

Blacker's Bulletin #20

Class News

Khan Academy: This week in math we have our first quiz on reading and interpreting picture and bar graphs. We will also be learning about graphing data on line plots. If you have not already done so, please connect with our class on Khan Academy. Please let me know if you have trouble connecting.

Distance Learning Packets: Our packets this week include a Reading Menu, cursive practice pages, a graphic organizer for practicing the reading focus skill, a leveled reader and a Daze passage. This week, we will use the leveled reader for fluency practice and skill practice.

Fluency Practice: This means repeated reading out loud of the first section of the text. Please read out loud with your student each day from the leveled reader, pages two through five. Repeated reading of the same passage builds reading fluency.

Skill Practice: This week we are practicing identifying the story structure and naming the elements. Elements of story structure include characters, setting, problem, events and solution. Please support your student with completing the story map identifying the story elements you find in the leveled reader.

Homework

1. Khan Academy math assignments
2. Read leveled reader pages 2-5 each day out loud
3. Finish leveled reader at least once
4. Complete graphic organizer "Story Structure: Story Map"
5. Reading Menu 25
6. Daze #13
7. Cursive Z-G-S-Q-I
8. Read at least 20 minutes each day

READING MENU 25

After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.



1. How does the main character feel about the problem in the story? How do you know?	2. How is this story different than the stories you usually read? Explain.	3. What is your least favorite part of the story? Why?
4. Choose one character from the story and explain their likes and their dislikes.	5. Write a letter to the main character and give him or her some advice about solving the problem.	6. If you have not finished the story, what do you predict will happen next?
7. Which fact did you find the most interesting? Explain why.	8. How did you use the table of contents, index or glossary while reading? Give specific examples.	9. Will you read more books about this topic? Why or why not?

SELF CHECK

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.

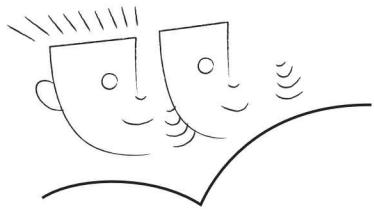
Name: _____

Book Title: _____

Book Author: _____

	0	1	2
Completion	Question is not answered.	Question is partially answered.	Answer is complete.
Sentences	Answer is not incomplete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.

Daze | progress monitoring



13

Name: _____

Practice 1

After playing in the dirt, Sam went home
summer
was to wash her hands.

Practice 2

On her way home, she chair
sleep
saw an ice cream truck.

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C: _____

I: _____

AS: _____

Known for Courage

Leaping across the boulders leading to the lighthouse, Ida pulled her shawl tightly around her.

"What a busy morning it's going to **aloud**, she said aloud. Ida knew that **someone** if **hear** she didn't clean **blew**, **be**

the prisms on the **lighthouse** reached couldn't light, it wouldn't be bright enough to **could** oars help guide the sailors entering

the harbor.

Busy **Moving** **When** she reached the small lighthouse, Ida **leading** **pulled** **bright** open the heavy door and stepped inside.

She **day** **seconds** **put** out the oil lamp and trimmed the **wick** **pulled** **were** before relighting it. She finished the **rest** barely of **slid**

her chores quickly. She wanted to **get** **became** **chores** back home before the big storm **lamp** **blew** in. Making her way **short**

back to her **it's** **aboard** **house**, Ida heard the cries of gulls and the **heavy** **waves** **blast** of a horn from a ship at **sea** **island** **someone's**.

As the hours passed, the day **back** **became** **heard** gray and bleak. A frosty chill **said** **enough** **settled** on the island. The

wind grew **dangerous** **crying** **more** forceful. Inside, Ida had moved her **grew** **blast** **chair** closer to the fire and picked up her

mending **would** **ran** basket when she heard a voice **arms** **crying** **wind**, "Help! Someone's drowning!"

In an instant, Ida **morning** **gulls** **leapt** from her chair and ran out of the **tilt** **finished** **house**, calling for her brother to

follow. She **halfway** lighthouse was moving too quickly to hear her **going** neighbor's basket plea. "Stop! It's dangerous!" the

neighbor **be** shouted, but Ida couldn't hear her voice over the **cries** crashing waves. **noticed**

Seconds later, she was rowing the **boat** calling struggle through the choppy seas. Even though her

neighbor help arms were strong from years of rowing **back** big if and forth to the mainland, Ida had to **neighbor's** struggle to slamming

keep the boat on course. **Quickly** Halfway out, a huge wave crashed into the **bow** moved, causing the boat to tilt to **water**
Also

leaping one side. Ida barely noticed the wave or the **water** open trimmed at her feet. Instead, she held her **first** too gaze on **leapt**

the two men bobbing in the **water** later fire ahead.

Straining to pull the oars through the water, she **small** slid the boat beside the first man. Ida **men**

gasping tried instead to steady the boat against the **wanted** clean slamming waves. Her brother pulled the man **aboard** storm saw. At that

moment, she saw the **passed** saving second man disappear beneath the water for a **more** mainland time. She could tell

that his **strength** second steady was running out.

Minutes later, the **oil** keep second man was also safely in the **forceful** boat instant, and Ida had turned the boat

toward **held**
guide
shore. The two men, gasping for air, **gaze**
tried
prisms to thank Ida and her brother for **knew**
turned
saving them.

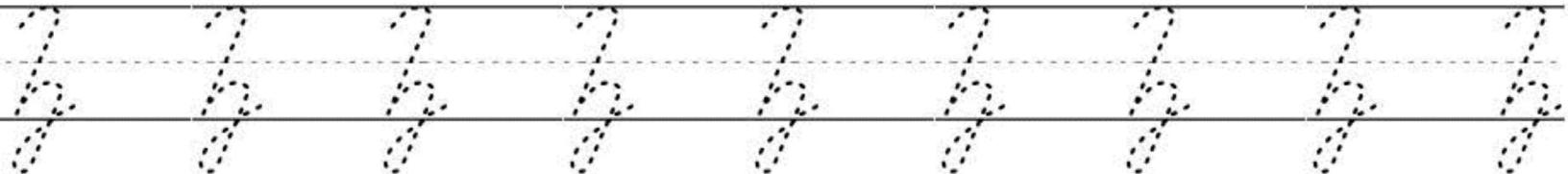
“What would you do if you **wouldn't**
boat
saw someone drowning?” she said calmly.



Z/z

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

z
z

Write the connected words. Remember not to lift up your pencil until you get to a space!

zoo

zag

zipper

G/g and S/s

Name _____

Trace the dashed letters.

g g g g g g g g

s s s s s s s s

Write the letters on the lines. Try to make your letters look like the models.

g

s

Write the connected words. Remember not to lift up your pencil until you get to a space!

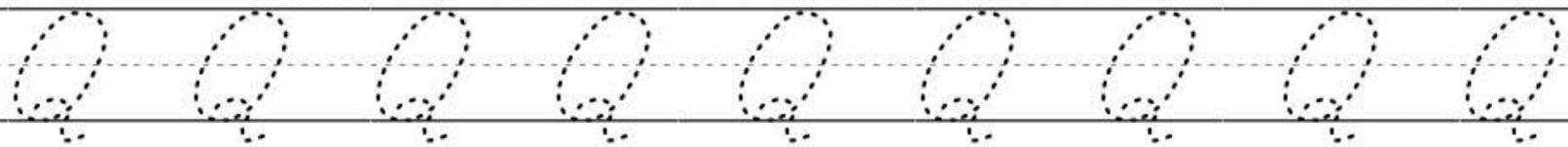
guy

sled

Q/Q

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

Q

Write the connected words. Remember not to lift up your pencil until you get to a space!

Quit

Quill

Question

I/l

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

I

Write the connected words. Remember not to lift up your pencil until you get to a space!

Inside

Ice

Isn't

Name _____ Date _____

Story Map: Story Structure

Title *Crow Brings the Daylight*

Crow Brings the Daylight
Graphic Organizer 11

Character: Crow

Setting: North and South

Problem: Crow has to find a way to bring daylight to the North.

Events:

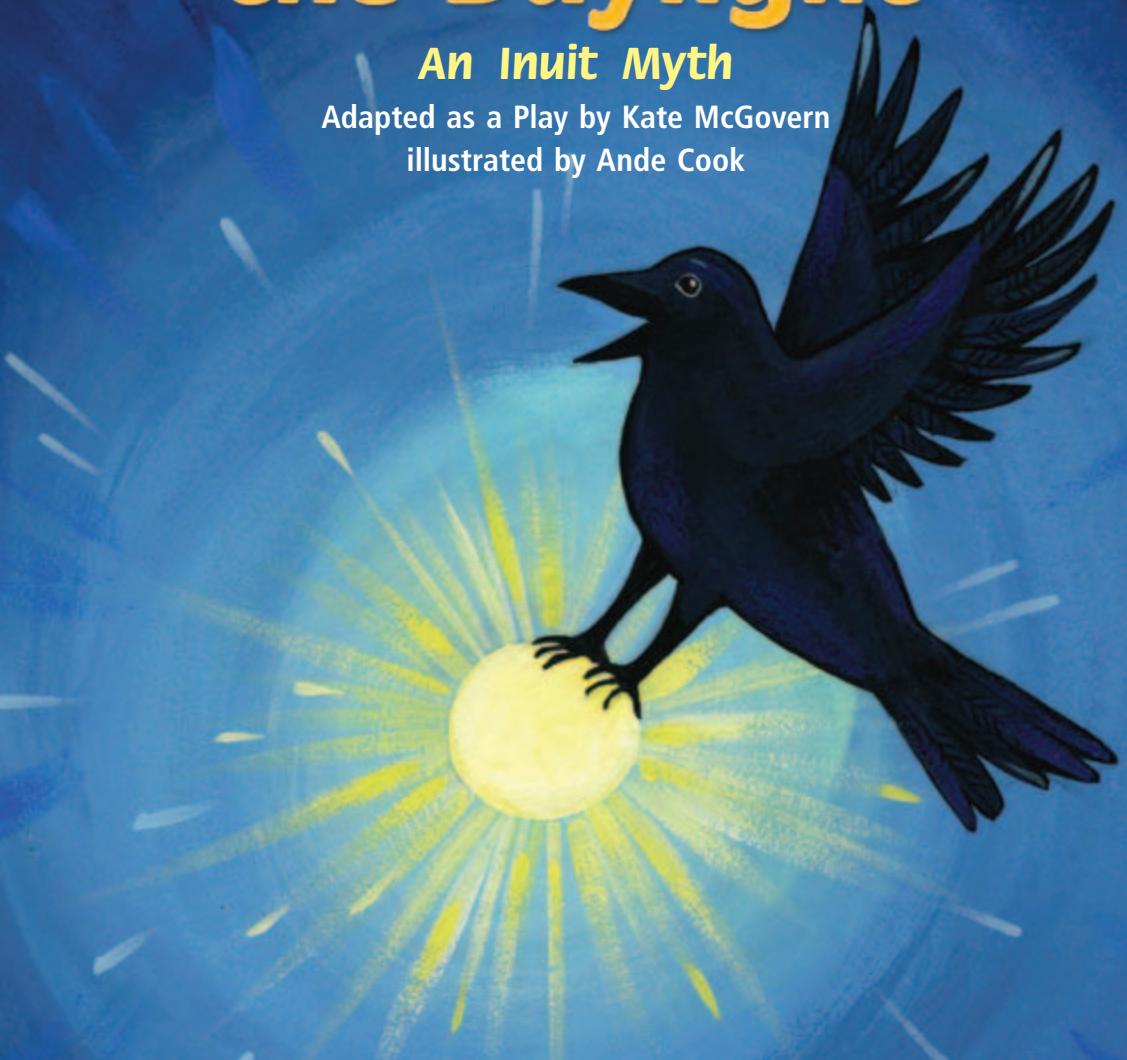
Solution:

Crow Brings the Daylight

An Inuit Myth

Adapted as a Play by Kate McGovern

illustrated by Ande Cook



HOUGHTON MIFFLIN HARCOURT



(The Narrator enters and speaks to the audience.)

NARRATOR: Imagine that you live in a world with no daylight. When you wake up in the morning, the sky is as dark as the night before. When you play outside, the sky is dark. When you go to school, the sky is dark. The Inuit people, who live in the Arctic regions of North America, have a myth about how daylight was brought to their land many years ago. It all starts with a village in darkness, and one old Crow.



(Crow enters.)

CROW: Wake up, everyone! I have big news to share with you all! *(No one responds.)* Come on, time to get up! You won't believe what I have just seen on my flight to the South.



(An Old Woman, Old Man, and Little Girl enter, looking sleepy.)

OLD MAN: What are you crowing about, you old Crow? (*He laughs at his own joke.*)

OLD WOMAN: Crow, we were sleeping. What's so important that you had to wake us up?

CROW: I have big news! I have just returned from flying over the lands in the South. The people there have something magical. It's something they call "daylight."



LITTLE GIRL: What is "daylight," Crow?

CROW: It is a huge, bright ball that rises in the sky in the morning and covers the land with brightness and warmth. With this kind of light, the people can see things far in the distance.





▀ NARRATOR: This all sounds very strange to the villagers.

OLD MAN: A ball in the sky? Crow, I'm not sure you know what you're talking about. You're getting old, you know.

CROW: You're getting old, Old Man! I'm telling you the truth. The people in the South have beautiful daylight. They can hunt easily, and they don't even have to worry about polar bears sneaking up on them in the dark.

▀ OLD WOMAN: Well, Crow, that does sound like something special. If daylight is as great as you say it is, why don't you fly back down there and bring some back for us?

LITTLE GIRL: Yes, please, Crow! Bring daylight to the North so we can see what it's like.



 CROW: No, I'm much too tired after my long trip — in fact, I'm so drowsy I could fall asleep right now. Besides, it's too much of a burden to have to bring daylight all the way back here. I'm not a young bird anymore, you know.

LITTLE GIRL: Please, Crow! You can't tell us that daylight is wonderful and then greedily keep it from us.

 NARRATOR: The people keep begging Crow for many months, but Crow ignores them, saying he is too old. Finally, after a long time, Crow gets tired of hearing the people beg. He agrees to make the long journey to the South to bring back the daylight.



(Crow crosses back and forth across the stage, a few times as if he is flying.)

NARRATOR: After flying for three days, Crow sees daylight in the distance. He knows he is almost there. Soon, he lands in a tall tree and takes a rest. He can see far into the distance because of the beautiful light all around him.



CROW (*to himself*): Daylight really is amazing! The people in the North will call me heroic if I can bring daylight back for them.

(A Young Woman enters with a bucket.)

NARRATOR: Glancing down, Crow notices a wide river at the base of the tree. He sees a young woman, dipping a bucket in the water.





CROW: Maybe this young woman will lead me to where the villagers keep the ball of daylight. I'll make myself **invisible** and follow her.

NARRATOR: Crow makes himself invisible and swoops down to the ground. He follows the young woman to a home, where she lives with her father, the village chief.

(The Young Woman and Crow cross the stage.)

 (*The Young Woman and Crow enter a home, where the Chief sits at a table. A Little Boy is playing on the floor.*)

NARRATOR: Inside the home, Crow spots a box in the corner that is glowing brightly.

 CROW (*whispering to the audience*): There it is!
Daylight!

NARRATOR: Now Crow has to find a way to get the daylight from inside the box. Still invisible, Crow scratches at the little boy's ear. The little boy begins to cry.



 CHIEF: What's wrong,
Grandson?

CROW (*still invisible, whispering to the little boy*): Tell your grandfather that you want to play with the ball of daylight.

LITTLE BOY (*sniffling*): I want to play with the ball of daylight.

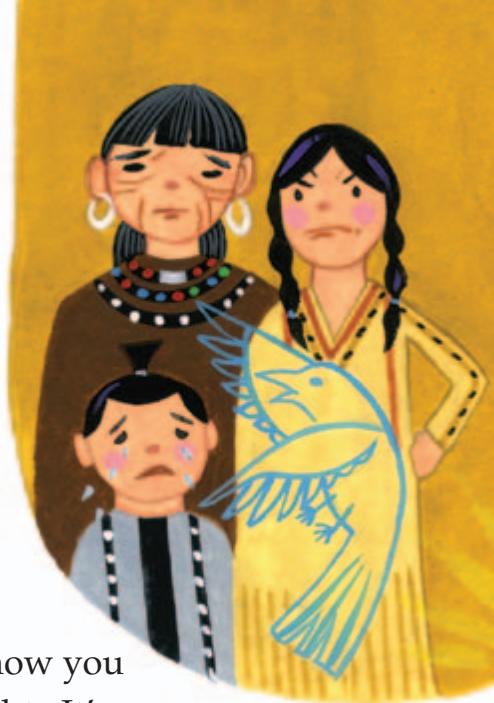
YOUNG WOMAN (*scolding the little boy*): Don't be silly! You know you can't play with the ball of daylight. It's very **precious** to us.

 CROW (*whispering to the little boy*): Say, "please, please, Grandpa!"

LITTLE BOY (*crying*): Please, please Grandpa!

NARRATOR: The Chief loved his grandson, and he could never say no to him.

CHIEF: Well, if it will console you, you can play with the ball. Just be careful and make sure not to lose it, or we will have to live in darkness!





LITTLE BOY: Thank you, Grandpa!

(He takes the ball of daylight outside, with the invisible Crow following.)

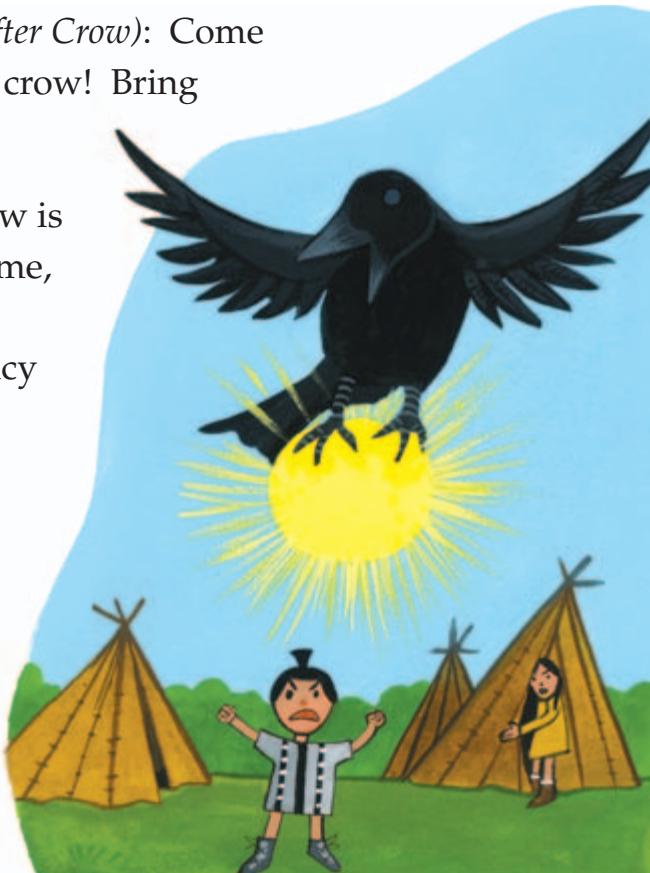
NARRATOR: Just as the little boy begins to play with the shimmering ball of daylight, Crow makes himself visible again. Without hesitation, he grabs the ball of daylight with his claws and flies high above the little boy.



(Crow crosses the stage again, as if he is flying.)

LITTLE BOY (*calling after Crow*): Come back here, you sneaky crow! Bring back our daylight!

NARRATOR: But Crow is already on his way home, flying over the land towards his dark and icy home in the North.





NARRATOR: When he returns to the North, Crow drops the ball of daylight to the ground. It shatters, spreading beautiful daylight all over the land.

(Little Girl, Old Man, and Old Woman enter. They look around, amazed by the daylight.)



LITTLE GIRL: So this is the daylight you told us about. It is so bright and wonderful.

OLD MAN: Now we can see for miles and miles. Thank you so much, Crow.



CROW: Because the ball of daylight broke, you will only have the light for half of each day. At night, you will still live in darkness.

OLD WOMAN: Don't worry, Crow. We have been living in darkness forever, so we are used to it.

LITTLE GIRL: Yes, and we will be sleeping at night anyway! We don't mind the darkness if we're asleep.



NARRATOR: The people are very thankful for the daylight. They love being out in the sun. They think Crow is a hero for bringing daylight to their land. Now they can easily see their prey when they go hunting and the polar bears can no longer sneak up on them.





NARRATOR: Since then, the people in the North live in daylight during the day, and in darkness at night. During the day, they hunt, play outside, and enjoy the warm light. During the night, they spend time in their homes, keeping warm and sleeping. And they are always grateful to Crow, who brought daylight to their land.



► Responding



TARGET SKILL

Story Structure What happens after Crow whispers in the boy's ear? Copy and fill in the chart below.

Character: Crow

Setting: North and South

Problem: Crow has to find a way to bring daylight to the North.

Events: ?

Solution: ?



Write About It

Text to Self Imagine that you lived in the North. Write a note to Crow. Tell him why you are grateful for what he did.



TARGET VOCABULARY

base
burden
console
drowsy
glancing

greedily
heroic
hesitation
ignores
scolding



EXPAND YOUR VOCABULARY

audience
invisible
precious

regions
shimmering
whispering



TARGET SKILL Story Structure Name the setting, characters, and plot in a story, myth, or play.



TARGET STRATEGY Summarize Tell the important parts of a story or play in your own words.



GENRE Myth/Play A myth is a story or tale that has a message or lesson. It can be written as a story or as a play.