

Week 5

Hours

Monday – Friday 7:45 A.M. – 2:30 P.M.

Each student must order an appetizer, entrée and dessert

We accept productive struggle, perseverance, and creativity

Sharing with family is encouraged as well as ordering more appetizers, entrées and desserts

Fictional Diner

<https://www.knoxschools.org/kcsathome>

**An “All You Can Eat”
Buffet of Learning!**

Specializing in fictional tidbits
and morsels created by YOU!



Menu

912 S. Gay Street
Knoxville, TN 37902
865-594-1800

Appetizers (Choose one to complete)

Word Dip 5 points

Choose 3-5 words or phrases from the story that you think are important. (These should be words that have to be in the story for the story to make sense. For example, Cinderella, you might choose prince, glass slipper, pumpkin, fairy godmother, and magic). Act out each of the words or phrases for members of your family. Explain to your audience why each is important to the story.

Event HOT Wings 5 points

Retell the events in the story from beginning to end. How do the events affect the character(s)? Add a new event in the story to change the middle.

Mapping Meatballs 5 points

Make a map showing where a chosen character traveled. Use the internet, an atlas, or your imagination to help you. Make sure to include a map key, scale, and compass rose.

Singing Cheese Sticks 5 points

Think about the traits of the main character in your book. Choose a song that your character would sing. Why did you choose this song? Write a paragraph justifying your choice. Include the lyrics.

Entrées (Choose one to complete)

Perspective Pasta 15 points

Choose 2-3 characters in the story. Maybe even choose an object! Speak from their perspective about the story and the events that take place. What would they say? How would they feel?

Storytelling Stew 15 points

Use the cartoon storyboard to retell and illustrate the story using only the main events in the story. Include what you think is the main character's opinion of each of the events. Share your storyboard with members of your household.

Movie Meatloaf 15 points

Advertise your book as if it were a movie. Create theatre posters and a movie trailer! You can act out the movie trailer or record one using i-Movie, Clips, PowToon's, etc. Share with your family and see if they give two thumbs up.

Character Bookshelf Burger * 20 points *

Pick your favorite character. Complete the character bookshelf by creating book titles that explains the character's likes and dislikes. Share it with a family member.

Desserts (Choose one to complete)

Extension Eclairs 10 points

Extend the story. Write what happens next after the story you are reading ends. Be sure to connect your addition to the events and characters in the story you read so that your writing makes sense. Share your new story with members of your home. Explain to them how your new ending fits with the original story.

Character Cake 10 points

Create character trading cards for each of the main characters in the story. Be sure to include name of each character, an image or drawing of how you imagine that character would look, at least 3-5 character traits that would help someone know what each character was like, how that character is important to the story and why you like or dislike that character. Use the attached character trading card template or create one of your own.

Categorizing Cookies 10 points

Put the characters into categories. Create lists and reasons for putting them into the specific categories. Organize them according to the rules you create. Justify or explain why you chose those categories. Can you come up with more? Extension: Put the different settings from the story into categories.

Sweet Lemon Letter Bars 10 points

Write a letter to the author of the story and persuade him/her to eliminate a character. Be sure to justify why this character should be eliminated and tell how it would make the story better.

Total Points _____



Bronze 30 pts



Silver 35-45 pts



Gold 50-125 pts

The New Family

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Robinsons moved into the neighborhood in July. It was very hot. They saw the sign about the block club. Mrs. Robinson said, "That is good. I want to live on a safe block."

The next day, Jimmy and Jerome Robinson were outside playing. They were playing baseball. Adam Johnson came to play with them. He said, "I'm glad to have someone to play ball with." He lived across the street.

Jimmy hit it hard. It went into the neighbor's yard. He said, "I'll go get it. Wait for me here."

"No, don't go there," said Adam. That's where Mr. James lives. He is the head of the Block Club. He will be angry. We are not supposed to play baseball on the street. We are supposed to go to the park to play baseball."

"But my mother will be angry if I lose our ball," Jimmy said.

So he went to the neighbor's yard to get the ball. A tall man came out of the house just as he got to the ball.

"Who are you and what are you doing here?" he asked.

"I'm Jimmy Robinson, and I came to get my baseball. I'm sorry I hit it here. I didn't know the rule."

"OK. You can get it this one time. But remember, we all need to follow the rules on this block. The rules help us have a good place to live, a safe place to live. If you want to play ball, go to the park."

Jimmy ran back with the ball. Adam and Jerome were glad to see him. "That's my brave brother," said Jerome. Just then their mother came outside. "Mr. James called me. He says he wants to help us understand the rules of the block. What have you been doing?"

What is a lesson people can learn from this story?

Underline the parts of the story that show that is the lesson you can learn.



Storyboard



Name(s): _____ Date: _____ Period: _____

Storyboard panel 1: A large empty rectangular box with a small circle in the top-left corner.

Storyboard panel 2: A large empty rectangular box with a small circle in the top-left corner.

Storyboard panel 3: A large empty rectangular box with a small circle in the top-left corner.

Four horizontal lines for notes under the first storyboard panel.

Four horizontal lines for notes under the second storyboard panel.

Four horizontal lines for notes under the third storyboard panel.

Storyboard panel 4: A large empty rectangular box with a small circle in the top-left corner.

Storyboard panel 5: A large empty rectangular box with a small circle in the top-left corner.

Storyboard panel 6: A large empty rectangular box with a small circle in the top-left corner.

Four horizontal lines for notes under the fourth storyboard panel.

Four horizontal lines for notes under the fifth storyboard panel.

Four horizontal lines for notes under the sixth storyboard panel.

Using the Character Bookshelf

Adapted From: Scholastic Reading Response

Parents/Guardians,

You can use the Character Bookshelf at home to push your child's thinking. In this activity, you will create a shelf of books that a person or character would have based on their likes and traits. The books on a person's bookshelf can tell you quite a bit about his or her interests and history, and can also give us perspective into their thoughts, words, and actions. This bookshelf activity can be used to help analyze a character's actions in a story that might have impacted the sequence of events.

Try creating one first for a family member, familiar book character, or cartoon character. You can use the included example from the three little pigs to get an idea of what this activity looks like. To lay the foundation, begin with a discussion about the importance of titles. Talking points: A title represents the essence of a book. It can give the reader a clear direction to what the story might be about. It can be literal or can use figurative language but should be memorable and easy to read. Ask students: What other ideas can you share about the importance of a title? What are some of your favorite books on your bookshelf? What do you notice about the titles?

This activity can be done with any student, no matter the age. For younger students, first look at the book titles with books you have around the house. Point out the title on the spine of the book and then complete one together. For older students, use the questions below to bump up their thinking. **Be sure to discuss capitalizing the important words of the titles.*

Advancing Questions to Ask:

- Is there a book or books that you would recommend to this character to change or impact their perspective? Why?
- If the character could only read one book off the bookshelf, which would they select and why?
- Review the books on the shelf. For each book, list one trait of the character that shows they would enjoy reading that book.
- Book Swap: If the two characters you've compared had a bookshelf swap, what could the implications be for their future actions after they've read the new books?
- Is there a book or books that you would recommend to this character to change or impact their perspective? Why?

Character Bookshelf
Text: Three Little Pigs Character: The Big Bad Wolf

Create titles for the character's books on this bookshelf. Be able to justify WHY the character would be interested in reading the book titles you chose.

The Hunt
Sneaky Tips 101
How to Be the Best Version of Myself
Best Pork Recipes
Home Destruction
Why Won't Anyone Play with Me?
How to Build Lung Capacity
The Roadrunner and the Coyote: What Not To Do

In 3 sentences, justify WHY you chose the character's books.

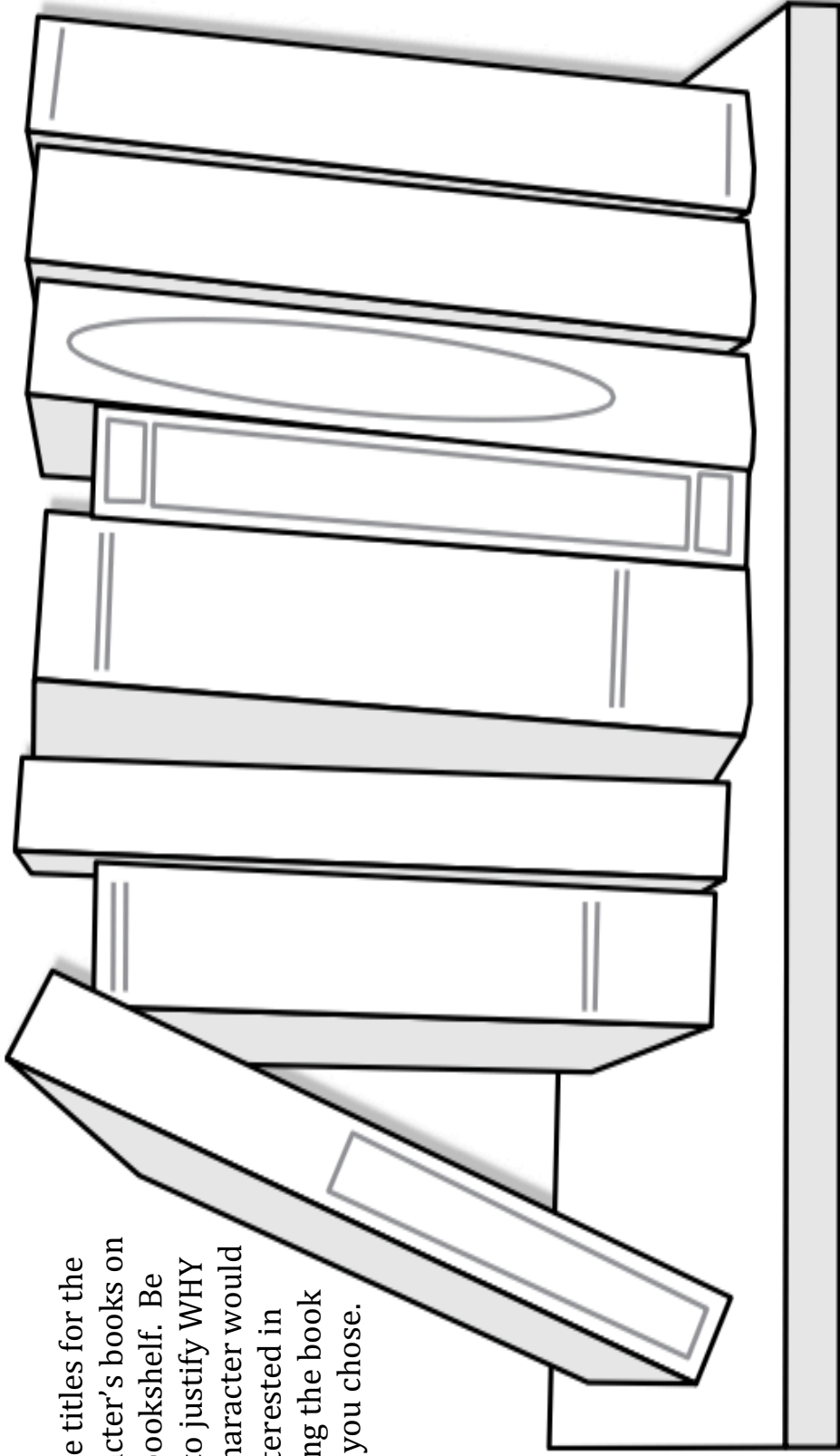
I chose these titles after thinking about the actions of the Big Bad Wolf and how they impacted the events in the story. For example, the wolf would probably be interested in books like *Home Destruction*, *Sneaky Tips 101*, and *The Hunt* as he prepared to take down the pigs' homes. He might also wonder why the pigs won't let him in and want to read *Why Won't Anyone Play with Me?* so that he can reflect on his actions.

Character Bookshelf

Text:

Character:

Create titles for the character's books on this bookshelf. Be able to justify WHY the character would be interested in reading the book titles you chose.

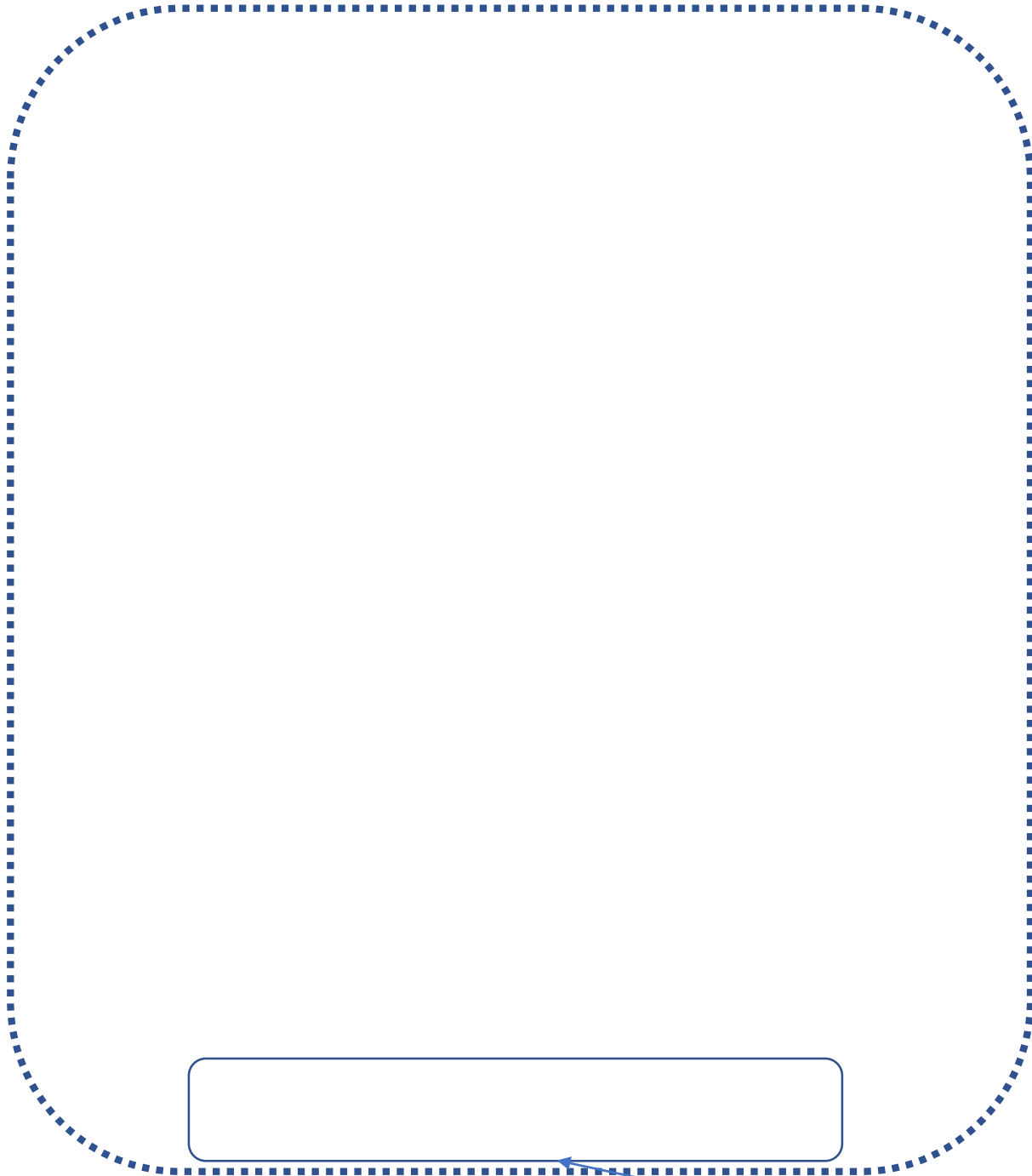


In 3 sentences, justify WHY you chose the character's books.

Character Trading Card

Choose a character from the book or story you read. Create a character trading card about that character.

Draw his/her portrait with their name on the front and add character stats on the back. When you are finished, cut each side out and glue together!



Character name here.

(Back of the Trading Card)

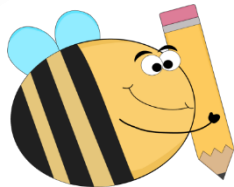
Book or Story:

Character Traits (What is your character like?)

What makes this character special and important to the story?

I like/don't like this character because

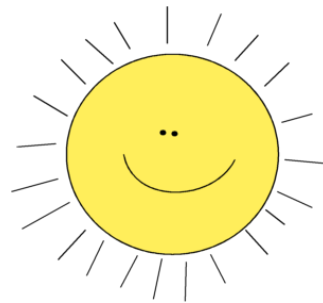
Friendly
Letter



Heading

Dear

Greeting



Body



Closing

Signature