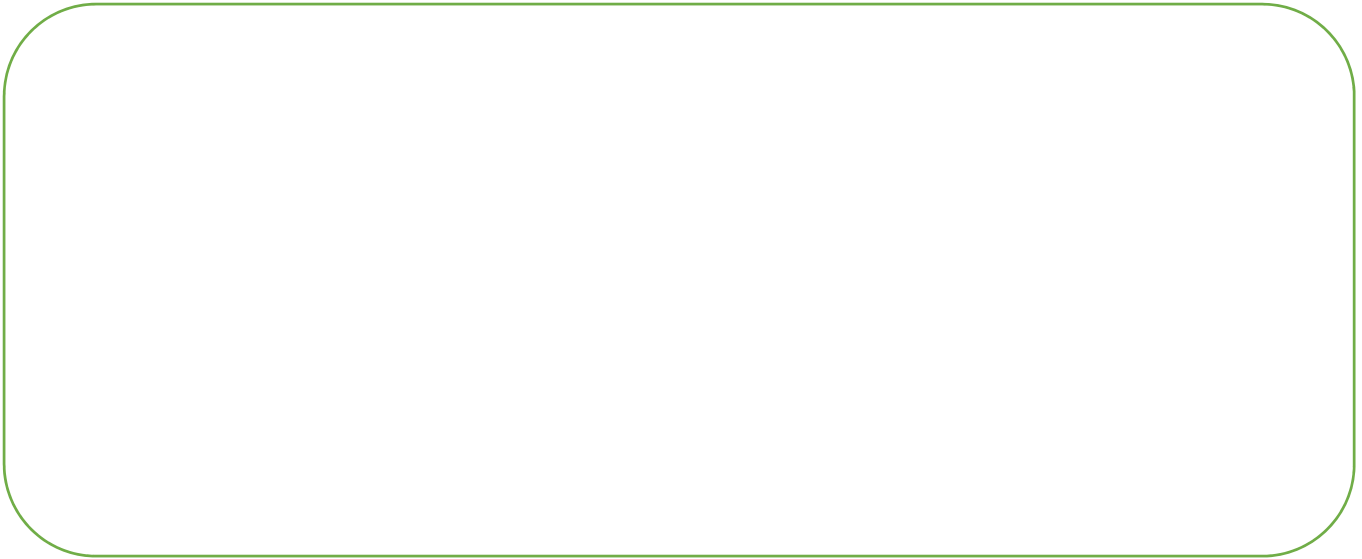


Character Trait 2

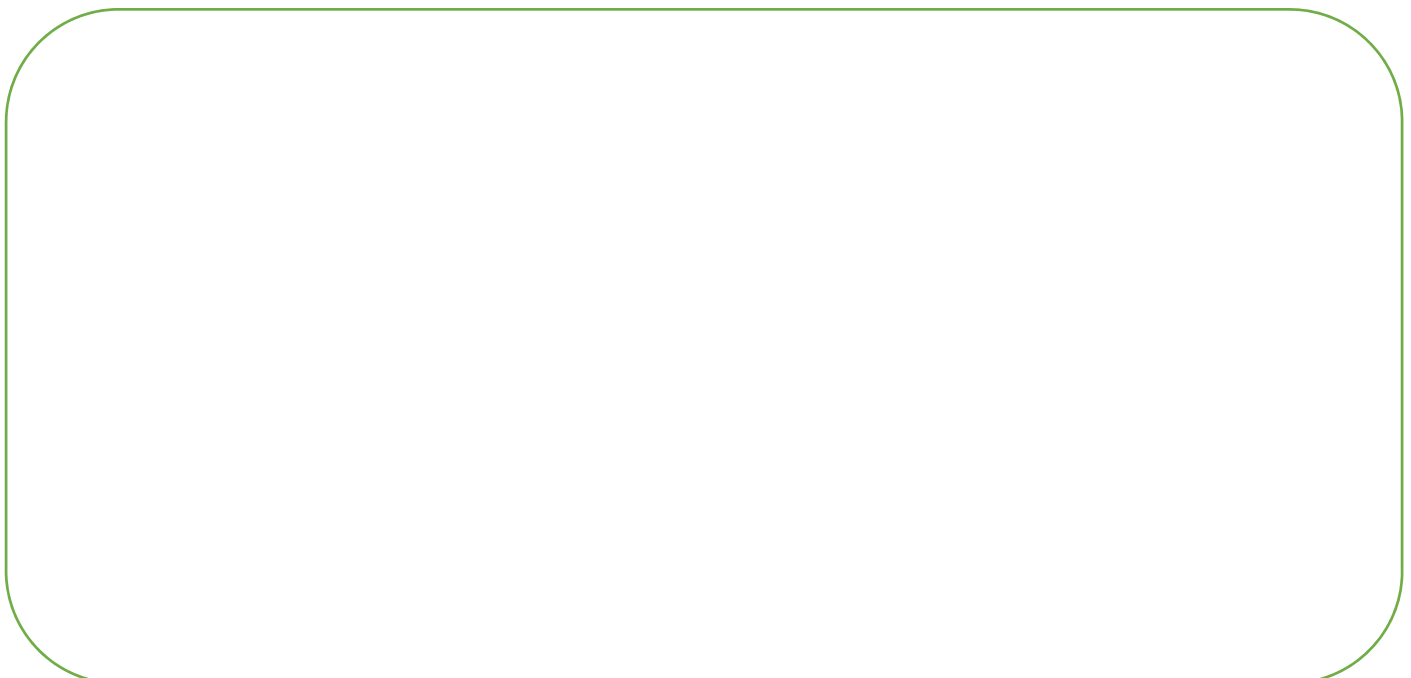


Section _____ – Part 2

Plot: Summarize what happened in this Section of the story. Be sure to use complete sentences in your response.



Setting: Where did this Section take place? How did the setting impact or contribute to the story? How did the characters react to the setting? What mood was created by the setting?

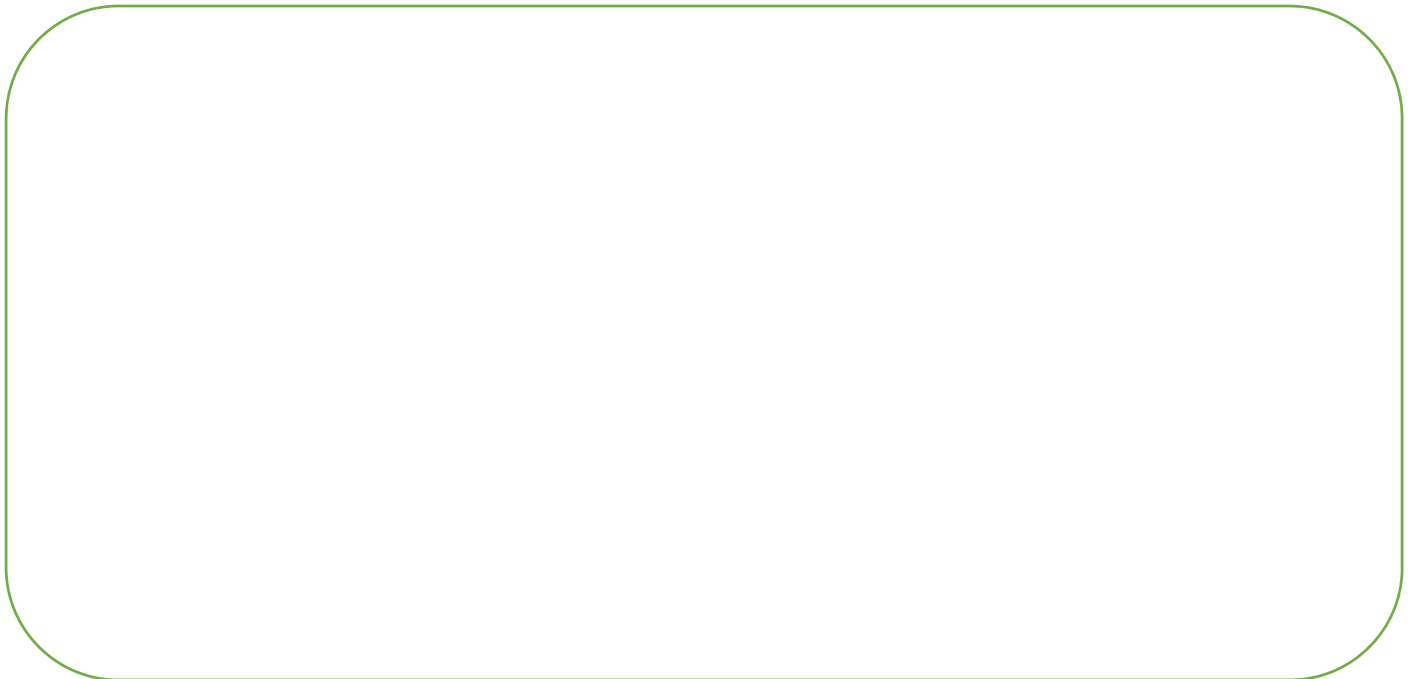


Characters: Select a main character. Identify two character traits he or she exhibits in this Section. Give text evidence to support your selected traits.

Character Trait 1



Character Trait 2



MY TEACHER IS AN ALIEN WEEKLY OVERVIEW

Title: My Teacher is an Alien

Week/ Section: # 1

Pages: 1-30

Summary of Important Events

The 6th grade students arrive back from spring vacation to find a substitute, Mr. Smith, in place of their teacher Ms. Schwartz. No one knows why Ms. Schwartz left or where she is now.

Susan Simmons, a student, wrote a note in class that criticized Mr. Smith. Mr. Smith took the note and put it in his stack of papers and took them home. Susan followed him home so she could sneak in his house and get it. While peeking in his window, she sees him peeling off his face and realizes he is an alien. She eavesdrops on his report to the alien spaceship and finds out he is planning on kidnapping some students and taking them into space.

Instructional Strategies / Objectives

- Read and take notes about characters, plot, setting and mood development in the Section.
- Students complete a short summary of Chapters twice during each section.

Vocabulary to be Addressed in Small Group

mimic (p. 2)

frivolous (p.18)

slither (p.22)

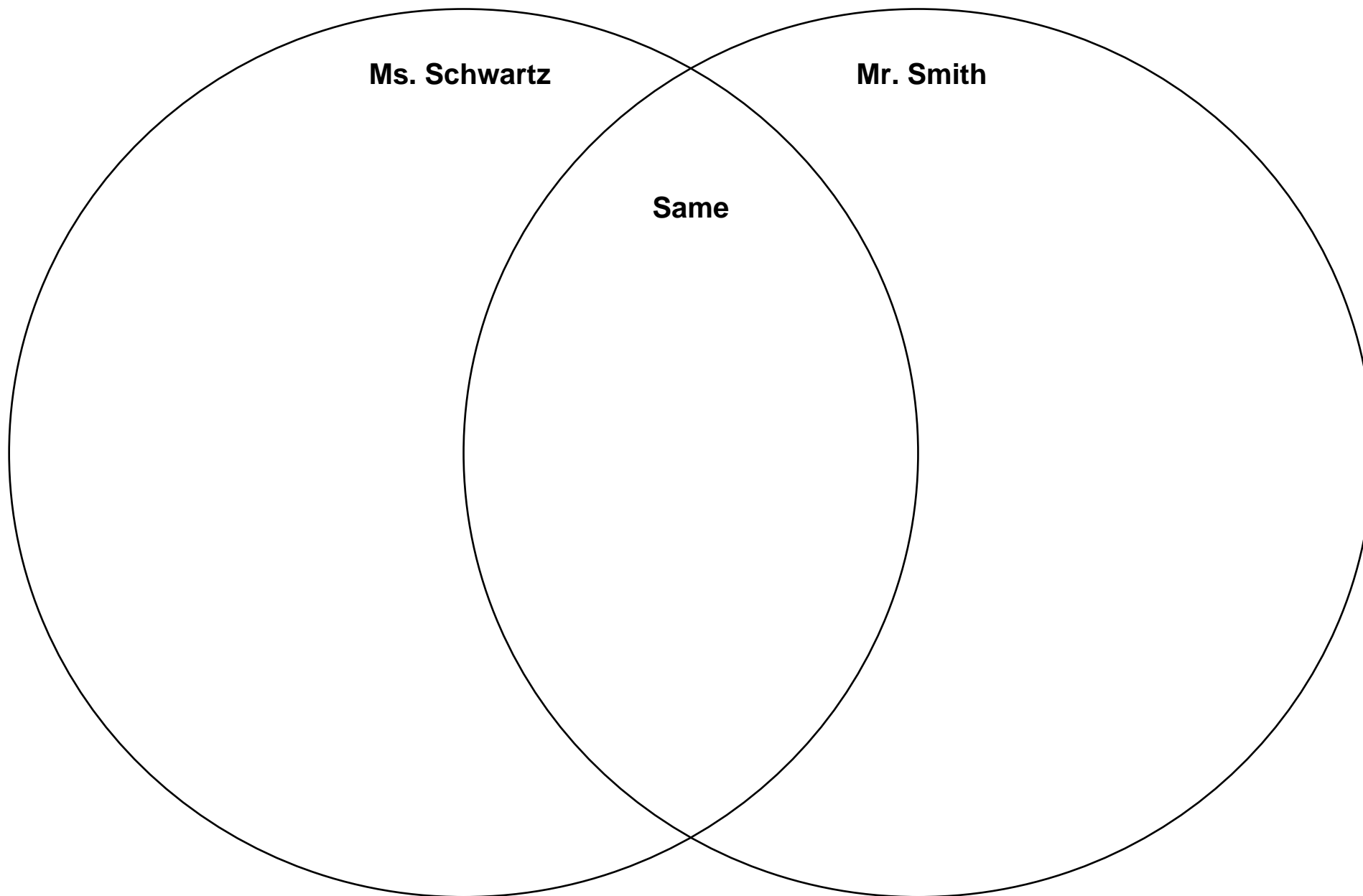
hideous (p.24)

barbaric (p.25)

bleak (p.29)

Teacher is an Alien

Name: _____ Date: _____



Open Ended Question #1
My Teacher is an Alien

Authors use characters actions, appearance, and dialogue to help us to get to know characters. In this section, we get to know two very different teachers, Ms. Schwartz, and Mr. Smith.

- In the first section of *My Teacher is an Alien*, the author describes two different teachers. Using the attached Venn diagram, compare and contrast these teachers.
- Using the Venn diagram, write a 2-3 paragraph essay comparing and contrasting these teachers. Use examples from the text to support your response.

My Teacher is an Alien

Vocabulary - Section 1

Examples vs. Non-examples

1. Target word: **mimic**

Timmy enjoys imitating his younger sister.

Timmy enjoys watching his sister.

Cloze passage

2. Target word: **frivolous**

Buying 500 pairs of socks was a _____ purchase. The money would have been much better spent on other things.

3. Target word: **slither**

Kathy lost her footing and started to _____ down the river bank. She tried to climb up, but she kept falling down.

4. Target word: **hideous**

The injured lion gave the most _____ roar ever heard in the jungle. Many of the animals scattered when they heard it.

5. Target word: **barbaric**

Gary grabbed the leg from the freshly cooked turkey and shoved it in his mouth. His behavior was considered _____.

6. Target word: **bleak**

For plants and animals that can't adjust to the desert, life will be _____ and difficult. They will most likely die in a short while.

ALIENS FOR BREAKFAST WEEKLY OVERVIEW

Title: Aliens for Breakfast
Week/ Section: #1

Pages 5- 20

Summary of Important Events

Richard Bickerstaff sits down at the breakfast table one morning and gets the surprise of his life. An alien named Aric crawls out of his cereal bowl and introduces himself as the commander of the Interspace Brigade. Aric tells Richard that the Interspace Brigade needs his assistance because Earth is being invaded by a Drane. Aric tells Richard that this Drane is the new student, Dorf, in Richard's class. Dranes clone every four days, so they must work quickly. Aric says the weapon to destroy the Drane is here on Earth. The problem is that Aric cannot remember what the weapon is due to being freeze-dried and beamed in the cereal box.

Aric heads to school in Richard's pocket. Richard must keep Aric a secret so they communicate telepathically. Dorf impresses the class with his intelligence and smile. Aric says that Dorf's teeth send out rays that put people under his control. Richard's best friend, Henry, has come under Dorf's control. Richard thinks that Earth is in big trouble now.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post It notes to record thoughts as students read
- Record elements of science fiction including characters, setting, technology, or any other category.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements

Vocabulary to be Addressed in Small Group

imitating(p. 5)
scowled (p. 6)
muttered (p. 7)
brigade (p. 8)
natives (p.11)
bluff (p. 15)
thrill (p. 18)

Open Ended Question #1
Aliens for Breakfast

Administer after reading section 1.

In this section, we meet a science fiction fan named Richard. One morning before school, Richard is surprised to discover an alien climbing out of his cereal bowl.

- What important task does the alien need help with? How does Richard react to this news?
- Describe what you would do if you were Richard.

Use examples from the text to support your answer.

Aliens for Breakfast Vocabulary- Section 1

Directions: Fill in the blanks with either the definition or a sentence.

Words	Definition	Sentence
imitating (p. 5)	to copy the actions of	He'd only been in Richard's class for two days, but already the other kids were <u>imitating</u> him.
scowled (p. 6)	to make an angry frown	
muttered (p. 7)		"I don't think it's cereal," <u>muttered</u> Richard.
brigade (p. 8)	a group of people gathered or organized for a particular purpose	
natives (p. 11)	a person born or raised in a given place	
bluff (p. 15)	to try to fool a person by pretending something is true when it is not	
thrill (p. 18)		Now he felt a <u>thrill</u> of alarm at Aric's words.

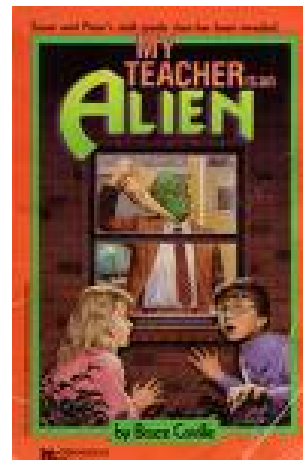
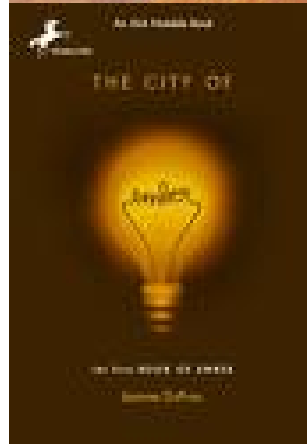
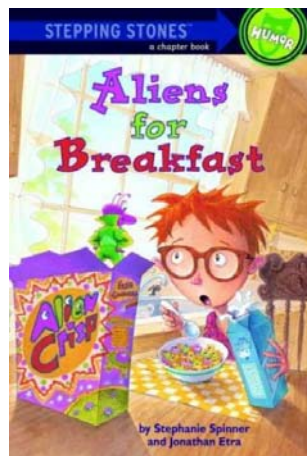
WASHINGTON TOWNSHIP PUBLIC SCHOOLS

FIFTH GRADE

GENRE UNIT : SCIENCE FICTION

SECTION

2



FOUND WEEKLY OVERVIEW

Title: Found

Week/ Section: # 2

Pages: 71 - 146

Summary of Important Events

In this section, Jonah and his family are meeting with James Reardon of the FBI. Jonah finds himself getting sick and running to the bathroom. Here he meets a young janitor who mysteriously appears to tell him to look for a file on the FBI agent's desk and to try and memorize all the names in the file. Then the janitor suddenly disappears when Jonah turns his back. Back in the FBI office, Jonah discovers a file that is now on the desk. He notices that Mr. Reardon was furious to see the file on his desk and didn't want Jonah or his family to notice it. Jonah quickly tells his sister Katherine to get a look at the file when he causes a distraction in the room. Once alone, Katherine and Jonah find out that the title of the names in the folder said "witnesses". They spend the next few days trying to contact people from the list and receive a letter at the end of the section that one of the people they contacted wants to meet them at the public library on Saturday.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Record and track predictions using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

malfunctioning (p. 75)
naturalized (p.81)
hypothetical (p.82)
quandary (p.85)
surreptitious (p.93)

Section 2 Discussion Questions

1. List strange events that occur when Jonah and his family visit Mr. Reardon's office.
2. How has Jonah's reaction to being adopted changed? (Initial reaction on page 72, changed reaction on pages 134 and 135) Explain why this change occurs.

Final Discussion

Describe how the author builds tension throughout the meeting at the FBI building.

[illegible]

Found Vocabulary- Section 2

Cloze passage

1. Target word: **impede**

The rough seas will _____ the ship's progress. It will arrive in port one day late.

2. Target word: **malfunction**

The rocket launch was canceled due to a _____ in the engine. Once the problem was fixed the launch was rescheduled.

3. Target word: **hypothetical**

The doctor refused to discuss the _____ spread of the new flu. She said that she needed to wait until she had the facts about what was actually happening before she made a comment.

4. Target word: **quandary**

Since I didn't get to study for the math test, I was in a _____ as to whether I should cheat or not.

5. Target word: **surreptitiously**

After breaking into the cabinet, Mr. Reardon kept glancing at the files _____. He would be in huge trouble if he got caught.

THE CITY OF EMBER WEEKLY OVERVIEW

Title: The City of Ember
Week/ Section: # 2

Pages: 70 - 131

Summary of Important Events

Lina and her little sister Poppy are out when Lina hears about the possibility that she can buy colored pencils – a rarity in Ember. She goes to Looper’s store and is overcome with the need to have them. She buys them, the lights go out, and she loses Poppy. Doon rescues Poppy for her, but Lina doesn’t feel as great about the pencils anymore. The mayor calls a Town Meeting and lies when he tells the people solutions are being found. When Lina gets home, she finds Poppy has chewed up “The Instructions”. Doon finds a door he thinks may lead to a way to save Ember, and he and Lina wonder if this might save their city.

Instructional Strategies / Objectives

Read “On Night Street” and “The Box in the Closet” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.

-Read “A Message Full of Holes” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.

-Read “Explorations” and “The Door in the Roped-Off Tunnel” and consider the most important details. Students will write a 2-3 sentence summary. Discuss as a group and teacher records on anchor chart.

-Students will complete attached story element chart.

-Students will complete Section 2 Essay

Vocabulary to be Addressed in Small Group

defiant (p. 77)

incoherently (p.79)

illegible (p.103)

reluctantly (p.107)

crevices (p.116)

Name _____ Date _____

The author introduced several important characters in Section 2 of *City of Ember*. Reread your notes and choose three characters who are most important to the plot so far. Briefly describe their physical appearance and personality traits.

Character	Trait	Text Evidence

The City of Ember

Vocabulary- Section 2

Cloze passage

1. Target word: **defiant**

The child was _____ and went out even though his parents said no. When he came home, he would be punished.

2. Target word: **incoherent**

The child was _____ as he sobbed and tried to explain what was wrong. His mother hugged him and urged him to take deep breaths so he could talk.

3. Target word: **reluctant**

She was reluctant to give the letter to the mayor since she didn't trust him. She was afraid of what the mayor would do with the information.

4. Target word: **illegible**

The teacher could not read the _____ handwriting of her student. The teacher suggested that the student use a computer.

5. Target word: **crevices**

The strange _____ must have been carved into the earth by running water over many years. They were deep and had steep sloping sides.

MY TEACHER IS AN ALIEN WEEKLY OVERVIEW

Title: My Teacher is an Alien

Week/ Section: # 2

Pages: 31 - 61

Summary of Important Events

Susan told Peter Thompson, the smartest boy she knew, about Mr. Smith being an alien. The two of them decided to investigate and break into Mr. Smith's house to see what they could find. They found their teacher, Ms. Schwartz, stuck in a force field in the attic. The only way they could communicate with Mr. Schwartz was through telepathy. Mrs. Schwartz told them to warn the others. The alien Broxholm's mission was to find five students to take back with him. He plans to select the best, worst, and the three most average kids and take them into space on May 26th. Susan and Peter's job was to unmask the alien.

Instructional Strategies / Objectives

- Read and take notes about characters, plot, setting and mood development in the Section.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Students complete a short summary of Chapters twice during each section.

Vocabulary to be Addressed in Small Group

indignant (p. 37)
force field (p.53)
telepathy (p.54)
shudder (p.60)

Opened Ended 2

My Teacher is an Alien

In this section, the students break into Mr. Smith's house and find Ms. Schwartz in a force field.

- Cite evidence from the text to identify the key information the students learned while they were in the house.
- Do you feel that breaking into Mr. Smith's house was a good decision? Why or why not?

Section 2 Essay

Lina and Doon are two important characters in the story *City of Ember*.

Write an essay comparing and contrasting the two characters. Be sure to use details from the text to support your ideas.

My Teacher is an Alien

Vocabulary- Section 2

Context Interpretation

1. Target word: **indignant**

Elizabeth felt most indignant at the rude way Mary treated her.
What could Mary have done to make Elizabeth feel indignant?

2. Target word: **telepathy**

When Gary and Chuck were walking home, they communicated using telepathy.
If you were walking home with Gary and Chuck, could you hear the conversation?
Explain.

Cloze passage

3. Target word: **force field**

The force field prevented Darth Vader from getting into Luke's hideout. There was nothing he could do to get through it.

4. Target word: **shudder**

The air turned cold, and an image of a ghost appeared, making the children who saw it _____ in fright.

ALIENS FOR BREAKFAST WEEKLY OVERVIEW

Title: Aliens for Breakfast

Week /Section: #2

Pages 21-34

Summary of Important Events

In this section, Richard is waiting for Aric to remember the secret weapon to destroy Dorf. In art class, Richard notices that the entire class is under Dorf's control. Richard continues to resist Dorf. Dorf pulls a trick on Richard and causes blood to ooze out from under his fingernails. Aric tells Richard that Dorf is rearranging his molecules which will cause Richard's body to slowly dissolve.

When Richard and Aric get home, they start to do some serious thinking to figure out the weapon. Richard is worried and upset with Aric. Aric says that he remembers that the weapon is something that can be eaten. Richard hurries to the kitchen and empties the cabinets and refrigerator. He shows all of the food in his kitchen to Aric in hopes of refreshing his memory. Aric asks to see another kitchen with a wider array of products. Then, Richard comes up with an idea. He thinks that they should go to the mall, which contains every fast food made in America.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Record and track predictions using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

remarks (p. 21)

primitive (p. 23)

destination (p. 23)

resisting (p. 27)

molecule (p. 27)

dissolving (p. 27)

whimpered (p. 27)

menace (p. 30)

nourishment (p. 31)

Aliens for Breakfast Vocabulary- Section 2

Directions: Fill in the blanks with either a sentence or a definition.

Word	Definition	Sentences
remark (p. 21)		He made rude <u>remarks</u> about the classes he had to sit through.
primitive (p. 23)	simple or not developed	
destination (p. 23)	a place to which a person is going	
resisting (p. 27)		Dorf knows you are <u>resisting</u> him.
molecules (p. 27)	the smallest unit of a substance that has all the properties of that substance. A molecule is made up of a single atom or group of atoms	He is rearranging your <u>molecules</u> .
dissolving (p. 27)	to melt or become liquid	
whimpered (p. 27)	to cry in weak, broken sounds	
menace (p. 30)		Dranes are a cheap <u>menace</u> . They can be fought with simple ingredients.
nourishment (p. 31)		"I seem to remember that the substance can be eaten," said Aric. "Where do you store items of <u>nourishment</u> ?"

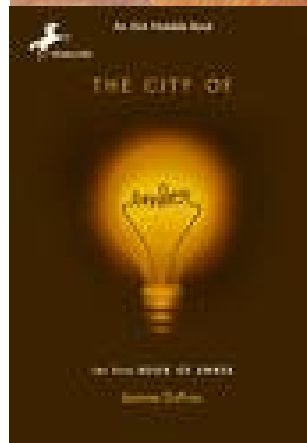
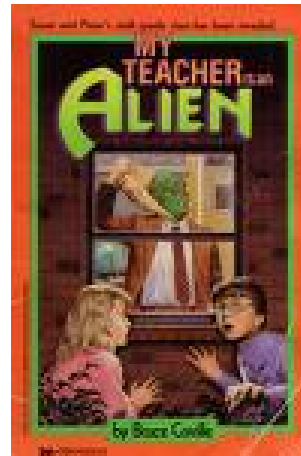
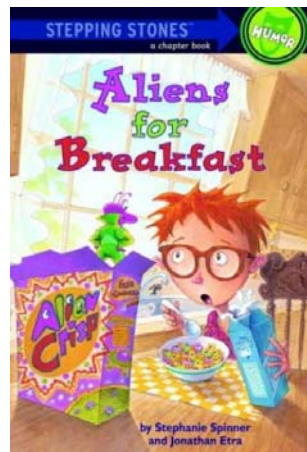
WASHINGTON TOWNSHIP PUBLIC SCHOOLS

FIFTH GRADE

GENRE UNIT : SCIENCE FICTION

SECTION

3



FOUND WEEKLY OVERVIEW

Title: Found

Week/ Section: # 3

Pages: 147 - 220

Summary of Important Events

Jonah, Chip, and Katherine plan to meet Angela. She tells her story about the plane, the babies, and watching the plane disappear. She brings up the possibility that the plane was a time machine and all the babies were from the future. Two men rush in, one, the “janitor”, tackles the other and shouts about ruining time. Angela and the kids escape. The “janitor” tells Angela they wronged her in time. The kids start to run away but go back to save Angela. The library looks like nothing happened, and Jonah sees Angela walk into a pine grove and disappear. It seems like there are two sides – one fighting, one protecting them. Chip calls to tell Jonah the list of survivors on his computer is gone, and they can not find Angela or her phone number. Jonah, Chip, and Katherine try to figure out what to do and why people are fighting over them. At the end of the section, Jonah’s mom tells him there will be a conference for adopted kids. Katherine convinces them she should go too, and the boys convince Jonah’s mom to let her go as well.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Notice and record elements that the author uses to create mood using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

plaintive (p. 148)

ingenuity (p.156)

unauthorized (p.164)

stammer (p.183)

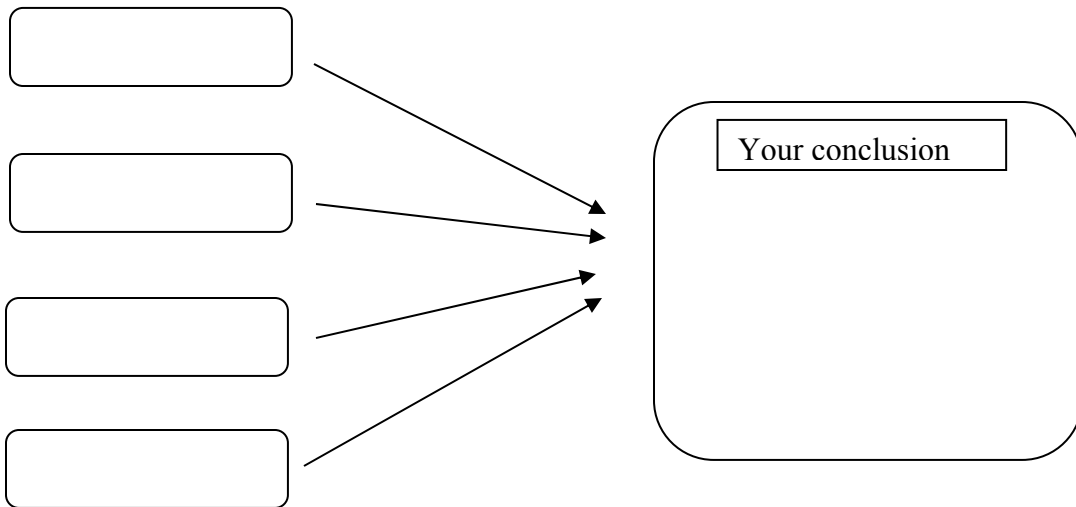
despair (p.198)

Section 3 Discussion Questions

1. What role does Angela DuPre play in this section? (Chapter 18)
-What evidence helps explain your answer?

Culminating discussion question

Based on all of the mounting evidence, what is the explanation for the mysterious plane with babies from the prologue?



Open Ended Question #2
Found

Administer after students have read up to p. 174 (after chapter 18). **This is in the middle of section 3.**

In this section, we are reintroduced to Angela DuPre whom we first met in the Prologue. She was the new airline worker who witnessed the strange events and has agreed to meet with Chip, Jonah, and Katherine in the library. She believes that the passengers on the plane were brought from the future.

- If you agree with her, what events in the novel would support Angela's claim? If you disagree, what are some other possibilities to explain their arrival?
- Whether they are from the future or not, why have these children been brought here and by whom?
- Why have Jonah and Chip now been receiving threatening letters?

Use specific details from the story to support your response.

Found Vocabulary- Section 3

Examples vs. Non-examples

1. Target word: **naturalized**

Example – Joe was thrilled he was finally going to be a United States citizen.

Non-example – Jose’s family arrived from Haiti last week to live.

Context Interpretation

2. Target word: **plaintive**

Chip sounded so plaintive that Josh couldn’t argue anymore because he felt sorry for him.
What could have happened to make Chip feel this way?

Example vs. Non-example

3. Target word: **ingenuity**

Example – The robotic toy Tim built showed true brilliance.

Non-example – Tim’s robotic toy looked like all the others.

Cloze Passage

4. Target word: **unauthorized**

The unauthorized plane landed at JFK Airport today, causing panic throughout the terminal. No one knew who or what was on the plane.

5. Target word: **stammer**

When I met Cole Hamels, I could hardly speak. I could only _____ and no one could understand the words coming out of my mouth.

Context Interpretation

6. Target word: **despair**

Some of Chip’s despair was beginning to affect Jonah, and he felt unmotivated to work.
What could have happened to Chip to make him feel hopeless?

THE CITY OF EMBER WEEKLY OVERVIEW

Title: The City of Ember
Week/ Section: # 3

Pages: 132 - 192

Summary of Important Events

Lina's grandmother is ill and dies. Lina and Poppy move in with Mrs. Murdo. When Lina goes back to work, she runs into her friend Lizzie who is carrying cans of rare food. Lina makes Lizzie tell the truth and finds out that Looper has been "finding" the cans and other supplies. Doon continues exploring in the Pipeworks and gets a peek inside the mysterious door. He discovers the mayor in a room crammed with supplies. Lina and Doon report the mayor's thievery to the guards. As they wait for the guards to arrest the mayor, they figure out "The Instructions". They find and figure out how to use matches and candles. They also find a boat and realize that the way out of Ember is down the river.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Notice and record elements that the author uses to create mood using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

lurking (p. 132)
delectable (p.152)
sauntering (p.148)
decipher (p.170)
plunder (p.178)
gorging (p.178)

Story Elements Chart
Section 3



PROBLEM

MOOD



Section 3 Essay

The city of Ember is a very unusual place with unique problems. Think about the problems in the story.

Write an essay explaining the main problem and how this problem influences the mood of the story. Be sure to use specific examples from the text to support your ideas.

Open Ended Question #2
The City of Ember

Administer after reading section 3

Clary's dark brown eyes seemed to grow deeper and sadder. "There is so much darkness in Ember, Lina. It's not just outside; it's inside us, too. Everyone has some darkness inside. It's like a hungry creature. It wants and *wants* with a terrible power. And the more you give it, the hungrier it gets." page 168

Clary tells this to Lina when she tells Clary about the mayor stealing food.

- What does this mean?
- How does this apply to different characters in the novel?

Be sure to use specific text references from any part you have read so far to show how this quote relates to various characters.

The City of Ember

Vocabulary- Section 3

Cloze passage

1. Target word: **lurking**

The lion was _____ in the underbrush in hopes that no one would see him.

2. Target word: **delectable**

Christine's homemade chocolate cake was _____ and left a wonderful taste in my mouth.

3. Target word: **sauntering**

While _____ through Haddonfield, Jessica looked at the clothes in the store window.

4. Target word: **decipher**

The expert can _____ the enemy's message in one hour.

5. Target word: **plunder**

During the Haiti crisis, people would often _____ unoccupied stores.

6. Target word: **gorging**

He was _____ himself at the buffet dinner table until he felt uncomfortably full.

MY TEACHER IS AN ALIEN WEEKLY OVERVIEW

Title: My Teacher is an Alien

Week/ Section: # 3

Pages: 63 - 90

Summary of Important Events

In this section, Susan tries to expose Mr. Smith by pretending to faint and trying to pull off his face. She does not succeed and is sent home by the nurse. She tries to tell her father about Mr. Smith, but she can not tell him and he does not pick up on her clues. The students start to act weird to avoid being chosen by Mr. Smith, and Peter points out that Susan is the most likely candidate for kidnapping. She decides to skip school and break into Mr. Smith's home with the help of Peter and Duncan. They plan to break in, take pictures of Ms. Schwartz in the force field, and ask her what to do. At the end of this section, they hear Duncan screaming from downstairs.

Instructional Strategies / Objectives

- Read and take notes about characters, plot, setting and mood development in the Section.
- Students complete a short summary of Chapters twice during each section.

Vocabulary to be Addressed in Small Group

philistine (p.66)
lair (p.67)
withering (p.72)
belligerent (p.87)

Open Ended Response #2
My Teacher is an Alien

Administer after reading section 3

Authors often make characters attempt to solve a problem in several ways. Susan and her classmates try several plans to expose Mr. Smith.

- Describe the ways Susan tries to expose Mr. Smith in this section.
- What has happened to each of these attempts?
- At the end of this section, what plan does she develop with Peter?
- What problems do you predict might occur?

Use examples from the text to support your response.

My Teacher is an Alien

Vocabulary- Section 3

Paired words

1. Target word: **philistine**

Describe how the two words are alike:

philistine / barbaric

Cloze passage

2. Target word: **lair**

The pirate's _____ was on an island deep in the cave. Even though the captain of the ship tried to find it, he never could.

Context interpretation

3. Target word: **withering**

Nick was quite upset after Louis came up with a withering insult about his teeth.

What is something Louis could have said?

4. Target word: **belligerent**

Lois showed up at Joan's house in a belligerent mood. She knocked loudly on the front door because she needed to confront Joan about something that happened.

What is something that Joan could have done to put Lois in such a bad mood?

ALIENS FOR BREAKFAST WEEKLY OVERVIEW

Title: Aliens for Breakfast

Week/ Section: # 3

Pages: 35-47

Summary of Important Events

In this section, Richard and Aric arrive at the crowded mall. Richard shows Aric a cool baseball jacket that he wants for his next birthday. Richard and Aric check out a sci fi store called Mutant Splendor, which is Richard's favorite store. While standing in front of the store, Richard spots Dorf and Henry heading into Pizza World. Aric makes Richard and himself invisible in order to spy on Dorf and Henry.

Inside Pizza World, Dorf and Henry are sitting at a table covered in pizzas. Aric informs Richard that Dranes must eat a lot before they can divide into clones. Dorf begins to shake red pepper flakes onto his pizzas. He greedily begins to take all of the red pepper canisters from around the restaurant and pours them all onto his pizzas. He begins devouring the pizzas. Aric realizes that red pepper flakes are the secret weapon. Dranes cannot resist eating red pepper flakes, but they must eat them alone in order to be destroyed. Aric and Richard leave Pizza World and materialize in front of Mutant Splendor.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Notice and record elements that the author uses to create mood using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

promotion (p. 35)
species (p. 35)
destroying (p.36)
snarling (p. 36)
wobbly (p. 38)
puzzled (p. 43)

Open Ended Response #2
Aliens for Breakfast

Administer after reading section 3

Richard and Aric become invisible in order to spy on Dorf and Henry in Pizza World.

- What happens in Pizza World that helps Richard and Aric on their mission?
- Predict what you think will happen the next day at school.

Use information from the story to support your response.

Aliens for Breakfast Vocabulary-Section 3

Directions: Fill in the blanks with either a definition or a sentence.

Word	Definition	Sentence
promotion (p.35)		He saw that one of the stores was having a <u>promotion</u> .
species (p. 35)	a group of living things that common features	
destroying (p. 36)		Aric sounded so sure of <u>destroying</u> Dorf that Richard felt a little better.
snarling (p. 37)		They were all <u>snarling</u> and holding laser swords as if they were about to attack.
wobbly (p. 38)	shaky	
puzzled (p. 43)	confused	

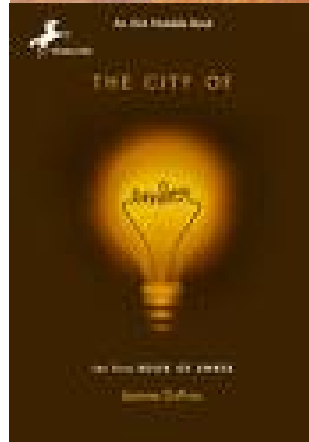
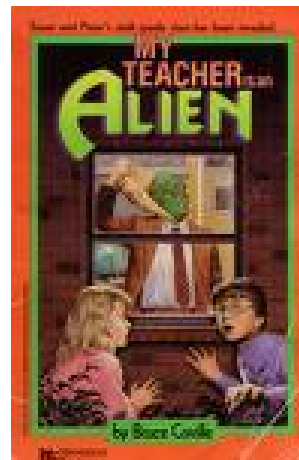
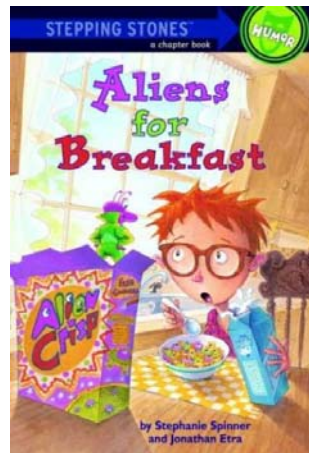
WASHINGTON TOWNSHIP PUBLIC SCHOOLS

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SECTION

4



Section 4 Discussion Questions

1. How does Gary and Hodge's purpose for taking children from the past change over time? (Pages 279 – 283)
2. What does Jonah want compared to the two choices that are presented to him by JB and Gary and Hodge? (Pages 292 and 295)

Final Discussion Question

How does the setting add to kids' confusion with the decision they have to make?

Characters	Choice they want (possibilities)	Consequences of that choice
Gary and Hodge		
JB		
Jonah		

FOUND WEEKLY OVERVIEW

Title: Found

Week/ Section: # 4

Pages: 221 - 314

Summary of Important Events

Jonah's parents take the boys and Katherine to the conference. They look at name tags to see if they remember any names from the list. The kids are broken into two groups. Mr. Hodge, a conference leader, announces his group names, and the names are all the ones Jonah and Katherine remember from the list. One name is called, but the girl does not answer, and Katherine pretends to be her. Katherine points out that all the 36 babies from the plane are in this group. A man, Gary, joins them to follow the group as they hike. Chip tries to warn the other kids, but Gary stops him. The men take them to a cave and make them touch a spot just outside. Katherine pretends to touch the spot then slips in. When they are all in the cave, the entrance closes. The "janitor" comes back, but Mr. Hodge shoots something and he and the "janitor" fight. Their fight does not make sense and refers to time – past and future. Angela appears and shoots Mr. Hodge with a taser. Jonah picks up a silver object, an Elucidator, that falls from Mr. Hodges' hand. Angela gives Jonah the taser, and he ties up Mr. Hodge and Gary. Jonah opens the entrance and there is nothing there. They watch a movie and find out that they are all children missing from the past. The Elucidator goes off and Jonah, Chip, Alex, and Katherine end up in the 18th century.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Record and track predictions using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

skeptical (p.226)

doom (p.243)

ominous (p.246)

claustrophobic (p.255)

traumatic (p.283)

Found Vocabulary- Section 4

Personal Interpretation / Reactions

1. Target word: **skeptical**

Describe a time when someone may feel skeptical or have doubt.

Context Interpretation

2. Target word: **doomed**

As the teacher handed out the pop quiz on the reading assignment I had not done, I thought my chances of getting an A were doomed.

Give an example of a time when a person may feel doomed.

Cloze Passage

3. Target word: **ominous**

There was an _____ bank of dark clouds heading our way. The newscaster said to stay indoors at all times.

4. Target word: **claustrophobic**

After ten minutes in the stuck elevator, I felt _____. I couldn't wait to get out and breathe some fresh air.

Context Interpretation

Target word: **traumatic**

When my mother threw out my favorite stuffed animal, it had a traumatic effect on me.

What else would be a traumatic event in a person's life?

THE CITY OF EMBER WEEKLY OVERVIEW

Title: The City of Ember
Week/ Section: # 4

Pages: 193-270

Summary of Important Events

Lina and Doon decide they will tell the people of the city about the boats and the way to escape from Ember at the Singing. When Doon gathers his things to leave, he meets Nammy Progggs, who warns him that he and Lina are wanted for spreading vicious rumors. Doon warns Lina, and they decide to hide in the school. They write a note that Lina agrees to give to Clary explaining what they are doing and how to escape. Lina is caught by the guards when she tries to deliver the note. Lina escapes from the mayor when the lights go out and meets Doon at the door to the Pipeworks. She has Poppy with her. Poppy, Lina, and Doon get in a boat and travel down the river to a path leading upward. Poppy finds an old journal which turns out to be an account of the first people's trip to Ember. The three escape to the upper world. Lina realizes that she forgot to deliver the note, but they tie it to a rock and drop it down into a crevice into Ember. It lands on Mrs. Murdo.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Record and track predictions using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

frenzied (p.209)
imprudence (p.219)
tumult (p.224)
refugees (p.250)
relentlessly (p.251)

Section 4 Essay

In *The City of Ember* Lina and Doon make unexpected discovery as they emerge from the cave.

Write an essay that explains how this new setting adds to the confusion Lina and Doon experienced. Use evidence from the text to support your ideas.

The City of Ember

Vocabulary- Section 4

Cloze passage

1. Target word: **frenzied**

The mother was _____ when she realized that her son was not in the car.

2. Target word: **bellowed**

The injured woman _____ with pain.

3. Target word: **tumult**

The _____ in the crowded room made conversation impossible.

4. Target word: **refugees**

After the earthquake, many _____ arrived in Philadelphia to start their lives over.

5. Target word: **relentlessly**

The scientist _____ searched for a cure for cancer.

MY TEACHER IS AN ALIEN WEEKLY OVERVIEW

Title: My Teacher is an Alien
Week/ Section: # 4

Pages: 91 - 123

Summary of Important Events

The screaming is Duncan who is standing in front of the communicator screen. Peter and Susan hide Duncan at Peter's house and go back to school. Susan thinks she is safe until Mr. Smith asks her to stay after school. He says he knows what she has done, and they have a conversation that has double meanings. At the end, he tells her to stay out of his house. Peter says he has a Plan B. He starts to work very hard because he wants to be chosen. On the night of the band concert, Susan and the other band members play their instruments until Mr. Smith is crumpled in the corner begging them to stop. They force him to take off his mask, but Peter helps him to escape. When everyone gets to Mr. Smith's house, they see a space ship take off with Peter on board. Susan decides she wants to explore space when she is grown-up.

Instructional Strategies / Objectives

- Read and take notes about characters, plot, setting and mood development in the Section.
- Students complete a short summary of Chapters twice during each section.

Vocabulary to be Addressed in Small Group

straddle (p.97)
hostile (p.98)
grimace (p.102)
trill (p.110)
casualty (p.110)

Open Ended Response 4

My Teacher is an Alien

Some very surprising things happen in this section. For example, at the end of the book, we find Peter and Susan have both changed to some degree.

Peter

- Tell the most obvious way Peter changed – (Decision he made.)
- Tell why? What you know about Peter that may have influenced his decision?
- Did he make the right decision? Why or Why not?

Susan

- How did Susan change?
- Tell why ? What caused this?
- What do you think will happen next?

ALIENS FOR BREAKFAST WEEKLY OVERVIEW

Title: Aliens for Breakfast

Week/ Section: #4

Pages: 48-62

Summary of Important Events

The next morning, Richard takes a five pound pepper flakes box to school. Richard waits outside the boy's bathroom for Dorf. Richard lures Dorf and Henry into the empty bathroom by telling them that he has something Dorf will really like. Richard opens his backpack and presents the box to Dorf. He grabs the box from Richard and starts swallowing handfuls of pepper flakes. Dorf's body begins to change into something that resembles a blob of Silly Putty with lots of tentacles. Dorf begins to scream at Richard in anger as his body smokes and bubbles. Finally, he blows up.

That night, Aric and Richard say their goodbyes. Aric tells Richard that he would make a great member of the Brigade. Aric is beamed back home to from Richard's kitchen table. The next morning, both Henry and Richard wake up at the same moment. They discuss having the same dream of bouncing pink creatures which they believe was Aric's homecoming. Richard gets out of bed and opens his closet to find a brand new black satin baseball jacket with the golden words "Interspace Brigade" on the back. In the pocket is a note from Aric thanking him for his help.

Instructional Strategies / Objectives

- Read and respond in a journal or use Post-It notes to record thoughts as students read.
- Record and track predictions using a graphic organizer.
- Participate in discussions to deepen understanding of text and to clarify science fiction elements.

Vocabulary to be Addressed in Small Group

peered (p. 51)
thrashed (p. 54)
tentacles (p. 54) g
sprout (p. 54)
pathetic (p. 56)
satisfying (p. 58)

My Teacher is an Alien

Vocabulary- Section 4

Cloze passage

1. Target word: **straddle**

Dan tried to _____ the fence but fell off because he lost his balance. He landed in a puddle of mud.

2. Target word: **hostile**

She was quite _____ when asked where she got the money. She felt they were accusing her of stealing.

Examples / Non-examples

3. Target word: **grimace**

Eric twisted his face in displeasure when he saw the amount of homework he had to do.
Eric smiled with joy when he saw the amount of homework he had to do.

Cloze passage

4. Target word: **trill**

Christine played the _____ on the flute beautifully. Practicing everyday made a big difference in her ability to play the notes correctly.

5. Target word: **casualties**

The earthquake in Haiti caused thousands of _____. People would have to rebuild their homes and their lives.

Aliens for Breakfast Vocabulary- Section 4

Directions- Fill in the blanks with a definition or a sentence.

Word	Definition	Sentence
resent (p. 48)	to feel anger or bitterness about, especially when something is seen to be unfair	
peered (p. 51)		Richard's mother <u>peered</u> at him. "Are you alright, honey?" she asked.
thrashed (p. 54)	to move around in a wild, whipping way	
tentacles (p. 54)	long thin body part on the head or around the mouth of some animals used for feeling or taking hold of things	
sprouted (p. 54)		Then he <u>sprouted</u> tentacles
pathetic (p. 56)		"And then all you <u>pathetic</u> Earthlings would have been our slaves!"
satisfying (p. 58)	to give what is wanted or needed.	

Name: _____

Date: _____

Final Assessment – Science Fiction Unit

Figurative Language

Identify the type of figurative language for each of the following sentences.

1. _____ I cannot remember my father's face, or my mother's, but I remember their love, warm and enfolding as a song.

A. Simile B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

2. _____ The cold wind punched at me and pinched my nose.

A. Simile B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

3. _____ Crash! The ceiling gave way as the alien appeared.

A. Metaphor B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

4. _____ The cracked crockery had creepy creatures crawling all over it.

A. Simile B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

5. _____ The sun felt hot enough to melt my skin and bones!

A. Metaphor B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

Mood

2. Write a paragraph that would describe a setting that would reflect a mood such as scary, calm, or excited.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Predictions

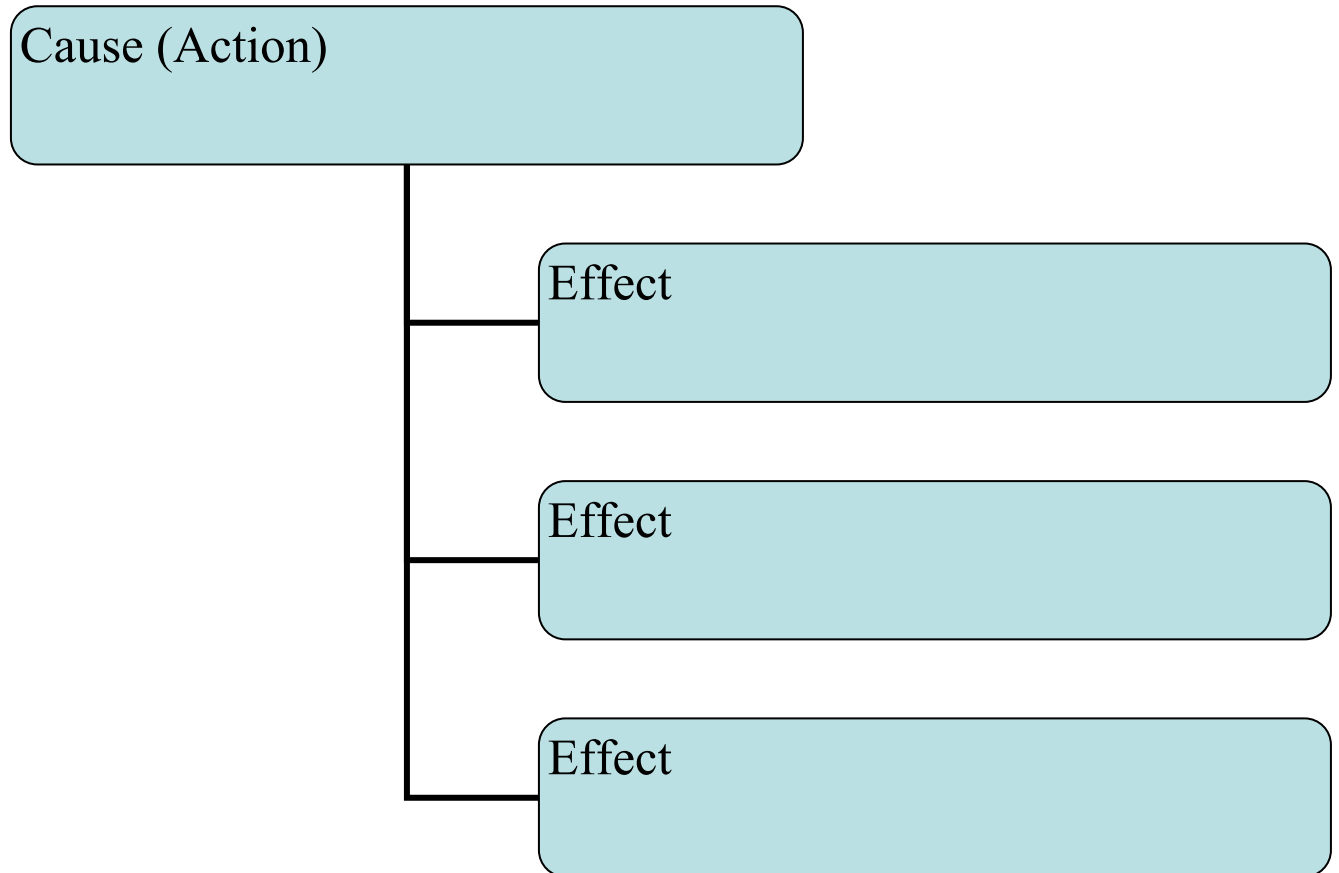
3. Make a prediction about what could happen as your story continues. Support your prediction with specific evidence from your text.

[illegible]

Cause and Effect

4. Choose a character from your novel and identify one important thing that character did. List at least 3 events in the story that were caused by this action.

Character _____



Final Assessment – Science Fiction Unit
Answer Key

Figurative Language

Identify the type of figurative language for each of the following sentences.

1. **A** I cannot remember my father's face, or my mother's, but I remember their love, warm and enfolding as a song.

A. Simile B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

2. **C** The cold wind punched at me and pinched my nose.

A. Simile B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

3. **E** Crash! The ceiling gave way as the alien appeared.

A. Metaphor B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

4. **D** The cracked crockery had creepy creatures crawling all over it.

A. Simile B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

5. **B** The sun felt hot enough to melt my skin and bones!

A. Metaphor B. Hyperbole C. Personification D. Alliteration E. Onomatopoeia

Mood

2. Write a paragraph that would describe a setting that would reflect a mood such as scary, calm, or excited.

Answers will vary

Predictions

3. Make a prediction about what could happen as your story continues. Support your prediction with specific evidence from your text.

Accept any reasonable response with text support.

Cause and Effect

4. Choose a character from your novel and identify one important thing that character did. List at least 3 events in the story that were caused by this action.

Accept any reasonable response with text support.