

# Tuesday

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# PA Games



# Learning Targets

1. I CAN use sentence structure to improve my vocabulary.
1. I CAN code syllables to read troublesome words.
1. I CAN review and use inferencing to understand a text.
1. I CAN review last week's PM.

Get up to 5 Ujima Points a day!!

## Classroom Norms

Sit in SLANT



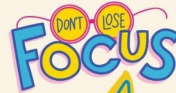
Raise your hand to speak.



One Mic



Focus on the Learning Target.



Give your best effort.



Star  
effort

# I Can use sentence structure to improve my vocabulary.

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The global population has grown a lot over the past fifty years.

Base Word \_\_\_\_\_

Definition \_\_\_\_\_

The city was \_\_\_\_\_ known for having the best french fries ever!

**I Can code  
Syllables in  
troublesome  
words.**

Comprehension

Nonrenewable

contemplation

—

I CAN use  
inferencing to  
understand a  
text.



# Review PM

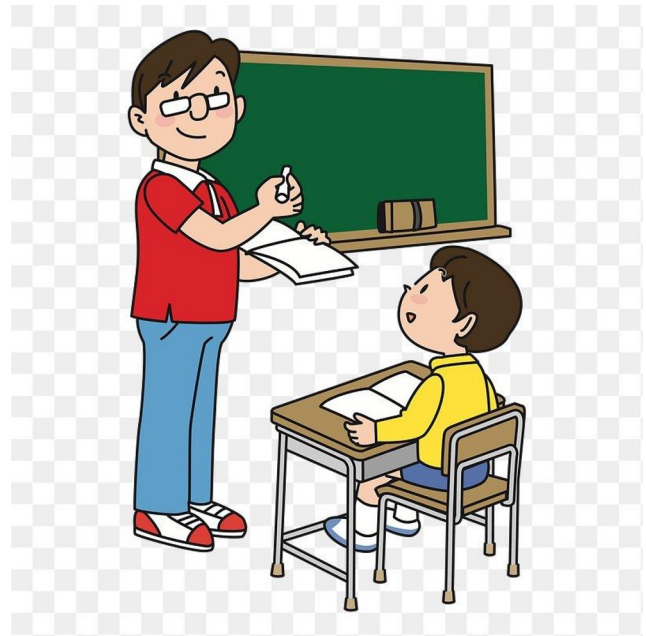
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# Wednesday

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# PA Games



# Learning Targets

1. I CAN use sentence structure to improve my vocabulary.
  1. I CAN use text details to understand characters.
  1. I CAN write a 5 star sentence.
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Get up to 5 Ujima Points a day!!

## Classroom Norms

Sit in SLANT



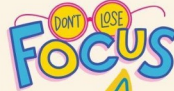
Raise your hand to speak.



One Mic



Focus on the Learning Target.



Give your best effort.



Star effort

# I Can use sentence structure to improve my vocabulary.

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Stella's family always goes abroad during the summer. They visit family in Italy.

Definition \_\_\_\_\_

It's exciting to go \_\_\_\_\_ and eat foods from different cultures.

I CAN use text details to understand characters.



I CAN use text details to understand characters.

Name \_\_\_\_\_ Date \_\_\_\_\_

### CHARACTER TRAITS

Think of two outside (external) and two inside (internal) character traits for one character in the story. For each trait write one piece of evidence showing how the character shows or demonstrates that trait in the story.

TITLE	
CHARACTER'S NAME	
OUTSIDE TRAIT	EVIDENCE
OUTSIDE TRAIT	EVIDENCE
INSIDE TRAIT	EVIDENCE
INSIDE TRAIT	EVIDENCE

## Kid Ambassadors

Aspen Wilson, 10, and Thorin Bell, 10, of Leavenworth, Washington are a little too young to walk the halls of the United Nations. But they aren't too young to learn about becoming ambassadors. An ambassador is a person who represents his or her government in another country.

The two boys were accepted to the People to People Student Ambassador Programs. They will travel to the United Kingdom for two weeks. Thorin and Aspen will visit England, Scotland, Wales, and Northern Ireland.

While in England, they plan to see a Shakespeare play and ride the huge London Eye Ferris wheel, which opened in 1999. They also will visit Oxford University, one of the oldest universities in the world.

"I hope to come back with the knowledge of how people live in other parts of the world," Thorin told *Weekly Reader*. He is looking forward to meeting new people and trying new foods in his first trip abroad.

The goal of the student ambassador program is to help young people gain a better sense of what it means to be a good neighbor and a global citizen. Since the program was started in 1956 by President Dwight D. Eisenhower, thousands of U.S. kids and teens have represented their country overseas.

Name _____		Date _____	
<b>CHARACTER TRAITS</b>			
<small>Think of <u>two</u> outside (external) and <u>two</u> inside (internal) character traits for one character in the story. For each trait write one piece of <u>evidence</u> showing how the character shows or demonstrates that trait in the story.</small>			
TITLE			
CHARACTER'S NAME			
OUTSIDE TRAIT		EVIDENCE	
OUTSIDE TRAIT		EVIDENCE	
INSIDE TRAIT		EVIDENCE	
INSIDE TRAIT		EVIDENCE	





Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which trait below is not necessary in becoming an ambassador?

- A. They should like to travel.
- B. They should like to try new things.
- C. They should enjoy riding ferris wheels.
- D. They should enjoy meeting new people.

2. An ambassador has to be

- A. an adult.
- B. a parent.
- C. a government official.
- D. responsible.

3. The goal of the Student Ambassador Program is

- A. to send students to other countries.
- B. to teach how to be a good neighbor.
- C. to teach how to be a global citizen.
- D. all of the above.

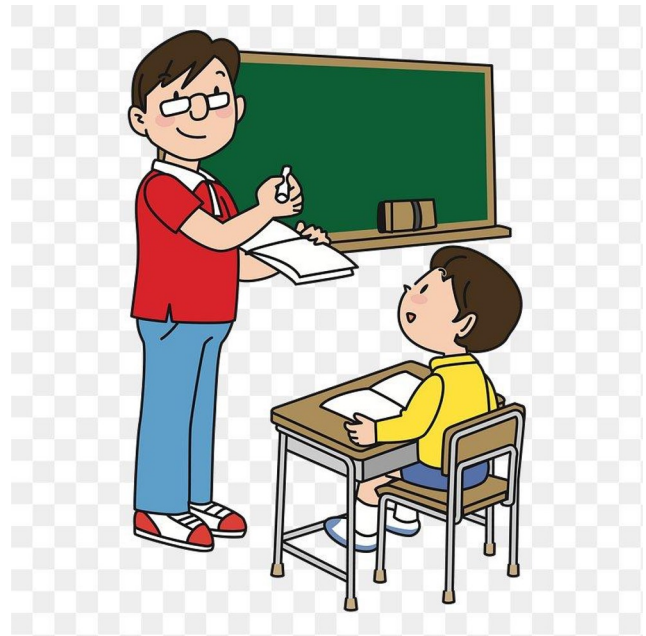
4. The Student Ambassador Program was started by

- A. Franklin Roosevelt.
- B. George Washington.
- C. Dwight Eisenhower.
- D. George Bush.

# Thursday

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1. I CAN use sentence structure to improve my vocabulary.
  1. I CAN use text details to understand characters.
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Get up to 5 Ujima Points a day!!

## Classroom Norms

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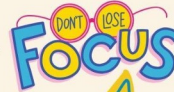
Raise your hand to speak.



One Mic



Focus on the Learning Target.



Give your best effort.



Why

Want?

# I Can use sentence structure to improve my vocabulary.

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A few hundred doctors went to the conference where they learned new ways to help patients.

Base Word \_\_\_\_\_

Definition \_\_\_\_\_

A few hundred doctors were \_\_\_\_\_ about new ways to help patients.

I CAN use text  
details to  
understand  
characters.

## The Chimp's Champ

A woman who kicked off the environmental conference knows a thing or two about chimps. Jane Goodall is a scientist who is famous for her research in Africa on how chimpanzees behave in the wild.

Goodall gave a speech to kids about making the world a better place. She even introduced herself with chimpanzee noises!

What advice did she have for kids about protecting the environment? "Get involved and do something!"

Today, Jane Goodall works for the United Nations. As a United Nations Messenger of Peace, she travels around the world and speaks about the environment and peace.

Goodall credits her mom for being her greatest inspiration to study chimpanzees. "When I dreamed of going to Africa at 8, everybody laughed at me," she told *Weekly Reader*. "[My mom] was the one who said that if you really want something, work hard, take advantage of the opportunity, and never give up!"

I CAN use text details to understand characters.

Name \_\_\_\_\_ Date \_\_\_\_\_

### CHARACTER TRAITS

Think of two outside (external) and two inside (internal) character traits for one character in the story. For each trait write one piece of evidence showing how the character shows or demonstrates that trait in the story.

TITLE	
CHARACTER'S NAME	
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OUTSIDE TRAIT	EVIDENCE
INSIDE TRAIT	EVIDENCE
INSIDE TRAIT	EVIDENCE



Write about how you and Jane are similar or different.



## 5 Star Sentences!

- ★ Uppercase Letter to start the sentence.
- ★ There are spaces between every word.
- ★ I used neat handwriting.
- ★ End with Punctuation.
- ★           
Does it make sense?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Jane Goodall is a scientist who studies chimpanzees. This shows that she  
  - A. is sillier than the average adult.
  - B. knows a lot about nature.
  - C. has a large family.
  - D. likes to pretend she is a kid.
2. Jane Goodall wanted to go to Africa from a very young age. She must be very \_\_\_\_\_.  
  - A. determined
  - B. convincing
  - C. positive
  - D. happy
3. Jane Goodall suggests to "Get involved and do something!" to protect the environment. Which is an example of protecting the environment?  
  - A. taking long shower
  - B. wasting paper
  - C. picking up garbage
  - D. driving to the park
4. Jane Goodall's mom sounds like she is \_\_\_\_\_.  
  - A. sad
  - B. energetic
  - C. entertaining
  - D. encouraging
5. The author states that Goodall travels, speaking about the environment and peace. How are the environment and peace related to each other? Explain.