

WEEK 6 (5/4-5/8)

READING/ELA

PACKET

Monday	Review weekly overview, vocabulary words, and spelling words. Complete vocabulary and spelling word practice (pg. 1-6 of packet).
Tuesday	Read the first three poems on pages 294-297 and answer Make Connections questions, read strategy pages and answer the Your Turn questions.
Wednesday	Read "Words as Free as Confetti" and "Dreams" then answer the Text Evidence Questions.
Thursday	Complete the Your Turn practice pages.
Friday	Finish Your Turn practice pages and any unfinished work.

Dear Parent/Guardian,

During Week 6, your child will practice a variety of skills, including vocabulary, theme, poetry, literary elements, similes and metaphors, homophones, and suffixes.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

Essential Question: How do you express that something is important to you?

Unit 4 Week 5

Story

"Words Free as Confetti" "Dreams"

Genre

Poetry

Story

"A Story of How a Wall Stands"

Genre

Poetry

Story

"How Do I Hold the Summer"

Genre

Poetry

Literary Elements

stanza and meter

Comprehension Skill

theme

Vocabulary Strategy

simile and metaphor

Writing Traits

word choice-sensory language

Grammar

pronouns and homophones

Other Skills

fluency: expression and phrasing

Genre

Lyric and Free Verse

**SPELLING/
PHONICS**

suffixes

-ance

-ence

distance

importance

balance

attendance

absence

performance

dependence

substance

disturbance

appearance

assistance

ignorance

brilliance

ambulance

residence

radiance

resistance

reluctance

persistence

hesitance

Vocabulary

barren- not able to produce anything

expression- the act of putting thoughts or feelings into words or actions

meaningful- having a meaning or purpose

plumes- big, fluffy feathers or feathery parts

alliteration- the repetition of the same consonant sound at the beginning of a group of words

lyric- a short poem that expresses personal feelings

meter- a repeating pattern of stressed and unstressed syllables

stanza- a group of lines in a poem



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



barren

We traveled across **barren** land without seeing a single tree or bush.

What is another word or phrase for barren?



expression

James wrote songs as an **expression** of his beliefs about friendship.

Name another form of artistic expression.



meaningful

The students had a **meaningful** discussion about how to protect the environment.

What meaningful discussions have you had?



plumes

Each year, peacocks shed their beautiful tail **plumes** and grow new ones.

What beautiful plumes you have seen?

Poetry Terms

lyric

Some poets write **lyric** poetry that describes their feelings about nature and seasons.

Would you prefer to read a lyric poem about spring or fall?

alliteration

"Lou's lamb" shows **alliteration** because the same consonant sound begins two or more words.

Give another example of alliteration, using any consonant.

meter

Rita tapped her fingers in rhythm to the **meter** of the poem as she read it aloud.

Tap out the meter of the nursery rhyme, "Jack and Jill."

stanza

In some poems, each **stanza** may have four lines.

Recite a stanza from a favorite poem or song.



Your Turn

COLLABORATE



Pick three words and write a question about each for your partner to answer.

Go Digital! Use the online visual glossary



Digital Vision/Getty Images

Vocabulary

Name _____

plumes

meaningful

barren

expression

Finish each sentence using the vocabulary word provided.1. **(plumes)** At the zoo our class _____

_____.

2. **(barren)** The desert land was _____

_____.

3. **(meaningful)** The old letter from her father was _____

_____.

4. **(expression)** In his notebook _____

_____.

Word Study: **Suffixes -ance, -ence**

Name _____

The suffixes **-ance** and **-ence** can mean “an action or act” or “the state of.”
Read each sentence and write the word that has the suffix **-ance** or **-ence**.
Use what you know about the meaning of the suffix to write the meaning of
the word.

1. The people in attendance cheered when their team scored the winning goal.

2. My brother and sister enjoyed the choir performance last weekend.

3. Our dependence on electricity is fueling a search for new types of energy.

4. The barking dogs created quite a disturbance in the neighborhood.

5. The sudden appearance of the fox startled us.

6. A good leader should have the ability to inspire confidence and trust.

7. Their idea to create a new park on the empty lot was met with great resistance.

8. It will take persistence to achieve your physical fitness goals.

Day 2: Read the poems (294-297) and complete the Make Connections questions, then practice the weekly strategies by reading pages 298-301 and answering the questions on each page. (There is a space to answer all questions after pg 301).

CCSS Shared Read Genre • Poetry

How Do I Hold the Summer?

The sun is setting sooner now,
My swimsuit's packed away.
How do I hold the summer fast,
Or ask it, please, to stay?

The lake like cold, forbidding glass—
The last sailboat has crossed.
Green leaves, gone gold, fall, float away—
Here's winter's veil of frost.

Essential Question
How do you express something that is important to you?
Read three ways that poets express what matters to them.

294



I thought of ice and barren limbs—
Last winter's snow so deep!
I know I cannot ball up light,
And green grass just won't keep,
So I'll search for signs of summer,
Hold memories of each—
Soft plumes of brown pressed in a book,
The pit of one ripe peach,
Each instance of a cricket's chirp,
And every bird's sweet call,
And store them up in a poem to read
When snow begins to fall.

— Maya Jones



+

Catching
a Fly

It lighted, uninvited
upon the china plate
next to the peas.

No hand I raised
nor finger flicked
but rather found a lens

framed, focused,
zoomed in, held
the hands, still—

the appearance of hands,
like two fine threads, caught
plotting, planning—

greedy goggle eyes, webbed wings
like me, invading—
but no time to pause, he'd go—

and right at the last
instead of a swat,
I snapped!

— Ken Kines

(t) Perry Hanson Concepts/Alamy, (b) Stockbyte/Getty Images, (c) Naam Armann/Alamy

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WHEN I DANCE

Always wanna break out,
use my arms and legs
to shout!

On any dark day
that doesn't go
exactly my way—

I bust a move,
get a groove,
feet feel the ground—

That slap's
the only sound
slap, pound

my body needs to charge,
I play my tracks,
I make it large

to take myself away!
Nothing else
I need to say.

— T. C. Arcaro



Make Connections

Talk about what the speaker of each poem wants to express. How does each express it? **ESSENTIAL QUESTION**

Compare the forms of expression in the poems to the way you express what is important to you. **TEXT TO SELF**



Lyric and Free Verse

Lyric poetry: • Expresses the poet's thoughts and feelings, often in a regular meter, or pattern of sounds. • May be arranged in stanzas • May contain rhyme and alliteration.

Free verse: • Expresses a poet's ideas and feelings with carefully chosen words. • Has no set rhyming pattern, meter, or line length. • May include alliteration and stanzas.



Find Text Evidence

I can tell that "How Do I Hold the Summer?" is a lyric poem because it expresses the poet's thoughts and feelings. It also includes rhyme, a regular meter, stanzas, and alliteration.

page 294



Shared Read Genre • Poetry

How Do I Hold the Summer?

The sun is setting sooner now,
My swimsuit's packed away
How do I hold the summer fast,
Or ask it, please, to stay?

The lake like cold, forbidden seas—
The last sailboat has
Green leaves, gone gold, fall, float away—
Here's winter's veil of frost.

Essential Question
How do you express something that is important to you?
Read these poems that poets express what matters to them.

The poem expresses feelings and includes rhyme.

The poem contains alliteration, with words that begin with the consonants g and f.



Your Turn

COLLABORATE



Reread the poems "Catching a Fly" and "When I Dance." Decide whether each poem is an example of lyric or free verse poetry. What elements do you see in each?





Theme

The **theme** of a poem is the message, or big idea, that the poet wishes to communicate. Identifying poetic elements and key details can help you determine a poem's theme.



Find Text Evidence

All three poems have speakers who express something important to them, but each poem has a specific theme. I'll reread "How Do I Hold the Summer?" and look for key details to determine its theme.

Detail

How do I hold the summer fast,
Or ask it, please, to stay?



Detail

So I'll search for signs of summer,



Detail

And store them up in a poem to
read/When snow begins to fall.



Theme

Good memories can be saved and
revisited by recording our feelings
about them in a poem.



Your Turn

COLLABORATE



Reread the poem "When I Dance." List key details in the graphic organizer. Use the details to figure out the theme of the poem.

Go Digital!

Use the interactive graphic organizer





Stanza and Meter

Poets often arrange their poems into **stanzas**, or groups of lines. Each stanza is a unit, or section, of the poem that expresses a key idea. Together these ideas help form a poem's main message. Poets may also use **meter**, also called rhythm, which is a regular pattern of sounds in a line.



Find Text Evidence

Reread the poem "How Do I Hold the Summer?" on pages 294 and 295. Identify the stanzas in the poem and think about how they are alike.

page 295

So I'll search for signs of summer,
 Hold memories of each—
 Soft plumes of brown pressed in a book,
 The pit of one ripe peach,

Each instance of a cricket's chirp,
 And every bird's sweet call,
 And store them up in a poem to read
 When snow begins to fall.

— Maya Jones

Each stanza has four lines and contains a key idea.

An equal number of beats in the lines creates a regular meter, or rhythm.



Your Turn

COLLABORATE



Identify the key idea of each stanza of "How Do I Hold the Summer?" How do these ideas help form the poem's main message?





Simile and Metaphor

A **simile** makes a comparison, using the words *like* or *as*: “legs like sticks.” A **metaphor** makes a comparison without using the words *like* or *as*: “stick legs.”



Find Text Evidence

The fourth stanza of “Catching a Fly” has a simile using the word *like*: hands, like two fine threads. The fly’s front legs appear to be like long, thin hands. In the fifth stanza, the metaphor “greedy goggle eyes” compares the fly’s eyes to goggles, focused on food.

the appearance of hands,
 like two fine threads, caught
 plotting, planning—
 greedy goggle eyes, webbed wings
 like me, invading—
 but no time to pause, he’d go—



Your Turn

COLLABORATE



Read the following simile and metaphor from “How Do I Hold the Summer?” What comparison does the simile make? What picture does the metaphor create?

The lake like cold, forbidding glass, page 294

Here’s winter’s veil of frost. page 294



Make Connections Questions p.297 (3 Poems: "How Do I Hold the Summer," "Catching a Fly," and "When I Dance.")

1. **ESSENTIAL QUESTION: Talk about what each speaker of the poem wants to express. How does each express it?** (hint: reread if you are unsure, what does each speaker emphasize or put importance on? The illustrations may also help you. Think about how you feel after reading each poem).

How do I Hold a Summer:

Catching a Fly:

When I Dance:

2. **Compare the forms of expression in the poems to the way you express what is important to you** (hint: think about how you share what you care about, do you draw it, talk about it, sing it, or something else? How is that similar to how the authors shared what was important to them in their poems?)

Your Turn Strategy practice pg. 342-345

Your Turn pg.298 (Lyric and Free Verse Genre Study):

Reread the poems "Catching a Fly" and "When I Dance." Decide whether each poem is an example of a lyric or free verse poetry. What elements do you see in each. (hint: There is an example and definitions on page 298. The biggest difference is that free verse poems do not have to have a set rhyming pattern, meter, or line length. To hear the difference, try reading them out loud!).

Is "Catching a Fly" a lyric or a free verse poem?

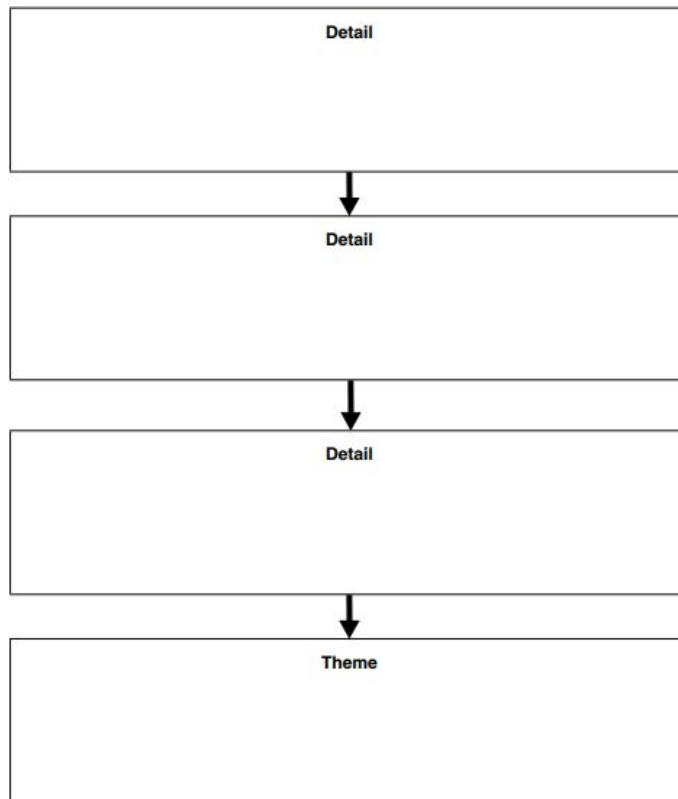
What are the elements of lyric or free verse found in it(How did you know it was lyric or free verse)?

Is "When I Dance" a lyric or a free verse poem?

What are the elements of lyric or free verse found in it(How did you know it was lyric or free verse)?

Your Turn pg. 299 (Theme Skill)

Reread the poem “When I Dance.” List key details in the graphic organizer. Use the details to figure out the theme of the poem. (Hint: There is an example of a complete organizer for the theme of “How Do I Hold the Summer” on page 299. Remember: theme is the lesson or feeling the author wants you to leave with at the end of the poem).



Your Turn pg. 300 (Literary Elements: Stanza and Meter)

Identify the key idea of each stanza from “How do I Hold the Summer?” How do these ideas help form the poem’s main message? (hint: Stanzas are a bit like the paragraphs of poems, wherever there is a large space between lines there is a new stanza, there is an example on page 300. Think of it like finding the main idea of each paragraph, and then the big main idea of an entire story).

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

Stanza 5:

How the stanzas contribute to the overall message of the poem:

Your Turn pg. 301 (Simile and Metaphor)

Read the following simile and metaphor from “How Do I Hold the Summer?” What comparison does the simile make. What picture does the metaphor create: (hint: pg. 301 has examples of similes and metaphors! You can also use context to help you by looking back in the story).

The lake like a cold, forbidding glass pg. 294:

What comparison is being made?: _____

Here’s winter’s veil of frost pg. 294

What picture does it create? _____

Day 3: Read the Poems “Words Free as Confetti” and “Dreams” on p.340-343 and then answer the Text Evidence Questions at the end.

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Words Free as Confetti

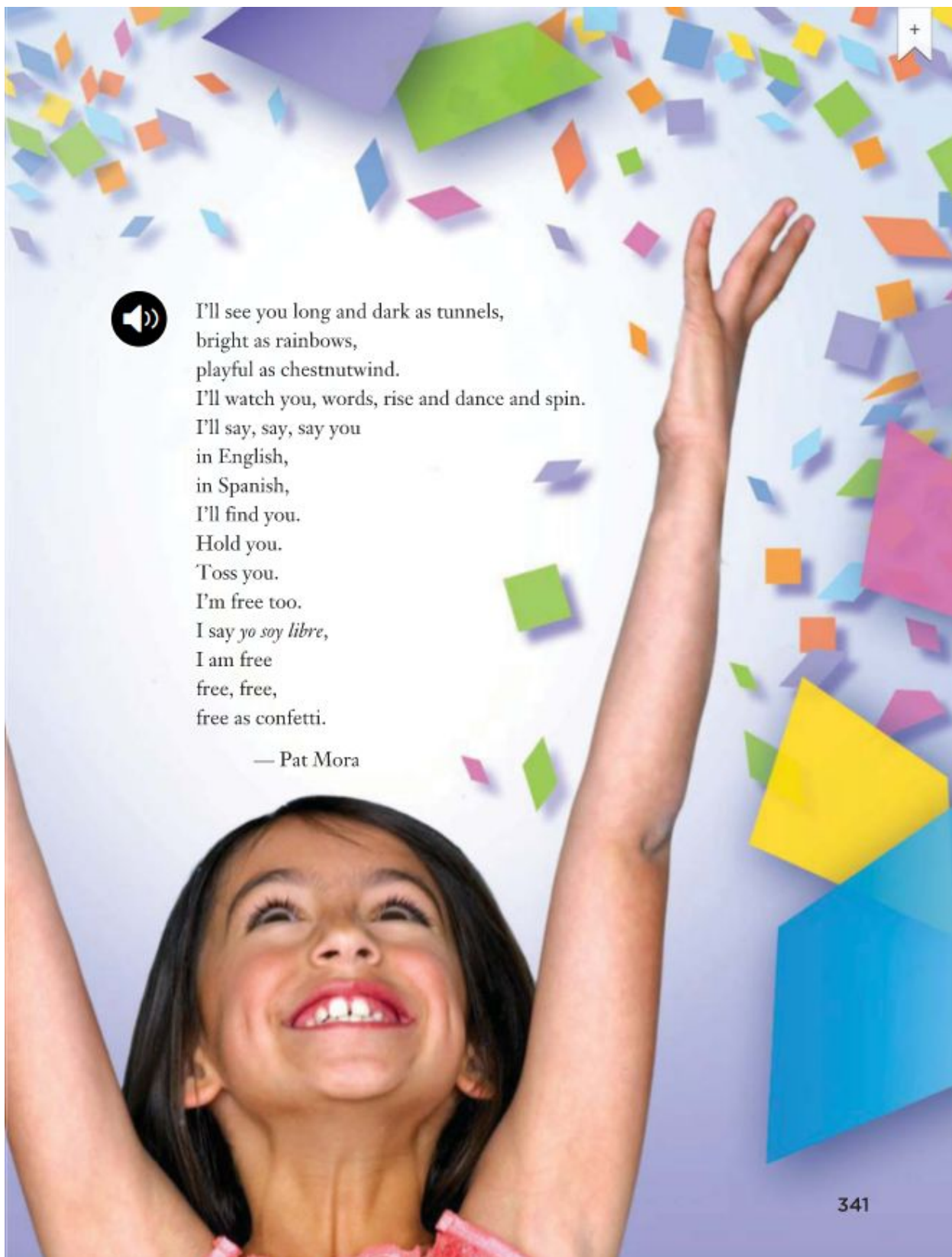
Come, words, come in your every color.
 I'll toss you in storm or breeze.
 I'll say, say, say you,
 Taste you sweet as plump plums,
 bitter as old lemons,
 I'll sniff you, words, warm
 as almonds or tart as apple-red,
 feel you green
 and soft as new grass,
 lightweight as dandelion plumes,
 or thorngray as cactus,
 heavy as black cement,
 cold blue as icicles,
 warm as *abuelita's* yellowlap.
 I'll hear you, words, loud as searoar's
 Purple crash, hushed
 as *gatitos* curled in sleep,
 as the last goldlullaby.

Essential Question
How do you express that something is important to you?
 Read how poets express something that is meaningful to them.

Go Digital!

Read "Words Free as Confetti" from the book "The Words Free as Confetti" by Pat Mora. Permissions arranged with Lee & Low Books, Inc.

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I'll see you long and dark as tunnels,
bright as rainbows,
playful as chestnutwind.
I'll watch you, words, rise and dance and spin.
I'll say, say, say you
in English,
in Spanish,
I'll find you.
Hold you.
Toss you.
I'm free too.
I say *yo soy libre*,
I am free
free, free,
free as confetti.

— Pat Mora



Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

— Langston Hughes

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TEXT EVIDENCE QUESTIONS: “Words Free as Confetti” and “Dreams”

1. GENRE: Is “Dreams” a Lyric poem or a free verse poem. Explain how you know.(hint:There is an example and definitions on page 298. The biggest difference is that free verse poems do not have to have a set rhyming pattern, meter, or line length. To hear the difference, try reading them out loud!).

2. LITERARY ELEMENTS: Identify the key idea of each stanza from “Dreams” How do these ideas help form the poem’s main message? (hint:Stanzas are a bit like the paragraphs of poems, wherever there is a large space between lines there is a new stanza, there is an example on page 300. Think of it like finding the main idea of each paragraph, and then the big main idea of an entire story).

Stanza 1:

Stanza 2:

How the stanzas contribute to the overall message of the poem:

3. SIMILE: In the poem “Words Free as Confetti” what two similes does the poet use to describe the taste of words? Explain the comparisons. (Hint: If you need a reminder about what similes are and how to explain them, go back to page 301. Remember, similes aren’t literal, what are they trying to get you to think about, picture, or understand with each comparison? An easy way to find similes is looking for two unlike things being compared using the words “like” or “as.”)

Simile 1: _____

Explanation: _____

Simile 2: _____

Explanation: _____

4. Reread “Words Free as Confetti.” Use details from the text to write to explain the theme, or the poem’s main message, in your own words. (Hint: We worked on theme on page 299, you might want to make a graphic organizer like the one from earlier to plan out your thoughts before writing)!

Day 4-5 Complete Your Turn Practice pages and finish any incomplete work.

Comprehension and Fluency

Name _____

Read the passage. As you read, check your understanding by asking yourself what theme or message the author wants to convey.

Grandpa's Shed

5 My grandpa is a mountain,
 Brooding, looming, tall.
 8 I stand in his shadow, silent as a stone.
 17 Rattling rusty paint cans,
 21 He gestures toward the shed. I gape.
 28 That shed's a squat gray mushroom,
 34 Needing more than paint to fix.

 40 The old man's hands are vises,
 46 Prying open paint cans lightning fast.
 52 Astonished, awed, I gasp aloud,
 57 "Red, yellow, green—and PURPLE!"
 62 My words explode like fireworks.
 67 Anticipating anger,
 69 my mouth shuts like a trap.

 75 Grandpa merely dips his brush,
 80 Paints a horse and hound.
 85 "The horse I harnessed as a boy,
 92 Dog was mine too."

 96 Impulse strikes—a flash of fire.
 102 I seize a brush,
 106 Soon swishing, swirling pictures.
 110 With each stroke, a story,
 115 My words painting pictures.
 119 We share that shed like one vast canvas,
 127 His strokes to mine, my words to his.
 135 We step back, gazing at stories told.

Comprehension: **Theme and Fluency**

Name _____

A. Reread the passage and answer the questions.**1. What key details in the poem describe events that happened?**

2. What key details tell you about the speaker's feelings?

3. What is the theme, or important message, of the poem?

Name _____

Climbing a Hill

Hiking is like a roller coaster.
It's not just one long climb
and then the ride is over.

The dizzying drop after that first
climb sets in motion a wild journey—
bends, curves, smaller hills
that take me by surprise.

I don't want the ride—the climb—
to ever end. All too soon, the coaster
car glides to a stop, like loping down
that last stretch of steep hill.

A sense of accomplishment
dares me to climb again.



Answer the questions about the text.

1. How do you know this is free verse poetry?

2. How is the text arranged on the page?

3. What other literary elements are used in the text?

4. What feelings does the speaker express?

Literary Elements: **Stanza and Meter**

Name _____

Meter, or **rhythm**, is a repeating pattern of stressed and unstressed syllables.

Stanzas are groups of lines in a poem that express a key idea.

Read the lines of the free verse poem below. Then answer the questions.

Grandpa's Shed

My grandpa is a mountain,
 Brooding, looming, tall.
 I stand in his shadow, silent as a stone.
 Rattling rusty paint cans,
 He gestures toward the shed. I gape.
 That shed's a squat gray mushroom,
 Needing more than paint to fix.

1. What is the key idea of this stanza?

2. What syllables are stressed in the first three lines of this stanza?

3. Write another stanza for this poem that uses irregular meter.

Vocabulary Strategy: **Simile and Metaphor**

Name _____

Read each passage. Underline the similes and metaphors. Then explain the author's meaning in your own words.

1. My grandpa is a mountain, / Brooding, looming, tall.

2. I stand in his shadow, silent as a stone.

3. That shed's a squat gray mushroom,

4. The old man's hands are vises, / Prying open paint cans lightning fast.

5. My words explode like fireworks.

6. Anticipating anger, my mouth shuts like a trap.

7. We share the shed like one vast canvas
