

PREVIEW

These preview pages show four units from the volume:

- The Golden Rule:** Students provide evidence to support the theme of the book.
- The Golden Rule:** Students write one of many versions of the Golden Rule, then explain it in their own words.
- The Golden Rule:** Students analyze the author's language and draw conclusions about the theme.
- The Name Jar:** Students respond to the story by writing about their own experiences with names.

PREVIEW

These preview pages show two units from the volume:

- The Name Jar:** Students provide evidence to show Unhe is embarrassed of her name.
- Spaghetti in a Hot Dog Bun:** Students provide evidence to show Lucy practices the Golden Rule.

PREVIEW

These preview pages show three units from the volume:

- The Name Jar:** Students describe Unhe's character through her thoughts, words, and actions.
- Spaghetti in a Hot Dog Bun:** Students describe Lucy's character through her thoughts, words, and actions.
- Spaghetti in a Hot Dog Bun:** Students compare Lucy and Ralph.

When Lightning Comes in a Jar

Give evidence and explain how you know Aunt Iva and Gramma were being silly.

Aunt Iva said she came up in time like out there weren't any lightning bugs when they lived.

Aunt Iva said she put her umbrella in the jar and lightning bug, but that would be too dangerous to do.

Gramma said Pe's team rolled and dragged her lightning bug down the field, but she would have been really hurt if that had happened.

Gramma said the cow that looked like a gaint dragonfly, growing one wing. She is exaggerating about the lightning bugs.

Everyone comes together to look at family photos and listen to Gramma being told.

When Lightning Comes in a Jar

Give evidence to support the theme of the book.

Theme: Family Bonds

The story is having a tough time from the lightning bugs.

Everyone comes together to look at family photos and listen to Gramma being told.

VIVID VERBS

squirmed
chimed
tittered
VR
squealed
wheezed
Butter
insect
hurled
fallowed
howled
hissed
fluttered
hollered
scratched
rumbled
puffed
shifted

When Lightning Comes in a Jar

Fill the jar with vivid verbs from the story.

Firefly Mountain

Describe the young girl's character at the beginning of the story through her thoughts, words, and actions.

Iva wanted the yellow afternoon would turn into a purple evening so she could see firefly mountain.

Is it time for firefly mountain?

The noise Gramma clean the table so it would be done faster.

Firefly Mountain

Give evidence to show the setting of the story is on a summer day.

Evidence	What I Know	My Inference
The whole long, yellow afternoon the sun cooled down to let the red, squelched sun waves from the window.	Summer days are longer and very hot.	
Conceal-crinkles monarch butterflies dashed over to see the lemonade.	I can see butterflies on a hot, warm summer day.	
Peeling off the top, I took a deep, purposeful breath from the jug made a hole down my neck.	When it's a very hot summer day, I am thirsty and like to cool off in the water.	
The family waits until dark to see firefly mountain.	I have a later bedtime and am very cooler in the summer.	

The setting of Firefly Mountain is on a summer day.

Firefly Mountain

Write vivid language from the story and draw what you visualize.

Vivid Language

The sun is a big, yellow afternoon the sun cooled down to hot...

...the heat squelched up waves from the window.

Conceal-crinkles monarch butterflies dashed over to see the lemonade.

Warnings bawl of a sun crept down behind the orchard, painting the sky pink and red behind it.

Before long, the barn and the house under the moonlight reflected their own shapes.

14 Cows For America

Give evidence to support the theme of the book.

Theme: Kindness/Compassion

They try to help an elderly man they do not know.

They try to help an elderly man they do not know.

An older woman wants to know what they can do for the American people after hearing the terrible story.

Karl has a plan to help New York and he offers to only give 14 cows to America.

14 Cows For America

Describe Karl's character in the story through his thoughts, words, and actions.

Iva
kind-hearted

He remembers New York and September
"To the houses the cow will come."

14 Cows For America

Compare what you learned about the Masai in the book to the article.

Those Shoes

Summarize the story.

Beginning: Jeremy wants to buy new pair of shoes, but his Grandma says they can't afford them. All the other kids in his class get the shoes he wants. Jeremy's mom comes apart and he has to get money shoes from his grandmother. He makes fun of his shoes.

Middle: Jeremy likes to go shopping but they are too expensive. Jeremy finds the shoes he wants at a thrift store, but they are too small. He buys them anyway and tries to wear them, but they hurt his feet.

End: Jeremy's friend, Antonio, also needs new shoes. His feet are smaller, so he gives his shoes to Antonio even though that means he will have to wear the ones from his grandmother. Jeremy gets to wear his new boots, so he is happy.

Name: Project Answers Date: _____

Those Shoes

Give evidence to show Jeremy loves Jeremy very much.

Evidence	+ What I Know	= My Inference
Grandma says that will check if the shoes he has been wanting from Allay have arrived. He doesn't really need them.	She knows that Jeremy works very hard so she wants to make sure he gets shoes.	Grandma loves Jeremy very much.
Grandma and Jeremy go to store that stores after the stores are too expensive at the same time.	They went to the store to buy what they wanted to help Jeremy get the shoes that he wanted.	
Grandma doesn't say anything about getting feet in his house still shows that he loves him more than anyone else.	Grandma likes it is a good color and Jeremy will wear those boots. She is taking care of him.	
Grandma gives her money and though Jeremy does boots.	Grandma likes it is a good color and Jeremy will wear those boots. She is taking care of him.	

Those Shoes

For each of these quotes from the book, write what could have been different from Antonio's point of view.

Jeremy's Perspective	Antonio's Perspective
When I come back to the classroom, Allen, Jeremy comes one look at my Mr. Allay shoes and says, "I know why you don't have any. It's not because you're poor."	Jeremy came to the door of the classroom with Velcro shoes and said, "How do I feel?"
I just got a basketball—a brand-new basketball.	Jeremy and I were playing basketball, but I didn't have a basketball.
Shoes are beginning to fall as I run down the street to Antonio's apartment. I put the shoes in front of his door, push the doorknob—and run.	As I was running to the doorknob, I took off my shoes and no one was there; the most coolest pair of shoes were falling on my carpet!
It felt so good to finally have shiny new shoes! I feel happy when I take off my old ones and just when I look at my Mr. Allay shoes.	It felt so good to finally have shiny new shoes! I feel happy when I take off my old ones and just when I look at my Mr. Allay shoes.

The Memory String

Make inferences about the memories given from the book.

Evidence	+ What I Know	= My Inference
John's mom always says that John had a very bad memory when he was little.	If something makes someone uncomfortable, it can make them shift.	John might be uncomfortable with his mom always talking about her mom.
When John goes up to school, he sees that his teacher, Mrs. Johnson, is talking to him.	A cat is usually interested in their memory string.	John wants to express his talk about his mom so that John can hear.
All three of them asked for the balloon.	Romany and everyone covered with white paint something you want to happen.	The knew the balloons were important, or they wouldn't have gone through all that trouble.
John remembered the last look on Jim's face...the way she understood him...the last moments on the string.	If someone has a soft look in their eyes, they care.	John realized that John actually cared about her and maybe she wasn't so bad after all.

The Memory String

Describe Laura's thoughts at the beginning of the story through her thoughts, words, and feelings. Then tell me she changed.

The Memory String

Defeat: unknown words in the story.

The Memory String

Defeat: unknown words in the story.

How Spider Got a Thin Waist

What do you think about Spider? Write it in the word bubble and give evidence to prove your thinking.

How Spider Got a Thin Waist

Describe Spider's character through his thoughts, words, and actions.

How Spider Got a Thin Waist

Conclude the written folktale to the video.

Written Folktale	Video
Spider was told to pull in the rope. He could not decide which friend to eat, so he decided to eat both.	Spider invited to lunch parties. Spider ate pizza and hamburgers. Spider was greedy.
He did not help grow or to weave the food for the friends, but he planned to attend anyway.	All the strings were pulled at the same time, making him have a thin waist.

The Spider and the Fly

Defeat: unknown words in the story.

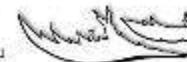
The Spider and the Fly

Give evidence to show Spider is cunning.

Evidence	+ What I Know	= My Inference
He says his poison is the prettiest you ever did say, and it is filled with things the fly would like.	He is bragging about things in his house, trying to convince her to come.	
He tries to make a good sound voice so she will be in it.	He is trying to make a good sound voice so she will be in it.	
He calls her a gauzy, translucent, thin and see-through creature.	He is giving her nice things to her to try to convince her to stay.	
His tail is also witty, wise, and has handsome wings and brilliant, shiny.	He is flattering her with words so she will leave.	

Spider is cunning.

Name:	Page 40	Date:
<h1>The Spider and the Fly</h1>		
Number the stanzas and draw a circle around letter numbers.		
		
Label the rhyme scheme.		
<p>"Will you walk into my parlor?" said the Spider to the Fly, "It's the prettiest little parlor I ever did spy." The only fly in the room was so tiny And I have never seen such things before. "Come in, said the Fly, "I think we are ready For whatever you bring."</p>	A	A
<p>"This sun you look like every day, Will you eat my little hen?" There the pretty curtain is drawn, And if you like not, come in again. "Oh no," said the Fly, "I'll not eat you, sir, They never never come again."</p>	B	B
<p>"With morning up so high, Will you sit under the Fly? There the pretty curtain is drawn, And if you like not, come in again. "Oh no," said the Fly, "I'll not sit you, sir, I'll walk upon your back."</p>	C	C
<p>See the cunning Spider to the Fly, Their friend, what can't he To drown that poor fly? I've always felt for you! "Leave your parlor, you do worse at that now, Because you're very sensible - will you please take a view?" "Oh no, not I, said the little Fly, "What's that, that cannot be, I've never, while in your society, had I do not wish to see!"</p>	D	D
<p>How many verses does this poem have? 18</p>		

Name: <u>Private Answers</u>	Date _____
Cloud Dance	
Tell what kind of clouds the author was describing.	
I light, wispy clouds move in the autumn wind.	 Cirrus
White clouds, low on the hill, ringing in the snow.	 Cumulus
Delicate, morning clouds grow and roll.	 Cumulus
Brown and light darker clouds lower	 Cumulonimbus

Name: Project Answers Date: _____

Cloud Dance

Write a direct quote from the book containing figurative language, then tell what it tells you about the author.

Author's Language

High, wispy clouds race in the autumn wind.

Helps I Understand

The thin clouds are moving fast across the sky.

Helps I Understand

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Name: _____	Project Answers	Date: _____
Cloud Dance		
Match the parts of the water cycle with the quotes from the book.		
CONDENSATION		
	Decode morning clouds grow and form	
 EVAPORATION		
	Decode morning clouds grow and form	
 PRECIPITATION		
	Rain clouds, full and heavy, burst	
 COLLECTION		
	Veil of mist rise in sunlit sunlight.	
You will choose quotes from the book and place them in the correct place in the water cycle.		
Condensation: Rain clouds, full and heavy, burst		
Precipitation: Veil of mist rise in sunlit sunlight.		
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name: Project Aristotle Date: _____

In November

Sense	Related Words
sight	snow, flowers, small animals, bare trees, birds, homes, oats, rice, bees, dogs, family, food, stars, sometimes sun
smell	food, orange, squash, pumpkin, cinnamon
touch	cinnamon, food, pie, cake
sound	quiet, talking family, unbuttoning winter clothes
taste	chilly air, warm home

Checkmark: A large black checkmark is drawn over the 'smell' circle.

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Name: Project Answers Date: _____

In November

Give evidence to support the main idea of the book.

Fall means change.

The leaves are changing colors or falling without leaves.

Animals sleep more and find places to stay warm (in holes and under logs).

Leaves move with the wind and settle down.

Name: Private Answer Date: _____

In November

Write a direct quote from the book containing figurative language, fronted how it helps you understand the story.

Author's Language

The wolf's white and
gleam'd much like
sunlight through its
blanket.

Help Me Understand:
How has Elmer's writing style helped you understand the story?

PRE

Name: <u>Private Answers</u>	Date: _____
<h2>Tikki Tikki Tembo</h2>	
Enhance the story	
<p>Beginning: A mother had two sons, Tikki Tikki Tembo and Cheng. Tikki Tikki Tembo was the first and favorite son, and Cheng was the second and less important son; every morning they would go to the garden near their home and were allowed to play in the well.</p>	
<p>Middle: One day, an old man came playing by the well. Cheng told Tikki Tikki Tembo he mustn't tell his mother about the old man, so Tikki Tikki Tembo told his mother she could stretch out her arms and pull with the ladder. He did, and the old man pulled Cheng up.</p>	
<p>End: The sons stayed away from the well. For months until one day, one Tikki Tikki Tembo fell in. Cheng ran to tell his mother, but she would not listen to him until he said his brother's name correctly. She took him to get help Old Man With The Ladder, who rescued him.</p>	

Name: _____ Date: _____

Tikki Tikki Tembo

What I think it means

- custom:** advertising tradition
- bewitch:** natural healing; working of high respect.
- reverence:** natural healing; good & evil

Name: _____ Date: _____

The Great Turkey Race

Summarize the story.

Beginning: Ollie heard Farmer Joe and Kate talking about picking out meat, especially turkey for Thanksgiving. Ollie told Gossie and Wink, and they all wanted to be picked as most special. Ollie suggested having a race day with different events.

Middle: The turkey's competition in several events. Gossie overheard Farmer Joe and Kate talking about the turkey being ugly. This is when she realized none of them like her.

End: During the last event, the Ugly turkey jumped over the fence and ran away. Farmer Joe and Alice had vegetable soup for Thanksgiving.

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Name: _____ Date: _____

The Great Turkey Race

Describe Ollie through his thoughts, words, and actions.

Ollie thought he was the best and coolest of them all.

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Name: _____ Date: _____

The Honest-to-Goodness Truth

"This truth is often hard to hear. But if it is scattered with love, then it is a little easier to swallow." If her mother only knew more about her truths, this sister?

Ugly Truth

Gossie told Farmer Joe she liked him, but that she was pretty, but that she wasn't nice in her looks.

Gossie told Mrs. Turkey she was ugly because she didn't help her, or just worried about herself.

Gossie told everyone about Dolly after she forgot her Christmas speech.

Gossie told Mr. Turkey that her garden looked like a jungle.

Gossie would have found a flower or stuff that she liked and eat the birds.

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Honest-to-Goodness Truth

Abby should have just told her she isn't pretty, but that she has nice in her looks.

She could have tried to help Gossie, or just worried about herself.

Gossie likes to tell her momming good things, but she still was telling the truth, instead of bringing up something mean.

Abby would have found a flower or stuff that she liked and eat the birds.

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Name: _____ Date: _____

The Honest-to-Goodness Truth

Give evidence to support the theme of this book.

Theme: Kindness

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Name: _____ Date: _____

The Honest-to-Goodness Truth

Write a sentence quote from this book containing figurative language, then tell how it helps you understand the story.

Author's Language

Lobby's stomach felt like it swallowed a handful of chicken feathers.

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Lobby's friend apologized for her ugly words.

The truth can be told at the wrong time or for the wrong reasons, and it is hurtful. You should only tell the honest-to-goodness truth.

July 2016

Lobby's friend apologized for her ugly words.

Her stomach was very uneasy because she knew she was in trouble.

July 2016

Name: _____ Date: _____

The Snow Globe Family

List the evidence the return gives to show you how odd the snow globe family is.

oddities

They cups only hold half a cup of tea.

oddities

They eat a whole bowl of thumb cake.

oddities

The snowmen they build are the size of lumps of sugar.

evidence

They have no one even near them.

evidence

The Polar bears are smaller than spitballs.

July 2016

Name: _____ Date: _____

The Snow Globe Family

Connect the snow globe family to the big family.

Snow Globe Family

Lives in a snow globe on the mantel.

Snow is on the ground all the time.

They hope for a snowman.

They both go skating.

Lives in a big house high on a hill.

Only snows in winter.

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Name: _____ Date: _____

Snowmen at Christmas

Define unknown words in the story.

trimmings

what I think means

decorated

adornments

delicate

small

sashay

what I think means

delicate

delicate

play with one another

POOMP

what I think means

delicate

delicate

July 2016

Name: _____ Date: _____

Snowmen at Christmas

Number the stanzas and show a circle around韑 numbers.

Take the name sheets.

A. Our favorite snowmen

B. Start trimming the snowmen.

C. Bush holly and icicles

D. Are sitting everywhere.

E. And then, remember both

F. For everyone to see,

G. They hang balls of snow

H. On the big Christmas tree

I. -

J. Frosty fog on Red Rover,

K. Or climb in a stock

L. Till the wobbly right over

M. The millions lay out

N. All kinds of cold treats

O. Ice cream and snow cones

P. And plenty ear sweets

Q. (How many verses does this poem have?)

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Name: _____ Date: _____

Martin's Big Words

Describe Martin's character through his thoughts, words, and actions.

bold

hopeful

Vietnam was not the answer.

bold

All people should live peacefully together.

bold

Wishbone

What a creature that can fly!

bold

walked, talked, and prayed with protesters

bold

spoke against segregation

July 2016

Name: _____ Date: _____

Martin's Big Words

Write one of the large, colored quotes from the book, then explain in your own words.

QUOTE

"Hate cannot drive out hate. Only love can do that."

What it means to me:
If everyone would take the time to love and care for each other, there would be less hatred in the world.

I

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Name: <u>Digital Answers</u>		Date: <u>10/10/16</u>
Snow Day!		
Give evidence to show why your reader thinks this character is a kid.		
Evidence	+	What I Know
Just imagine no school snow, even the buses don't go		Students like snow adults hates it
We'll have hot chocolate from grandma's mugs		Kids love to stay in their PJs. Adults usually make kids change into real clothes
We can build a snow fort down by the walk		Kids usually build snow forts, not as much adults

Name: Pragya Anand Date: _____

Snow Day!

Beginning:
The narrator hears the weatherman say it will snow. The narrator gets very excited that school might be canceled.

Middle:
The narrator imagines all the things they will do; the last part is about not going to school, so the narrator says everyone should go to bed so they can rest for their snow day.

End:
In the morning, they see it did not snow that much, so everyone in the house rushes around to get ready for school. The reader realizes the narrator is the teacher who has been hoping for this snow day all along.



Look at the sentences from the story. If the sentence uses numbers, color the circle blue. If the sentence uses vivid words, color it purple.

Snow Day!

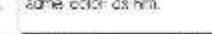
This time let's stack up a zillion snowballs inside.

We'll stay inside, warm and cozy, while the snow drifts down in soft, white heaps.

It's spitting snow!

Snow is falling like a bazillion goose feathers.

This sleds will shoot down that hill.

Name: _____	Page _____
The Day the Crayons Quit	
Use inferences from the book to decide which crayon is being described while the color is in the center.	
He is proud of his color and wishes everyone else liked him just as much.	He wishes Duncan would be more neat and stay inside the lines.
	
He wishes he could color smaller things instead of big animals.	He wonders why he can't be used more, besides only being an outline.
	
He is used so much, there isn't much left of him.	He hopes for peace between two crayones that are fighting.
	
He is tired of being called a light color, and he wishes Duncan would use him more.	He wonders why people use him in paper that is the same color as him.
	

Name: _____	Date: _____
Grace For President	
What did Grace and Thomas say and do to try to convince voters?	
Grace	Thomas
Volunteer at the school	New teacher for the school
Not to close the school	Free soccer league
Not to build another school	Free stock market workshops
Better bus routes	
She works harder	
She gives promises	
She has rules	
She kept her promises	

Name: _____ Date: _____

Grace For President

Def the unknown words in the story.

vocab

candidate

vocab I think it means
a person nominated for election

constituents

vocab I think it means
people in a voting community

campaign

vocab I think it means
work done toward a goal

constituent

vocab I think it means
a person who belongs to a group

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Name: Project Answers Date: _____

Grade For President

Grace

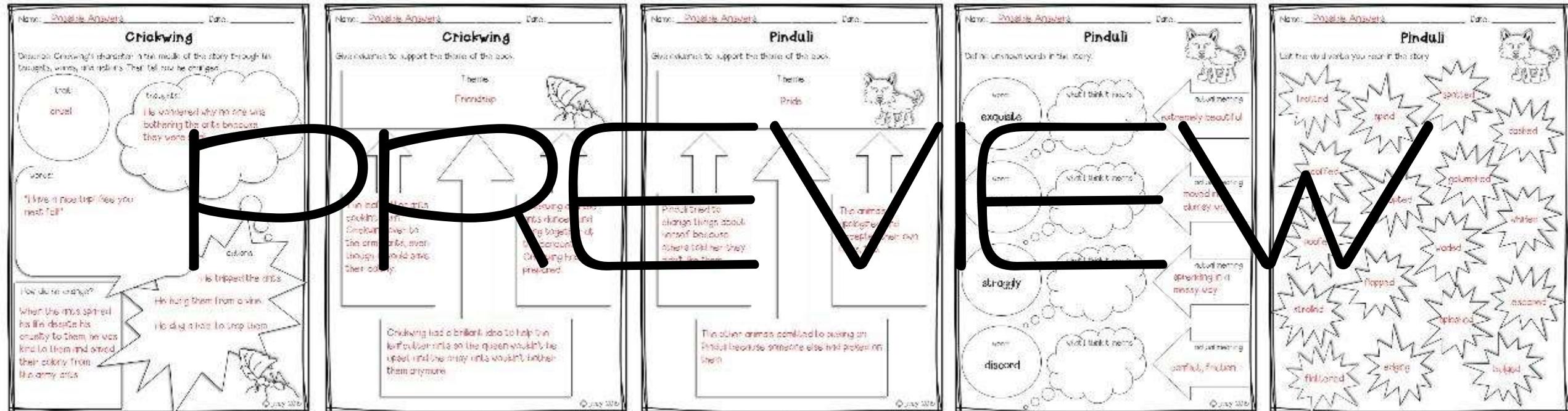
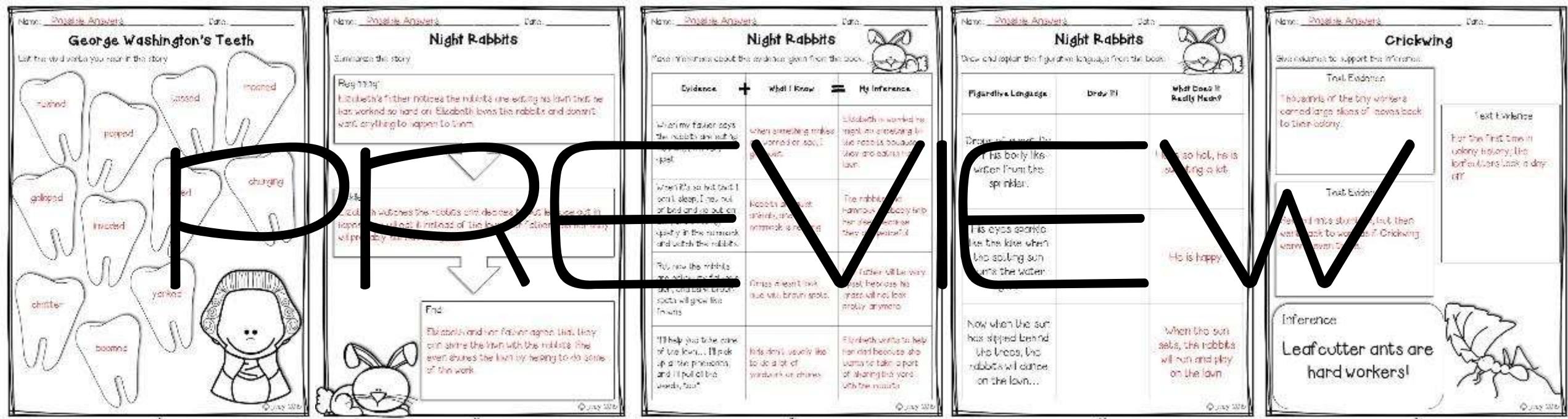
- She can't believe a girl has never been president.
- Grace won the election.
- Want to be president.
- Made campaign buttons and posters.

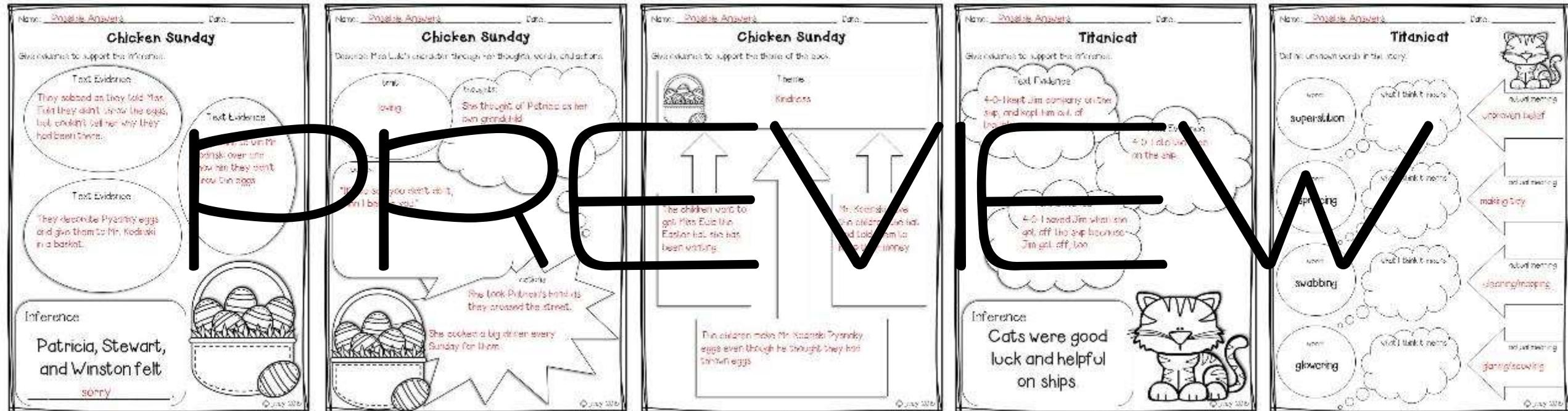
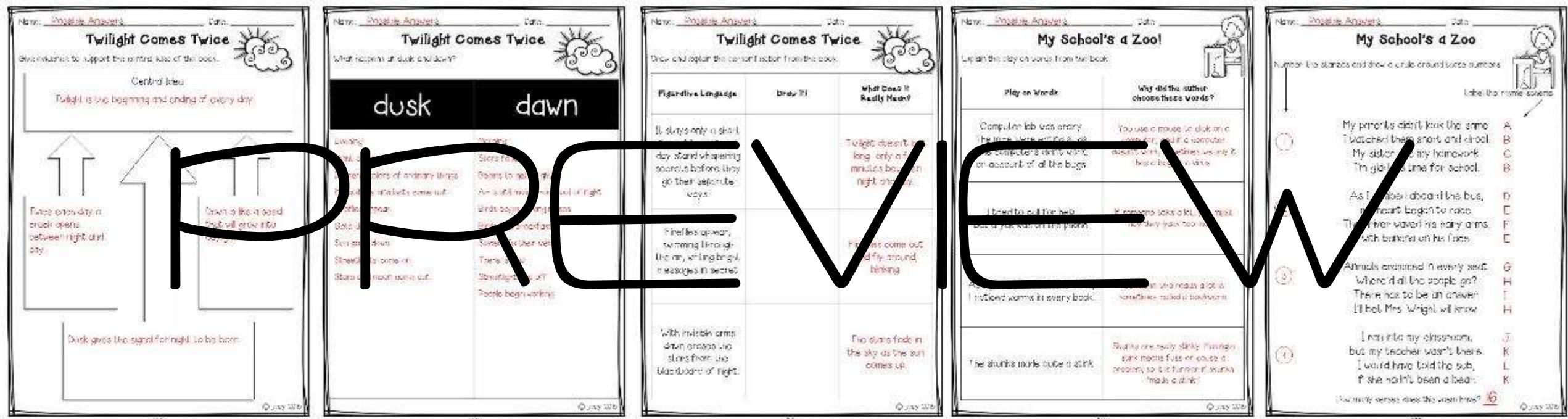
Thomas

- He is popular because he is the spelling bee champion, soccer star, and soccer team captain.
- He only promised goofy things no one good at.
- Thomas couldn't believe he didn't win.

Concave, Convex and Thonda

Name: <u>Private Answers</u>	Date: _____
<h2>George Washington's Teeth</h2>	
Give evidence to support the inferences.	
Text Evidence: He fought in battles with terrible toothaches.	
Text Evidence: George crossed the icy Delaware with teeth falling out.	
Text Evidence: An young Revolutionary War general planned his strategy through the use of his teeth.	
Inference: George Washington was determined/unswerving.	





Titanicat

Summarize the story.

Reg 1119:
Jim arrived Louis Titanic to be a cabin boy. The crew told him he would be in charge of the cat, so Jim went off to find where she went. When Jim found the cat, 4-0-1, he saw she had kittens.

Middle:
Jim, 4-0-1, and the kittens went to sleep together on the ship. Jim cleaned. Then one day he looked out the window. 4-0-1 was swimming in the water. Jim followed him up. Jim found his kitten, who jumped off the ship, missing his voyage.

End:
The Titanic sank, and Jim and the kittens had not been on the boat. Jim thanked 4-0-1 for giving him her kittens.

Voice in the Park

Summarize the story.

Reg 1119:
Charles and his mother, and Smudge and his father took their dogs to the park. They all sat on a bench. The dogs played.

Middle:
Charles left the bench with Smudge's brother. They all went outside and began to play. The dog's mother came to play together. Charles' mother planned dinner and Smudge's father asked for seats.

End:
Charles' mother realized he had left the bench, so she called for him to come back. Charles was sad to leave his friend. Smudge knew she would see him again.

Voice in the Park

Make inferences about the emotions of each voice.

Charles's Mother: emotion: rage; evidence: She thinks the dog is a noisy mongrel who smells bad.
Charles: emotion: bored; evidence: He wished he was having a good time like his dog.
Smudge's Father: emotion: mad; evidence: He wanted to hold half the energy of the dog.
Smudge: emotion: angry; evidence: Smil burst out laughing and ran to play with Charles.

Voice in the Park

Describe a voice through thoughts, words, and actions. Draw the character in the box frame.

Int: bony
Thoughts: Charles should sit next to her and not move.
Speech: Charles, come home. Advanced!
What: What?
Charles's Mother: Smil ordered the dog to go away.

EVERY BOOK HAS:

When Lightning Comes in a Jar
By Patricia Polacco

Reader Sentence Frame Standard: I (verb) the verb.

Special Lesson Ideas:
 1. Students can gain inferences from the story that shows the love between the characters.
 2. Have students summarize the story and tell the theme of the book.
 3. Ask students to draw a picture of the lightning bolts.
 4. Listen to Patricia's life from her interview.
 5. Ask students to draw a picture of the lightning bolts.
 6. Patricia Demme: Describe how the authors told the stories of Patricia and different ways.
 7. Students tell about their favorite family traditions and why.
 8. Students create their favorite summer vacation.

When Lightning Comes in a Jar

Give evidence to support the theme of the book.

Theme:

When Lightning Comes in a Jar

Use vivid verbs from the story.

VIVID VERBS

Multiple organizers you can choose from depending on the skill you are teaching (with ANSWER KEYS!)

When Lightning Comes in a Jar

What do you love to do in the summertime?

writing prompt based on the theme of the book

When Lightning Comes in a Jar