



Mouths and Minds in Motion...



Speech and Language Enrichment Activities for Families

This week you will be reading:

How My Family Lives in America by S.K.

COMMUNICATION OBJECTIVES:

Articulation Objectives—listening for and demonstrating appropriate articulation error sounds at all levels (word, sentence, conversation).

Language Objective—main idea, drawing conclusions, inferences, author bias, predicting events, sequencing, cause and effect, context clues, solving problems, answering questions, following directions, building vocabulary and carefully analyzing character traits to develop social stories that target pragmatic behavior.

Fluency Objectives— identifying bumpy speech and demonstrating smooth stretchy speech at the word level using a silent "h" technique-blow air out, then add voice (easy onset).

Story Summary:

A glimpse at how three families impart a sense of ethnic identity to their children. Five-year-old Sanu's father is from Senegal. Her mother grew up in Baltimore. Sanu and her father buy food for a traditional dish he will prepare and share with other relatives. Eric and his mother were born in New York City, while his father is from Puerto Rico. When relatives gather at their house, they like to dance the merengue. April's parents were born and raised in Taiwan. On Saturdays she and her siblings go to Chinese school to learn calligraphy. All three families live in middle-class urban settings. All three children have sensitive, caring parents; two of them have strong ties with extended families. Each child's first-person narration is simple and uncomplicated, with occasional humorous touches.

Articulation Activities: Remember, in order

to make a good /s/ sound you must anchor your tongue behind your teeth and blow your air straight! Also remember in order to make a good /r/ sound you must say the letter /E/. Make sure your tongue is touching your top teeth. Pucker your lips and roar-Rrrr! With the /sh/ sound you pucker your lips and blow out your air. With the /ch/ sound you pucker your lips and make a /t/ sound. Your tongue tip pops up and down against your top teeth. The /l/ sound requires the tongue tip to be up!

Directions: These words are to be use as speech practice words. These words can be found in this week's reading story. Practice saying these words three times each (in the mirror, of course). Speech Practice Words:

- | | |
|---------------|--------------|
| 1. famous | 8. overnight |
| 2. mention | 9. twist |
| 3. admire | 10. popular |
| 4. custom | 11. public |
| 5. lives | 12. America |
| 6. nonfiction | 13. children |
| 7. families | 14. stories |



Rule for /s/:

Keep the snake behind the gate

Rule for /r/:

Tongue tip back-tickle your tonsils.

Rule for /sh/:

Pucker your lips and blow!

Rule for /ch/:

Pucker, Pop and Blow!

Inside this issue:

Articulation

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Social Studies Connection

Next time you walk through town, look at the clothes people are wearing. You might see ponchos, blue jeans, and sneakers. You might see moccasins, t-shirts or berets. Many of the clothes we wear today were made in other countries.



Folkdrikt

Communication Activities:

Language Activities: Fact and Opinion

Directions: Read each statement below. Determine if the statement is a fact or an opinion. Write fact or opinion on the line provided.

Fact— A fact is something that is true and can be proven.

Opinion—An opinion is your feelings or how someone else feels about a particular topic.

1. The sky is blue. _____
2. Yellow is a pretty color. _____
3. My mom has brown hair. _____
4. Green apples taste great. _____
5. The orange shirt looks nice on you. _____
6. My dad has a gray car. _____
7. Black spiders are scary. _____
8. She has a purple hat. _____

Retelling /Sequencing the Story: Ten Important Sentences:

Directions: Find each sentence in the book. Put the page number beside each sentence. Put them in the correct order.

10- During the week we go to public school, but on Saturday we go to Chinese school.

In my family, next to baseball, we love Spanish dances best.

Because Sanu, Eric, and April each have at least one parent who did not grow up in the Unites States their family heritage is an interesting mixture.

While we eat, we hear stories about our parents when they were little in Senegal and in Baltimore.

Both my (April's) parents are Chinese and were born in Taiwan.

Mommy says how lucky we are to be African Americans.

Because Julius, my older brother, and May, my older sister, and I wore born in America, we are called Chinese Americans.

In our home we speak two languages, English and Spanish.

We (Sanu and Badu) have these names because my daddy was born in Senegal, a country far away in West Africa.

My (Eric's) daddy and all my grandparents came to New York from Puerto Rico.

Answering Questions from the Story / Comprehension: Let's see if you can answer the questions below. Remember...when in doubt, check it out! The book is your friend!

1. What do Sanu, Eric, and April have in common? (page 176)
2. Where is Sanu's family from? (page 177)

3. Why did Sanu's father move to America? (page 177)
4. Where is it custom to eat in Senegal? (page 180)
5. Where is Eric's family from? (page 181)
6. What two languages does Eric's family speak? (page 182)
7. If you come from a place where people speak Spanish, what are you called? (page 182)
8. Where is April's family from? (page 186)
9. What is April's name in Chinese? (page 186)
10. What is the way April's family speaks Chinese called? (page 186)
11. What is unusual about how words are made in Chinese? (page 186)
12. Where do they go on Saturday? (page 187)
13. What direction do you write in Chinese? (page 187)
14. What other special kind of writing do they learn in Chinese school? ((page 187)
15. What game do they like to play at night? (page 189)

Vocabulary: twist, custom, public, overnight, mention, admire, popular, famous

1. _____ - to look at with wonder
2. _____ - an old or popular way of doing
3. _____ - very well known
4. _____ - to tell or speak about something
5. _____ - during the night
6. _____ - liked by most people
7. _____ - of or for everyone, belonging to the people
8. _____ - braid formed by weaving together three or more strands of hair, ribbon, or yarn
9. _____ - culture and customs you get from history and family who lived before you
10. _____ - being able to wait calmly without getting anxious
11. _____ - things that you and your family do as part of your culture and customs

***Parent Signature: _____



Mouths and Minds in Motion...



Speech and Language Enrichment Activities for Families

This week your child will be reading:

The Great Kapok Tree by Lynne Cherry

COMMUNICATION OBJECTIVES:

Articulation Objectives—listening for and demonstrating appropriate articulation error sounds at all levels (word, sentence, conversation).

Language Objectives—main idea, drawing conclusions, inferences, author bias, predicting events, sequencing, cause and effect, context clues, solving problems, answering questions, following directions, building vocabulary. And social story development based upon main character's emotions.

Fluency Objectives— identifying bumpy speech and demonstrating smooth stretchy speech at the word level using a silent "h" technique-blow air out, then add voice (easy onset).

Story Summary:

A man treks into the Amazon rain forest to chop down a great kapok tree but ends up napping instead. As he sleeps, the creatures that live in the kapok tree whisper in his ear, asking him not to destroy their home. When the man wakes, he looks at the animals gathered around him and decides not to cut down the tree after all.

Articulation Activities:

Remember, in order to make a good /s/ sound you must anchor your tongue behind your teeth and blow your air straight! Also remember in order to make a good /r/ sound you must say the letter /E/. Make sure your tongue is touching your top teeth. Pucker your lips and roar-Rrrr! With the /sh/ sound you pucker your lips

and blow out your air. With the /ch/ sound you pucker your lips and make a /t/ sound. Your tongue tip pops up and down against your top teeth. In order to make a great /l/ sound remember...tongue tip up!

Directions: These words are to be use as speech practice words. They are words that your child will see while reading this week's selection. Have your child practice saying these words three times each (in the mirror, of course).

Speech Practice Words:

- | | |
|--------------|--------------|
| 1. great | 8. tree |
| 2. canopy | 9. dangled |
| 3. dappled | 10. slither |
| 4. fragrant | 11. pollen |
| 5. pollinate | 12. wondrous |
| 6. gash | 13. lulled |
| 7. Amazon | 14. fantasy |



Rule for /s/:

Keep the snake behind the gate.

Rule for /r/:

Tongue tip back-tickle your tonsils.

Rule for /sh/:

Pucker your lips and blow!

Rule for /ch/:

Pucker, Pop and Blow!

Rule for /l/:

Tongue tip up..up..up..up!

What do you know about fantasy stories?

Inside this issue:

Articulation

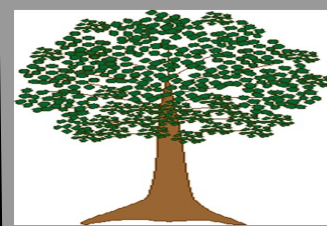
Language

The Kapok Tree

The kapok tree, *Ceiba pentandra*, is a large, deciduous, tropical tree that is native to tropical America, Africa, and the East Indies. The flowers are pollinated and the seeds are spread by fruit bats.

Anatomy: This fast-growing tree is generally from 45 to over 100 feet (14-30 m) tall; the kapok is the tallest tree in Africa. It has pink, white, or yellow night-blooming flowers borne in clusters. The green leaves are lanceolate (lance shaped) and palmately compound (with 5 to 9 leaflets).

Uses: The light-weight silky down from the seed pods (sometimes called Java cotton) is used as pillow stuffing, sleeping bag stuffing, life jacket stuffing, furniture upholstery, insulation, and for other uses. The yellow-green oil from the seeds is used in foods and to manufacture soap. Young leaves are also cooked and eaten; the wood from this tree is also used.



Communication Activities:

Language Activities: Generalize

When you **generalize**, you make a broad statement based on several examples. Clue words like *generally*, *usually*, *always*, *all*, and *most* tell you that an author is making a generalization. A generalization can be valid (logical) or faulty (wrong). Sometimes you can tell when a generalization is faulty, and other times you must do research to find out.

HOW TO FORM GENERALIZATIONS

1. Collect information about the topic. As you read your textbook or other material, gather as many facts as you can about a particular topic or event. Make sure the facts come from trustworthy sources. Although you can be sure that all of the facts presented in textbooks published by Holt,

Rinehart and Winston have been checked and verified, this is not always true of everything you read or hear. If the facts are incorrect, your general statement about the facts will be incorrect.

2. Look for relationships among the facts. Ask yourself what the facts have in common and what links them. Determine if the evidence forms a pattern. For example, the statements "Hank likes spaghetti," "Hank likes lasagna," and "Hank likes ravioli" are related in that they concern foods that Hank likes and that those foods are types of pasta. Thus the evidence forms a pattern.

3. Form a general statement about the related facts. Remember that when forming a generalization, all of the specific evidence must lead to the same general conclusion. If any of the facts do not fit, the generalization will not be correct. For example, knowing that Hank likes spaghetti, lasagna, and ravioli could lead you to make the general statement that Hank likes pasta. If you know, however, that Hank likes lasagna and ravioli but hates spaghetti, you could not make the same generalization.

4. Make sure your generalization is valid. Keep in mind that your generalization must take into account all of the facts but must not make claims that the facts do not support. For example, if you hear a loud crash and the screech of metal, see a group of people gathering in the street, and then hear the siren of an approaching ambulance, you could use these facts to make the general statement that an accident has occurred. You could not, however, use these facts to say that there has been an

accident involving an automobile and a motorcycle.

Let's Practice Making Generalizations: Read a short newspaper or magazine article with a family member. When you encounter a generalization, list examples suggested by the statement, then decide if the statement is valid or faulty.

Retelling the Selection: Using a graphic organizer can help you to understand what you read. A sequence chart can help you see the sequence of an article and often you can fill these charts in as you read.

Pom-Pom—(Main Character) Who is the main character in the story?

Star—(Setting) Where does the story take place?

Shoe (Problem)—What happened in the story to let you know the story was about to take off?

Heart (Characterization) - How does the character feel at the beginning of the story?

Hand—What does the character do about the problem or how he feels?

Beads 1-5 (events) What are some events / details that happened in the story. You must name them in order!

Bow (Solution) What is the last event in the story. Maybe a problem gets solved!

Comprehension Questions

1. Name one characteristic of the genre fantasy.
2. What is the top layer of the trees called in the rain forest?
3. What is the bottom layer of the rain forest called?
4. Give one example of an onomatopoeia.
5. What was the author's purpose for writing this story?
6. Why are bees important to the rain forest?
7. Why are the tree roots important to the rain forest?
8. How would the jaguar be affected if the Kapok tree was cut down?
9. What is one thing the trees provide that all living things need?
10. What does the child mean when he says to the man to "look upon us all with new eyes?"
11. What is an important theme or lesson from this story?

Vocabulary Cloze Procedure Activity: Fill in the blanks.

Word Bank: *canopy, dangle, dappled, fragrant, pollen, pollinate, slither, wondrous, gash, lulled*

The rainforest is a very _____ place. So many flowers giving off so many pleasant aromas! Some of the flowers seemed to _____ from the _____ overhead. Others seemed to grow from the trunks of trees! It was a _____ sight to see! Absolutely marvelous! Very little sunlight gets through to the forest floor so there is a _____ look about the place. Spots of dark and light are everywhere. It makes a good place for animals to blend in. A snake _____ along a branch toward a monkey that had been _____ to sleep by the sounds of the birds. But the snake was spotted by another monkey and shrieks of warning resounded through the trees. Walking onward I noticed a _____ in the trunk of a tree and wondered what could have made such a deep cut into the wood. Then I spotted the most beautiful flower I had ever seen. It had petals that were bright red and I could see the yellow _____ sitting on the anthers. Then I noticed several bees hovering around the flower dragging their bodies against the anthers and carrying the fine yellow dust to the pistils of neighboring flowers. I quickly used my camera to capture a photograph of this activity. It wasn't everyday that you could take a picture of bees doing their job to _____ flowers!



Mouths and Minds in Motion...



Speech and Language Enrichment Activities for Families

This week your child will be reading:
Pink Dolphin of the Amazon by S.M.

COMMUNICATION OBJECTIVES:

Articulation Objectives—listening for and demonstrating appropriate articulation error sounds at all levels (word, sentence, conversation).

Language Objectives—main idea, drawing conclusions, inferences, author bias, predicting events, sequencing, cause and effect, context clues, solving problems, answering questions, following directions, building vocabulary. And social story development based upon main character's emotions.

Fluency Objectives— identifying bumpy speech and demonstrating smooth stretchy speech at the word level using a silent "h" technique-blow air out, then add voice (easy onset).

Story Summary:

Naturalist Montgomery traveled to South America to satisfy her curiosity about the mysterious pink dolphins called encantado, or "enchanted." She met with locals and experts to gather information, and she made several valiant efforts to locate the encantado herself. In the end, however, the creatures remained elusive. (You can expect to experience captivating travelogue, complete with numerous color photos of the people and places of the region.

NOTE: The transition from topic to topic may be a challenge for some readers, and some will find Montgomery's use of the second person odd ("Your canoe is stuck in the treetops! Bet you didn't think that would be a problem when you left the United States!"). Keep this mind!

Articulation Activities: Remember, in order to make a good /s/ sound you must anchor your tongue behind your teeth and blow your air straight! Also remember in order to make a good /r/ sound you must say the letter /E/. Make sure your tongue is touching your top teeth. Pucker your lips and roar-Rrrr! With the /sh/ sound you pucker your lips and blow out your air. With the /ch/ sound you pucker your lips and make a /t/ sound. Your tongue tip pops up and down against your top teeth. In order to make a great /l/ sound remember...tongue tip up!
Directions: These words are to be use as speech practice words. They are words that your child will see while reading this week's selection. Have your child practice saying these words three times each (in the mirror, of course).
Speech Practice Words:

- | | |
|--------------|----------------|
| 1. surface | 8. Amazon |
| 2. flexible | 9. river |
| 3. pulses | 10. tree |
| 4. dolphins | 11. reflection |
| 5. glimpses | 12. spider |
| 6. aquarium | 13. ants |
| 7. enchanted | 14. flippers |



Rule for /s/:

Keep the snake behind the gate.

Rule for /r/:

Tongue tip back-tickle your tonsils.

Rule for /sh/:

Pucker your lips and blow!

Rule for /ch/:

Pucker, Pop and Blow!

Rule for /l/: Tongue tip up..up..up..up!

Inside this issue:

Articulation

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Fluency

Pink and Gray
Dolphins

Pink and Gray River Dolphins

Of the five freshwater species of dolphins in the world, the pink Amazon River dolphin are considered to be the most intelligent.

These friendly, sensitive, mammals with a brain capacity 40% larger than that of humans, have lived in harmony with the people of the Amazon for centuries

Communication Activities:

Language Activities: Compare and Contrast

Ask your parents to let you see a picture of you when you were an infant. Make a list of words that describe what you looked like way back then! Now, make a list of things that are different in those same areas. Have you changed? Are there some things about you that are the same? Just like you carefully inspect details in a picture, good readers pay careful attention to signal words when they read. Some words that signal comparisons are: both, each, like, same, also, too. Some words that signal contrasts are: different, but, on the other hand, however. Be on the lookout for these signal words as you read.

Compare and Contrast :

Pink Dolphin

Gray Dolphin

Language Activity: Text Features

Text features can help you to gather and use information!

Know how to use the features of your textbook.

- * Table of Contents
- * Headings
- * Subheadings
- * Charts
- * Illustrations
- * Captions
- * Vocabulary
- * Glossary

Retelling the Selection: It is very important to know the genre of every story you read! The genre tells you what story elements to look for and how to maneuver through the text. This week you are reading a nonfiction selection, therefore your retell rope will be different!!!

Butterfly (subject)- What is the subject in the selection?

Star (setting)- Where does the selection take place?

Masks (tone)- How does the author feel about the subject he is writing about?

Highlighter (fact)- Look at headings. Find one fact per heading that is highlighter worthy.

Highlighter (fact)- Find another heading. Find another highlighter worthy fact.

Highlighter(fact)- Find another heading. Find another highlighter worthy fact.

Light Bulb (author's purpose)- Why did the author write this selection for you to read?

Comprehension Questions:

1. Name one characteristic of the genre expository nonfiction?
2. Describe the wet season in the Amazon.
3. Why are houses in the Amazon built on stilts?
4. What do little girls in the Amazon play with?
5. What does encantado mean?
6. How are pink dolphins different from ocean dolphins?
7. How are pink dolphins the same as ocean dolphins?
8. What is it called when a pink dolphin touches its tail to its nose?
9. How do dolphins locate objects?
10. Why do you have to keep your hands away from the sides of the boat?
11. What would happen if your canoe bumped into the tangarana tree?
12. Why is the water in the lake so dark?
13. Why can't you predict where a pink dolphin will surface?
14. Why is it difficult for scientists to study pink dolphins?
15. Why does the author speak directly to the reader?

Vocabulary

Surface, flexible, pulses, dolphins, glimpses, aquarium, enchanted

Vocabulary-Matching

- | | |
|--------------------|-------------------|
| _____ 1. enchanted | A. marine mammals |
| _____ 2. dolphins | B. stretchable |
| _____ 3. pulses | C. brief views |
| _____ 4. flexible | D. fish tank |
| _____ 5. surface | E. outer edge |
| _____ 6. aquarium | F. magical |
| _____ 7. glimpses | G. rhythmic beats |

Communication Activities:

Language Activities: Making Generalizations

When you **generalize**, you make a broad statement based on several examples. Clue words like *generally, usually, always, all, and most* tell you that an author is making a generalization. A generalization can be valid (logical) or faulty (wrong). Sometimes you can tell when a generalization is faulty, and other times you must do research to find out.

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2. **Look for relationships among the facts.** Ask yourself what the facts have in common and what links them. Determine if the evidence forms a pattern. For example, the statements "Hank likes spaghetti," "Hank likes lasagna," and "Hank likes ravioli" are related in that they concern foods that Hank likes and that those foods are types of pasta. Thus the evidence forms a pattern.

3. **Form a general statement about the related facts.** Remember that when forming a generalization, all of the specific evidence must lead to the same general conclusion. If any of the facts do not fit, the generalization will not be correct. For example, knowing that Hank likes spaghetti, lasagna, and ravioli could lead you to make the general statement that Hank likes pasta. If you know, however, that Hank likes lasagna and ravioli but hates spaghetti, you could not make the same generalization.

4. **Make sure your generalization is valid.** Keep in mind that your generalization must take into account all of the facts but must not make claims that the facts do not support. For example, if you hear a loud crash and the screech of metal, see a group of people gathering in the street, and then hear the siren of an approaching ambulance, you could use these facts to make the general statement that an accident has occurred. You could not, however, use these facts to say that there has been an accident involving an automobile and a motorcycle.

Differentiation and the Theory of Multiple Intelligences:

After reading the play, try to incorporate activities based on Multiple Intelligence to help you understand the play better and use critical thinking skills. Below are some of the ideas that you can use after reading this week's play.

1. Create a **comic strip** that shows the sequence of events in the play Stormi Giovanni. Provide a sentence under each comic strip.
2. Create a **song** that deals with friendship and being a good friend.
3. Compare and Contrast the characteristics of Stormi to Francisco using a **Venn diagram**. Then write a summary of your findings.
4. Evaluate the characteristics of the main character in the novel you are reading. Then make a list comparing that main character and Stormi. What are some **generalizations** you can make? Write them

down.

5. Pretend you an advice columnist for your school paper. A new 5th grader has asked you for advice on how to make new friends. The student told you his or her interest. **Write a letter** of advice

6. **Construct a poem** that deals with Stormi, friendship and the play. The poem can be a type of your choice. For an extra challenge, illustrate your poem.

7. **Make an advertisement** recruiting a good friend. Make sure it includes characteristics of a good friend.

8. Imagine the play someone might **write** about an event in your life. What event would it focus on? Would the play be funny, sad, or both? Would the characters talk to the audience, as in The Stormi Giovanni club? **Write a scene** from this play.

9. Find examples of animals in nature who may feel like Stormi from moving around a lot. Why is it important for them to constantly be moving? **Think back to the story you just read, Exploding Ants!**

Answering Questions from the Story / Comprehension:

It is important for you to comprehend and understand what you read. Let's see if you can answer the questions below. Remember...when in doubt, check it out! Look back in your book. The book is your friend!

Characters • Inferential

What have you learned so far about Stormi?

Generalize • Inferential

What generalization can you make about how Stormi feels about starting a new school?

Draw Conclusions • Inferential

What conclusion can you draw about the relationship between Stormi and her friends in Chicago?

Cause and Effect • Inferential

What happens when Hannah tries to find out more about Stormi? Why does Stormi respond that way?

Characters • Inferential

Describe Hannah based on what you learn about her on pp. 468-469.

Compare and Contrast

• Critical Text to Text

Think about the main character and her problem. Does this play remind you of any other stories you've read?

Summarize • Inferential

Summarize what happened to Stormi since she started her new school.

Generalize • Inferential

What generalization can you make about Stormi's friends from their e-mails?

Vocabulary Strategy: We can figure out the meaning of an unfamiliar word by reading the sentence and looking for word meaning clues (*context clues*). Once you think you have the meaning figured out...try the meaning of the word in the sentence and see if it makes sense!

Fluency: This week's target smooth word is....hhhh Giovanni!



Mouths and Minds in Motion...



Speech and Language Enrichment Activities for Families

This week you will be reading:

Elizabeth Blackwell: The Medical Pioneer by J.K.

COMMUNICATION OBJECTIVES:

Articulation Objectives—listening for and demonstrating appropriate articulation error sounds at all levels (word, sentence, conversation).

Language Objective—main idea, drawing conclusions, inferences, author bias, predicting events, sequencing, cause and effect, context clues, solving problems, answering questions, following directions, building vocabulary, social story development based upon character analysis and emotions.

Fluency Objectives— identifying bumpy speech and demonstrating smooth stretchy speech at the word level using a silent "h" technique-blow air out, then add voice (easy onset).

Story Summary:

What qualities must a doctor have to be effective? Read this week's drama to find the answer to this question.

Articulation Activities:

1. Articulation: Remember, in order to make a good /s/ sound you must anchor your tongue behind your teeth and blow your air straight! Also remember in order to make a good /r/

sound you must say the letter /E/. Make sure your tongue is touching your top teeth. Pucker your lips and roar-Rrrr!

With the /sh/ sound you pucker your lips and blow out your air. With the /ch/ sound you pucker your lips and make a /t/ sound. Your

tongue tip pops up and down against your top teeth. The /l/ sound requires you to place your tongue tip up.

Directions: These words are to be use as speech practice words. These are words you will see while reading this week's selection.

Speech Practice Words:

- | | |
|--------------|---------------|
| 1. absurd | 8. behalf |
| 2. delirious | 9. diploma |
| 3. obedient | 10. behalf |
| 4. reject | 11. hovers |
| 5. narrator | 12. Elizabeth |
| 6. shocking | 13. doctor |
| 7. miracles | 14. disease |



Rule for /s/:

Keep the snake behind the gate

Rule for /r/:

Tongue tip back-tickle your tonsils.

Rule for /sh/:

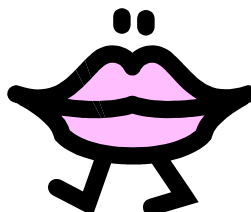
Pucker your lips and blow!

Rule for /ch/:

Pucker, Pop and Blow!

Rule for /l/:

Tongue tip up. Up, Up, Up!



Inside this issue:

Articulation

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Fluency

Women's History Month

March is Women's History Month...

Born in England, Elizabeth Blackwell was educated in her early years by private tutor. Samuel Blackwell, her father, moved the family to the United States in 1832. Samuel Blackwell's business ventures did not do well. He moved the family from New York to Jersey City and then to Cincinnati. Samuel died in Cincinnati, leaving the family without financial resources. Elizabeth Blackwell, her two older sisters Anna and Marian, and their mother opened a private school in Cincinnati to support the family. Elizabeth became interested, in the topic of medicine. She went to Henderson, Kentucky, as a teacher, and then to North and South Carolina, where she taught school while reading medicine privately.

Communication Activities:

Language Activities: Drawing Conclusions

Read each passage and select the best answer.

1. He had always wanted to serve his country, but this seemed like madness. He was supposed to fight a war in a foreign land, helping to protect people whom he didn't even know. Michael had a strong sense of patriotism, but he was worried about the bombs, death, and carnage that could await him in Iraq. He pondered whether he would ever see his family again.

Summarize what this passage is about...

What conclusions can you draw about how Michael is feeling about going to war? Circle your answer!

- he regrets joining the military
- he is afraid of going into battle
- he is looking forward to the challenge of being in the military
- he feels proud of his country

2. The detective had planned to pull all of the suspects into a room. He had already questioned each of them thoroughly and it was something Mr. Mooney had said that really made him think. Mooney had mentioned how horrible it was that Ms. Hitchens had been killed with a knife while the information on the murder weapon was never public. When the detective questioned him on how he knew about the murder weapon he said he had just assumed that was the case. Now with all the possible suspects in the room, detective Williams was ready to make an arrest.

Who most likely killed Ms. Hitchens? _____
What conclusions can you draw about Mr. Mooney's feelings? Circle your answer!

- he thinks he had gotten away with the crime
- he is ready to run and try and get away
- he thinks that detective Williams will probably accuse him
- he thinks Ms. Hitchens could have committed suicide

Retelling the short story:

Use the attached fiction retell rope to help you retell this week short story by Gloria Gonzalez.

Pom-Pom—(Main Character) Who is the main character in the story?

Star—(Setting) Where does the story take place?

Shoe (Problem)- What happened in the story to let you know the story was about to take off?

Heart (Characterization) - How does the character feel at the beginning of the story?

Hand—What does the character do about the problem or how he feels?

Beads 1-5 (events) What are some events / details that

happened in the story. You must name them in order!

Bow (Solution) What is the last event in the story. Maybe a problem gets solved!

Heart (characterization) - How does the character feel at the end of the story? Is there a change?

Answering Questions from the Story (Comprehension):

1. Who do the narrators say dared to sing their own song?
2. How do the narrators help the reader understand what is happening?
3. How did Elizabeth Blackwell react to Dr. Barnes's suggestion that she disguise herself as a man? Why?
4. What did Dr. Barnes mean when he said to Elizabeth Blackwell, "If the big fish won't let you swim, try to little fish?"
5. Why wasn't Elizabeth interested in the letter that arrived?
6. What news did the letter contain?

7. What problem did Elizabeth Blackwell encounter that affected her dream of becoming a surgeon?

Vocabulary Review: Sometimes we can figure out the meaning of an unfamiliar word by reading the sentence and looking for word meaning clues (context clues). As you read this week's short story, see if you can figure out the meaning of the words below using context clues.

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

Vocabulary Words: **absurd, behalf, candidate, dean, delirious, diploma, hovers, obedient, reject**

1. to turn down someone or something _____
2. a person who seeks some position _____
3. doing what you are told _____
4. waits nearby _____
5. wildly excited _____
6. plainly not true; ridiculous _____
7. On of the organization, I want to say thank you for your donations. _____
8. The of students gave a speech to the graduating class. _____
9. It is to think that women are less capable of learning than men. _____
10. On the wall of the doctor's office is a that shows where she studied medicine. _____

***Parent Signature: _____