

Woods Runner

Book Unit Sample



Created by Gay Miller



Gay Miller

Thank you for downloading this preview of Woods Runner Book Unit. Other book units may be found at

<http://www.teacherspayteachers.com/Store/Gay-Miller>

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.



Woods Runner

By Gary Paulsen

Genre ~ Adventure, Historical Fiction
[Colonial and Revolutionary War]

Grade Level Equivalent: 5.6

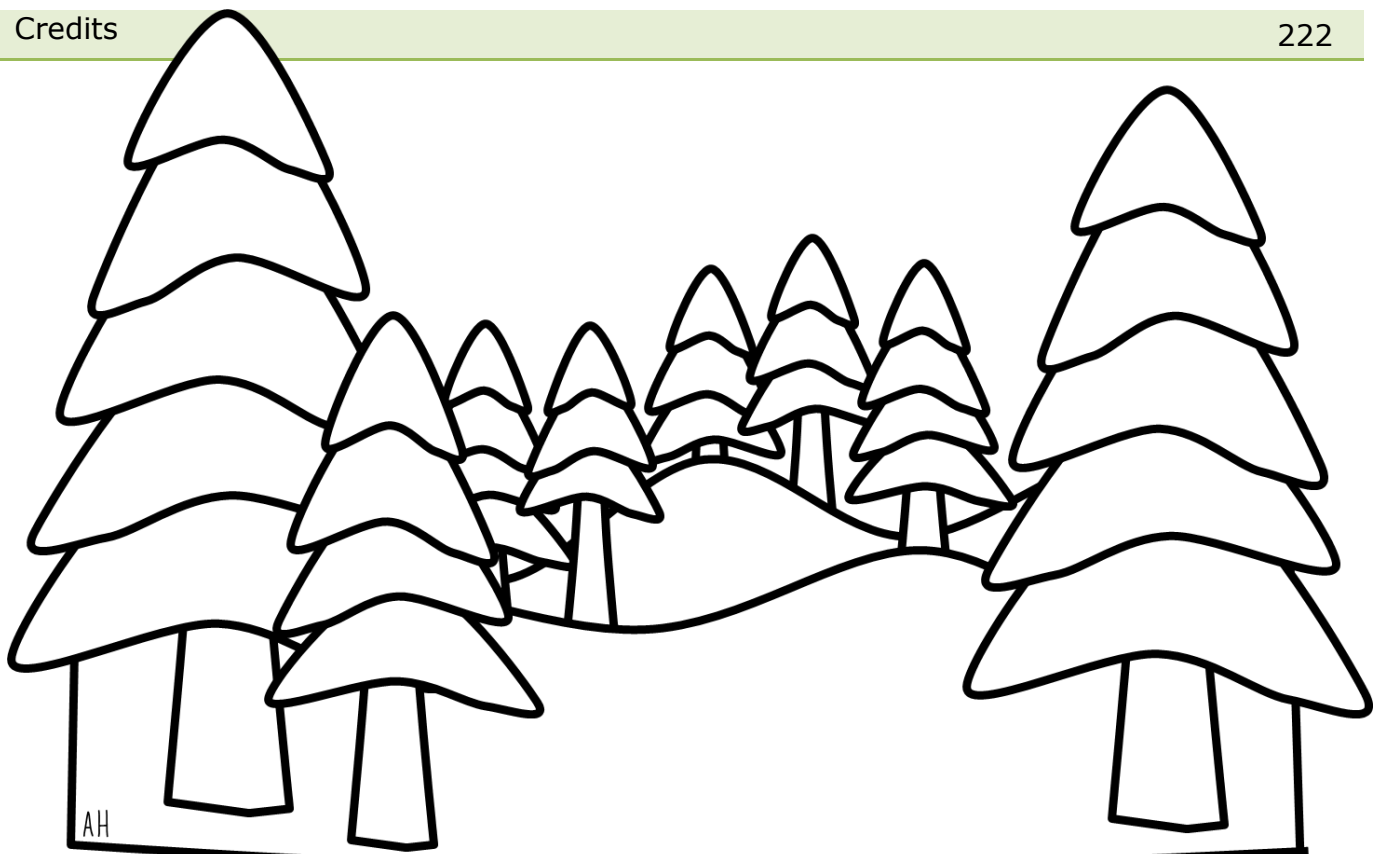
Due to the mature content of this book [violence, sadness, war], I recommend this novel for 5th through 8th grade levels. The book offers great role models, a positive message, and valuable lessons as well as a lot of historical information which makes it a fantastic novel study for the classroom.

Lexile Measure[®]: 870L

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Lesson Plans at a Glance

[Two Week Plan]

Read	Vocabulary Words and Practice Book		Comprehension Practice	Constructed Response Question	Skill Practice
Chapters 1-2	militia marauding	Page 1	Chapters 1-2	Setting	Text Structures and Summarizing Organizers
Chapters 3-4	stealth velocity	Page 2	Chapters 3-4	Cause and Effect	Prefix Organizers
Chapters 5-6	mercenary staunch	Page 3	Chapters 5-6	Comparing Characters	Suffix Organizers
Chapters 7-8	coupstick gangrene	Page 4	Chapters 7-8	Point of View	Prefix and Suffix Puzzles
Chapters 9-10	fractious abate	Page 5 Page 6 (review)	Chapters 9-10	Responding to Text	Root Word Organizers
Chapters 11-12	confiscate traumatize	Page 7	Chapters 11-12	Mood	Root Word Game
Chapters 13-14	contraband covert	Page 8	Chapters 13-14	Figurative Language	Figurative Language Organizers
Chapters 15-16	hone enterprise	Page 9	Chapters 15-16	Problem and Solution Chain	Use response cards to identify figurative language types.
Chapters 17-18	interminable placate	Page 10	Chapters 17-18	Point of View Theme	Context Clues Organizers
Chapters 19 & Epilogue	scabbards ambuscade	Page 11 Page 12 (review)	Chapters 19 & Epilogue	Character's Actions Plot Development Chart	Context Clues Task Cards
	Vocabulary Test				Compare and Contrast Essay

Vocabulary List

Chapter 2

militia (noun) - a group of trained citizens who are not soldiers but can serve as members of the military in an emergency

synonyms: army, soldiers, armed forces

He carried
where **militia**

usetts,

20 Vocabulary Words
One Focus Word for Each
Chapter

Chapter 2

marauding (adjective) - going about in search of things to steal or people to attack

synonyms: prowling, raiding, looting, pillaging, plundering, robbing

There was always some measure of violence on the frontier: **marauding** savages, drunks, thieves—"evildoers," men who operated outside the walls of reason. Harshness was to be expected in the wild.

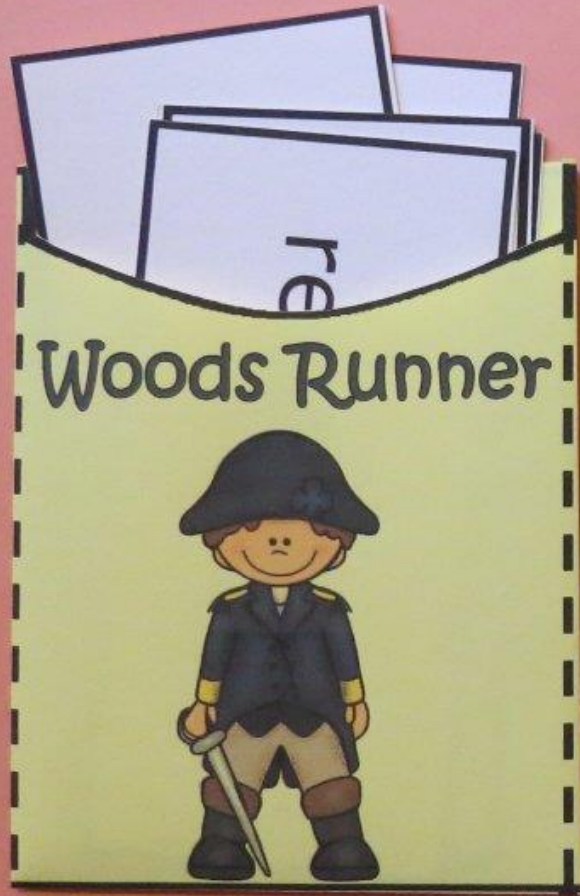
Chapter 4

stealth (noun) - secretive, surreptitious, or covert movement or procedure; sneakiness; furtiveness

synonyms: sneakiness, slyness, craftiness, secrecy, covertness

The single word took over his brain. Part of his thinking was automatic, leading him to act with caution, move with **stealth**. But the front part, the thinking part, hung on one word.

12 Page Vocabulary Practice Book



1. Circle six words in the box that are synonyms of **marauding**.

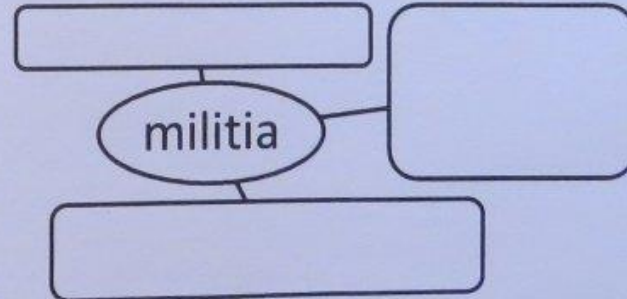
donation	submission	plundering
prowling	robbing	looting
raiding	contribution	giving
present	pillaging	offering

~~~~~  
2. Is **marauding** used correctly in the sentences below?  
True or False

\_\_\_\_\_ The **marauding** pirates took everything they could carry back to their ship.

\_\_\_\_\_ The **marauder** gave all he could to the rich.

~~~~~  
3. Fill in the word web with synonyms for **militia**.



Page 1

Vocabulary Review

Write a synonym for each word listed:

1. interminable _____

2. confiscate _____

3. scabbards _____

4. contraband _____

5. traumatize _____

6. ambushade _____

7. enterprise _____

8. hone _____

9. placate _____

10. covert _____

Chapters 1-2 [militia and marauding]

1. Circle six words in the box that are synonyms of **marauding**.

donation	submission	plundering
prowling	robbing	looting
raiding	contribution	giving
present	pillaging	offering



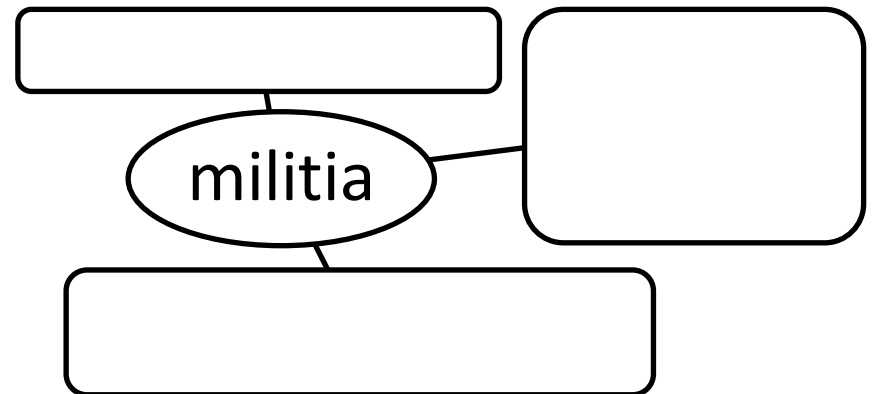
2. Is **marauding** used correctly in the sentences below?
True or False

_____ The **marauding** pirates took everything they could carry back to their ship.

_____ The **marauder** gave all he could to the rich.



3. Fill in the word web with synonyms for **militia**.



Chapters 1-2 [militia and marauding]

Vocabulary Review

Write a synonym for each word listed:

1. interminable **everlasting**
2. confiscate **take possession**
3. scabbards **sheaths**
4. contraband **smuggled goods**
5. traumatize **devastate**
6. ambushade **ensnarement**
7. enterprise **endeavor**
8. hone **sharpen**
9. placate **appease**
10. covert **concealed**

1. Circle six words in the box that are synonyms of **marauding**.

donation	submission	plundering
prowling	robbing	looting
raiding	contribution	giving
present	pillaging	offering



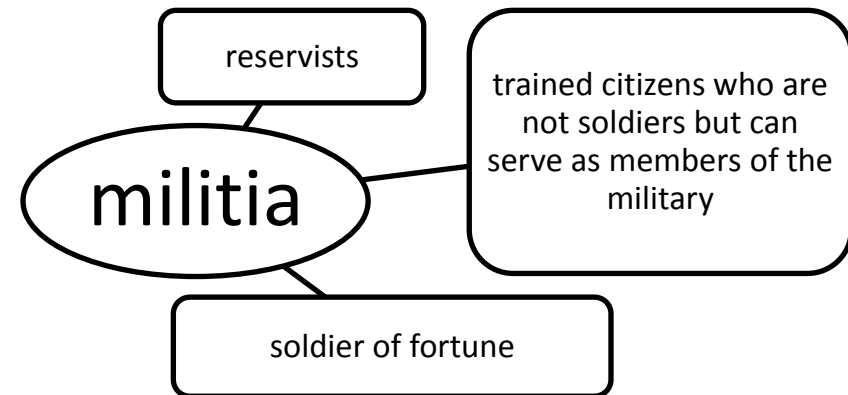
2. Is **marauding** used correctly in the sentences below? True or False

 T The **marauding** pirates took everything they could carry back to their ship.

 F The **marauder** gave all he could to the rich.



3. Fill in the word web with synonyms for **militia**.



4. Circle six words in the box that are synonyms of **...**

Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains Constructed responses exercises. The Constructed response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

Types of Questions Key

detail / inference



main idea /
summarizing / theme



character/ setting /
plot / events



word meaning /
figurative language



text structure



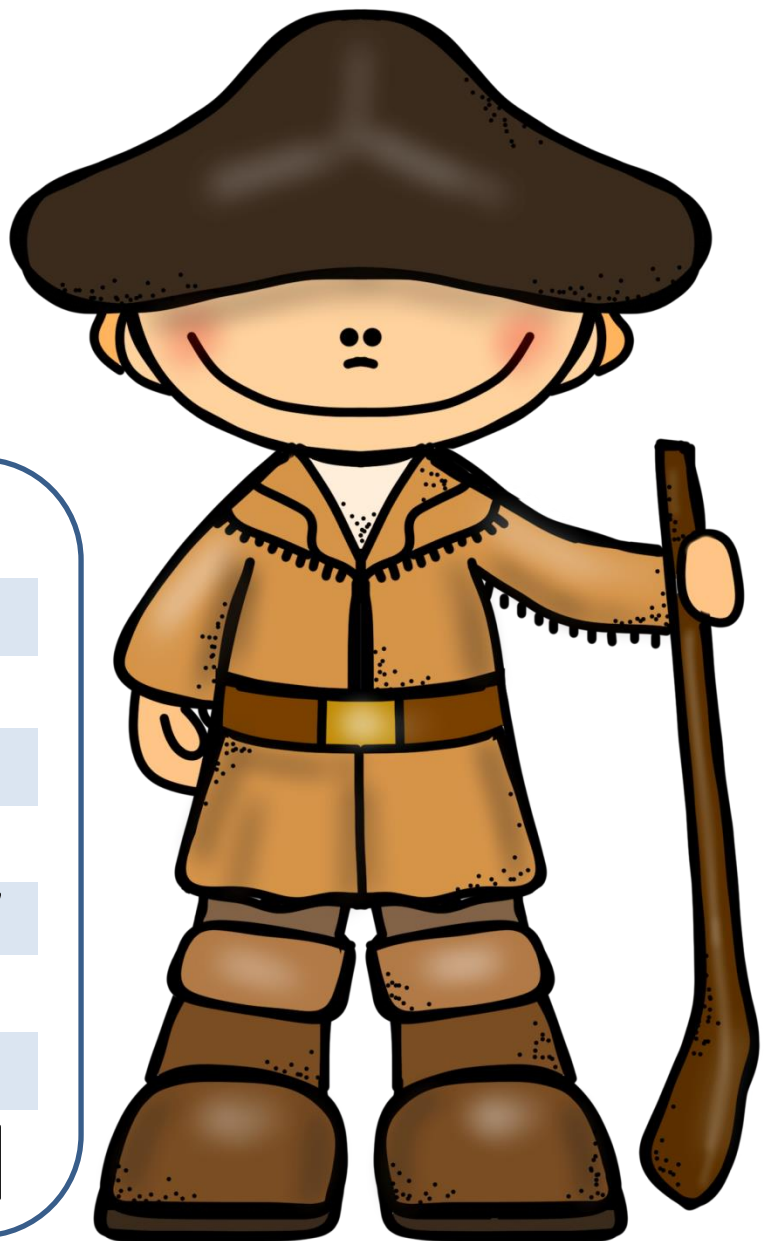
point of view



different forms of the
same story



compare and contrast



Edulips

Common Core State Standards Reading: Literature

5th Grade

	CCSS.ELA-Literacy.RL.5.1	CCSS.ELA-Literacy.RL.5.2	CCSS.ELA-Literacy.RL.5.3	CCSS.ELA-Literacy.RL.5.4	CCSS.ELA-Literacy.RL.5.5	CCSS.ELA-Literacy.RL.5.6	CCSS.ELA-Literacy.RL.5.7	CCSS.ELA-Literacy.RL.5.9	CCSS.ELA-Literacy.RL.5.10
Setting			*						*
Cause and Effect	*								*
Comparing Characters			*						*
Point of View						*			*
Responding to Text			*						*
Mood								*	*
Figurative Language				*					*
Problem and Solution Chain	*								*
Point of View						*			*
Theme		*							*
Character Actions			*		*				*
Plot Development Chart		*							*

Common Core State Standards Reading: Literature

6th Grade

	CCSS.ELA-Literacy.RL.6.1	CCSS.ELA-Literacy.RL.6.2	CCSS.ELA-Literacy.RL.6.3	CCSS.ELA-Literacy.RL.6.4	CCSS.ELA-Literacy.RL.6.5	CCSS.ELA-Literacy.RL.6.6	CCSS.ELA-Literacy.RL.6.7	CCSS.ELA-Literacy.RL.6.9	CCSS.ELA-Literacy.RL.6.10
Setting			*						*
Cause and Effect	*								*
Comparing Characters			*						*
Point of View						*			*
Responding to Text			*						*
Mood								*	*
Figurative Language				*					*
Problem and Solution Chain	*								*
Point of View						*			*
Theme		*							*
Character Actions			*		*				*
Plot Development Chart		*							*

Common Core State Standards Reading: Literature

7th Grade

	CCSS.ELA-Literacy.RL.7.1	CCSS.ELA-Literacy.RL.7.2	CCSS.ELA-Literacy.RL.7.3	CCSS.ELA-Literacy.RL.7.4	CCSS.ELA-Literacy.RL.7.5	CCSS.ELA-Literacy.RL.7.6	CCSS.ELA-Literacy.RL.7.7	CCSS.ELA-Literacy.RL.7.9	CCSS.ELA-Literacy.RL.7.10
Setting			*						*
Cause and Effect	*								*
Comparing Characters			*						*
Point of View						*			*
Responding to Text			*						*
Mood								*	*
Figurative Language				*					*
Problem and Solution Chain	*								*
Point of View						*			*
Theme		*							*
Character Actions			*		*				*
Plot Development Chart		*							*

Common Core State Standards Reading: Literature

8th Grade

	CCSS.ELA-LITERACY.RL.8.1	CCSS.ELA-LITERACY.RL.8.2	CCSS.ELA-LITERACY.RL.8.3	CCSS.ELA-LITERACY.RL.8.4	CCSS.ELA-LITERACY.RL.8.5	CCSS.ELA-LITERACY.RL.8.6	CCSS.ELA-LITERACY.RL.8.7	CCSS.ELA-LITERACY.RL.8.9	CCSS.ELA-LITERACY.RL.8.10
Setting			*						*
Cause and Effect	*								*
Comparing Characters			*						*
Point of View						*			*
Responding to Text			*						*
Mood								*	*
Figurative Language				*					*
Problem and Solution Chain	*								*
Point of View						*			*
Theme		*							*
Character Actions			*		*				*
Plot Development Chart		*							*

Woods Runner ~ Chapters 1-2

1. Which three phrases best summarize Chapters 1-2?

- a. hunting deer, family, news of war
- b. rabbit covered in insects, Isaac's place, folded paper
- c. daydreaming, small store, evil doers
- d. wilderness, safe cabin, crackle of fire

3. What can be inferred from the feeling of uneasiness Samuel feels?

- a. The war will probably come to Samuel's wilderness home.
- b. Samuel wanted an action plan.
- c. Samuel did not like the crowd of people in his home.
- d. The events in the books Samuel was reading would happen.

5. Underline the onomatopoeic words in this passage.

They told Samuel about the chaos of towns that they'd escaped. There were noises—hammers clanging at blacksmith forges, chickens clucking, dogs barking, cows lowing, horses whinnying and whickering, people who always seemed to need to be talking to one another.

7. Read this passage from the end of Chapter 2.

Not a single person in that cabin could have known what was coming. And even if they had seen the future, they would not have been able to imagine the horror.

Which literary device does this line contain?

- a. cliffhanger
- b. flashback
- c. figurative language
- d. foreshadowing

Explain why you selected this answer.

2. Chapters 1-2 are told from which point of view?

- a. 1st
- b. 2nd
- c. 3rd limited
- d. 3rd omniscient

4. The setting is important to the story because---

- a. There are many animals to hunt.
- b. Samuel lives far away from the war that is taking place in the East.
- c. People can own thousands of acres.
- d. The neighbors can easily come to visit.

6. Read this passage.

Since they was so much noise from the sprats as it seemed a dozen of them, my thinker fuzzed up like bad powder and my recollecter might not be all it could be

- Underline the simile.
- Circle three made-up words.

Why did the author choose to use made up words?

8. Read this line from the end of Chapter 2.

Well, I think we should do nothing but wait and see how the wind blows.

Which literary device does this line contain?

- a. simile
- b. metaphor
- c. idiom
- d. alliteration

Explain what the line means.

Woods Runner ~ Chapters 1-2

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Which literary device does this line contain?

- a. cliffhanger
- b. flashback
- c. figurative language
- d. foreshadowing

Explain why you selected this answer.

The passage lets the reader know that something horrible is going to happen in the future.

2. Chapters 1-2 are told from which point of view?

- a. 1st
- b. 2nd
- c. 3rd limited
- d. 3rd omniscient

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- Underline the simile.
- Circle three made-up words.

Why did the author choose to use made up words?

This shows Isaac's dialect.

8. Read this line from the end of Chapter 2.

Well, I think we should do nothing but wait and see how the wind blows.

Which literary device does this line contain?

- a. simile
- b. metaphor
- c. idiom
- d. alliteration

Explain what the line means.

to see how a situation is developing before you make a decision about it

Chapters 1-2 ~ Constructed Response - Setting

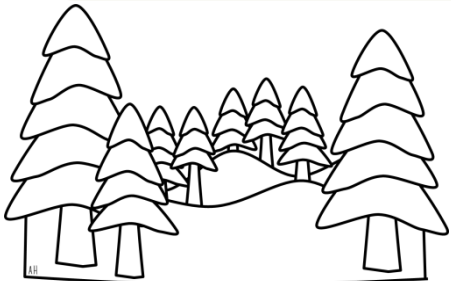
Place Where the Story Takes Place

Time the Story Takes Place

Setting

Importance of the Setting

Mood - Atmosphere of the Setting



- [CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- [CCSS.ELA-Literacy.RL.6.5](#) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- [CCSS.ELA-Literacy.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- [CCSS.ELA-Literacy.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Chapters 1-2 ~ Constructed Response - Setting

Place Where the Story Takes Place

Their valley was like a huge bowl, nestled in the hills in far western Pennsylvania.

They had told their son that they didn't belong in towns, either. They weren't comfortable in the world of roads, houses and villages. East of the imaginary line in the cabin was what his father and mother called civilization.

Time the Story Takes Place

He carried information about a fight in Lexington and Concord, Massachusetts, where militia had fired on and defeated British soldiers. The battle had happened months before, all the way back in April of 1775.

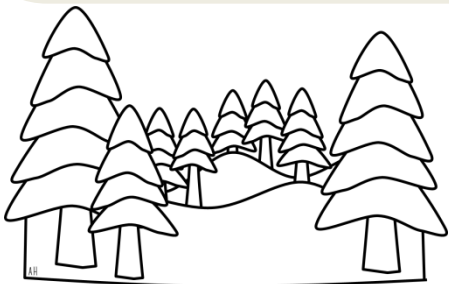
Setting

Importance of the Setting

Samuel's parents told him they moved to the wilderness because they were uncomfortable with the chaos in towns. They like the solitude of the wilderness. Yet Samuel's parents were not comfortable in the dense woods. There was danger in the woods: There was always some measure of violence on the frontier: marauding savages, drunks, thieves—"evildoers," men who operated outside the walls of reason.

Mood - Atmosphere of the Setting

The mood is tense. The neighbors in Samuel's valley receive news of a fight with the British in Massachusetts. They meet to talk this over, and then decide to wait to see what is going to happen.



[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[CCSS.ELA-Literacy.RL.6.5](#) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[CCSS.ELA-Literacy.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[CCSS.ELA-Literacy.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Text Structures & Summarizing

[Nonfiction Passages]

5th Grade

6th Grade

7th Grade

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Text Structures ~ ~ 4 Flap Organizer

This lesson will go over four different text structures.

Three versions of the organizer are provided:

- ✗ The first has lines where students write the definitions and signal words.
- ✗ The second copy of the organizer includes definitions with key words missing for students to fill in. Students must also write signal words.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1. Print the organizer onto colored paper.
2. Trim the organizer down on all four sides. I usually do this before class using the paper trimmer.
3. Students will use the organizer to write their own definitions and signal words between the lines.
4. Label the outside of the organizer with the four text structures.

Sample Instructions Page

Compare and Contrast	Cause and Effect
Chronology OR Chronological Order	Problem/Solution

5. Inside the organizer, have students complete the missing information.
6. In the four drawing areas, have students draw an illustration to represent each type of writing.



Summarizing a Nonfiction Text

This lesson will go over how to summarize a nonfiction/informational passage.

Three versions of the organizer are provided:

- ✗ The first has lines where students write the rules and examples.
- ✗ The second copy of the organizer includes rules with key words missing for students to fill in. Students must also write examples.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

- ✗ Print the
- ✗ Students
- ✗ To make
Fold the
the inside
with five

Sample Instructions Page



Nonfiction Graphic Organizers

At the end of each chapter, Paulsen includes a brief nonfiction text related to the events in the upcoming chapter. This booklet contains graphic organizers for students to sort, categorize, classify, etc. the information from the passages. When possible the information follows one of the text structures:

- cause/effect
- problem/solution
- compare/contrast
- sequencing

Some organizers help students summarize [who, what, when, where, how, and why] and categorize information into tables.

Two copies of the booklet are provided: one with blank organizers and the second is filled out and may be used as an answer key.

Printing the Booklet

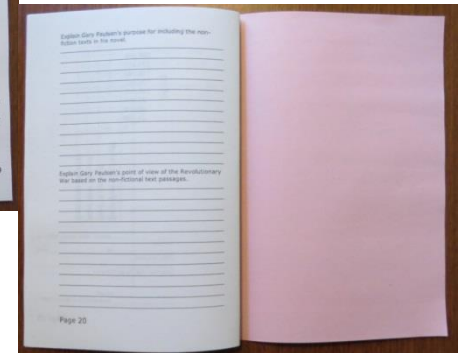
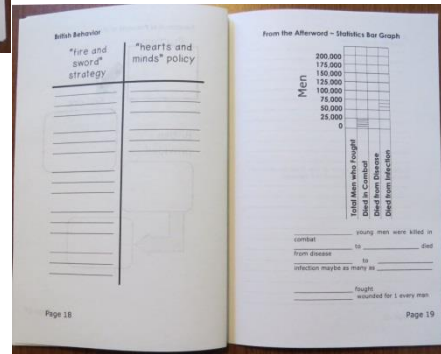
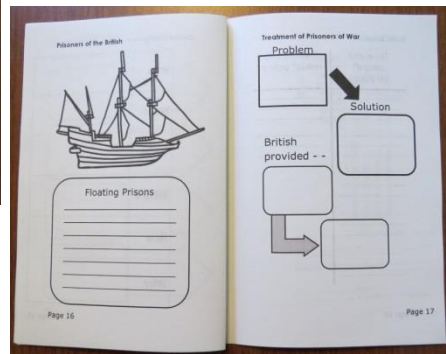
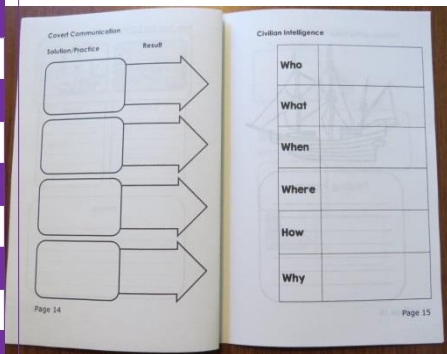
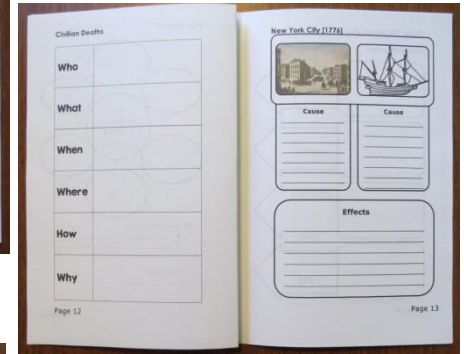
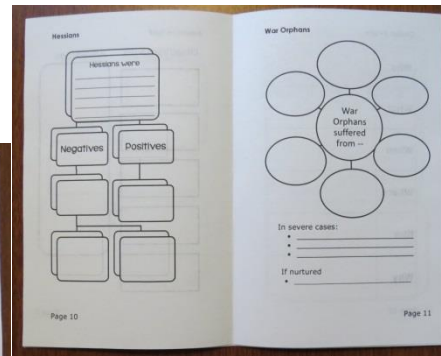
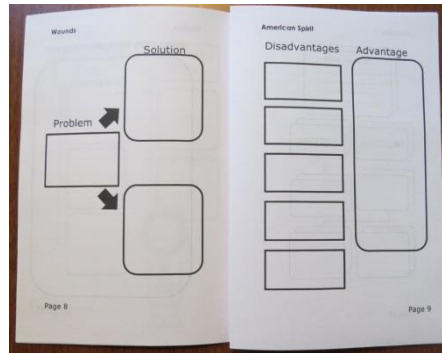
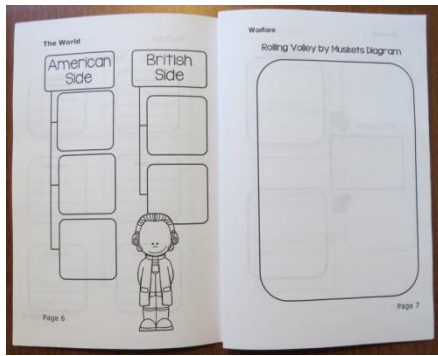
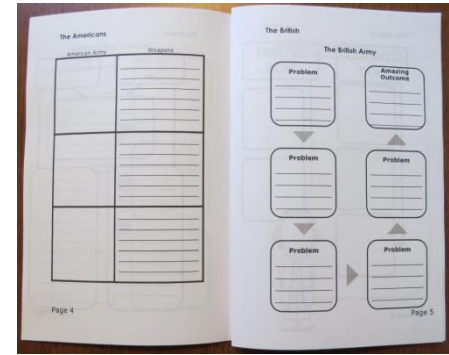
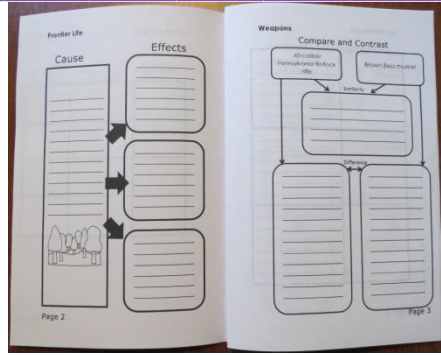
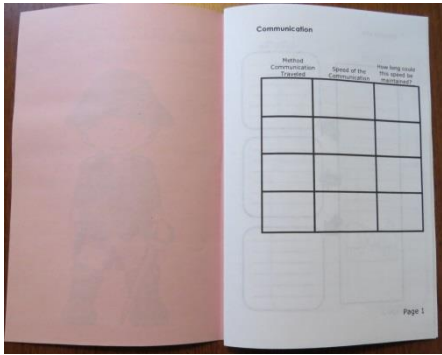
The nonfiction graphic organizer book prints front-to-back the same as the vocabulary book.

20 Pages (5 Pieces of Paper)

To print the 20 page comprehension book back-to-front follow this guide:

- Pages 20 & 1 front with Pages 2 & 19 on back
- Pages 18 & 3 front with Pages 4 & 17 on back
- Pages 16 & 5 front with Pages 6 & 15 on back
- Pages 14 & 7 front with Pages 8 & 13 on back
- Pages 12 & 9 front with Pages 10 & 11 on back

I recommend students complete the organizers in this booklet along with the comprehension practice as they read *Woods Runner* instead of all at once.



Prefixes, Suffixes, & Root Words

Common Core Alignment

4th Grade

5th Grade

6th Grade

prefixes, Suffixes, & Root words

CCSS.ELA-

LITERACY.L.4.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

CCSS.ELA-

LITERACY.L.5.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

CCSS.ELA-

LITERACY.L.6.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

Dictionary & Glossary Skills

CCSS.ELA-

LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-

LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-

LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Prefix List from Woods Runner

mid-

midmorning
midnight
midday

anti-

antibiotics
antiseptic

en-/em

embraced
embarrassed
enabled
enlisted
encampment
ensure

Em- is a variant of en. It is used before *b*, *p*, and sometimes *m*

Suffix List from Woods Runner

-fy/-ify

identify
verify

-ous/-ious/-

eous

enormous
dangerous

Spelling Notes

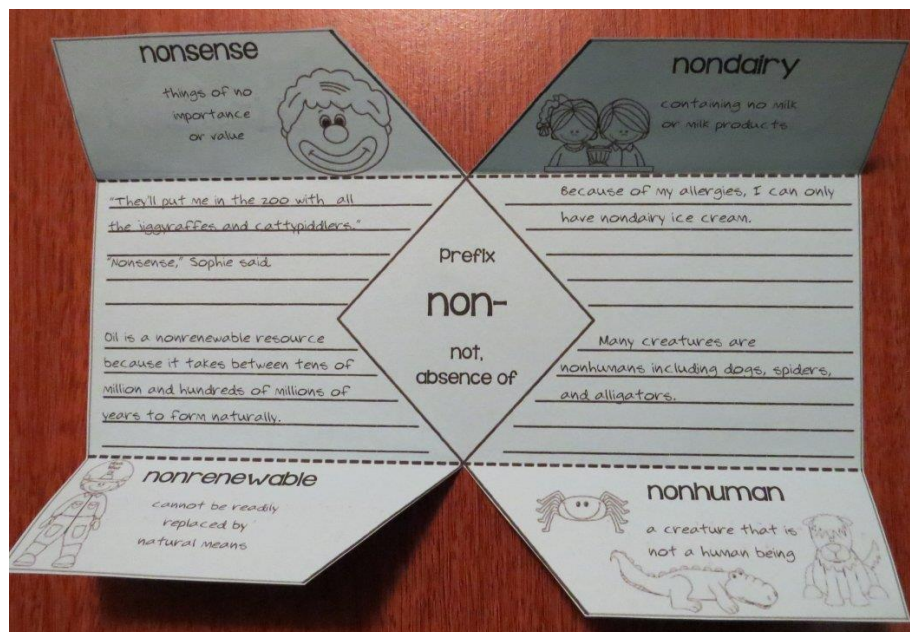
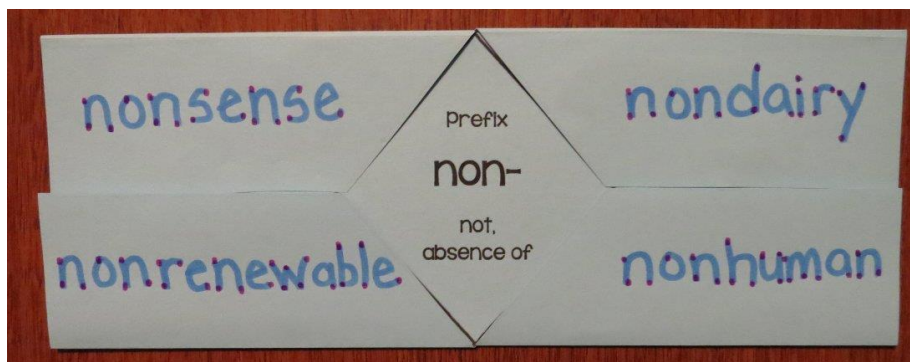
Rule #1 ~ When the base word ends in *e* or *y*, the *e* or *y* changes to

This unit practices with the prefixes: mid-, anti-, and en-/em- and the suffixes: -fy/-ify, -ous/-ious/-eous.

Prefix and Suffix Graphic Organizers

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces including:
 - ✗ Students should select four words that contain the prefix or suffix and write their definitions.
 - ✗ On the lines provided, write a sentence using the word.
- Trim around the lines.
- Fold the paper in half.
- Your organizer should open with four flaps.

Sample Instructions Page



Prefix and Suffix Practice

Preparation for Repeated Use:

- 1) Print the puzzle pieces on the next two pages and the pages with sentences onto heavy weight paper or cardstock. Construction paper works well if your copier will accept it.
- 2) Laminate for durability.
- 3) Cut out the puzzle pieces and store in a Ziploc bag.

Preparation for Single Use:

This exercise may be used as interactive worksheets. Simply make copies of the pages u

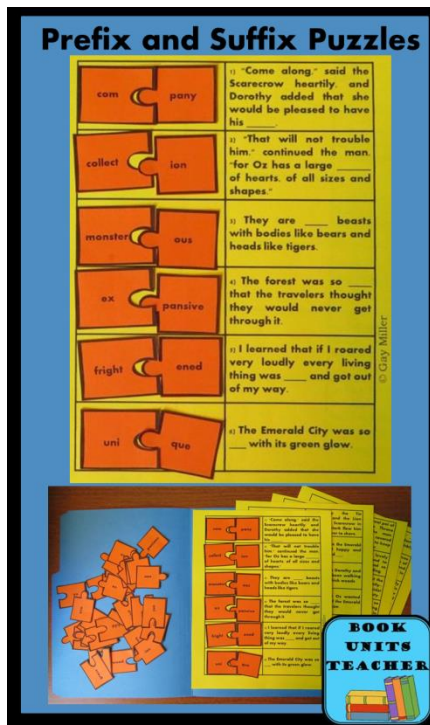
Using t
Student
sentenc
sentenc

Sample Instructions Page

read the
of the
pieces.

A "Student Response Sheet" has also been provided for students to write answers if you would like to use the repeated use version in a learning center, for morning review, or for differentiated instruction.

This set practices
with the prefixes
and suffixes listed
on the chart above.
Different books in
this series will focus
on different prefixes
and suffixes.

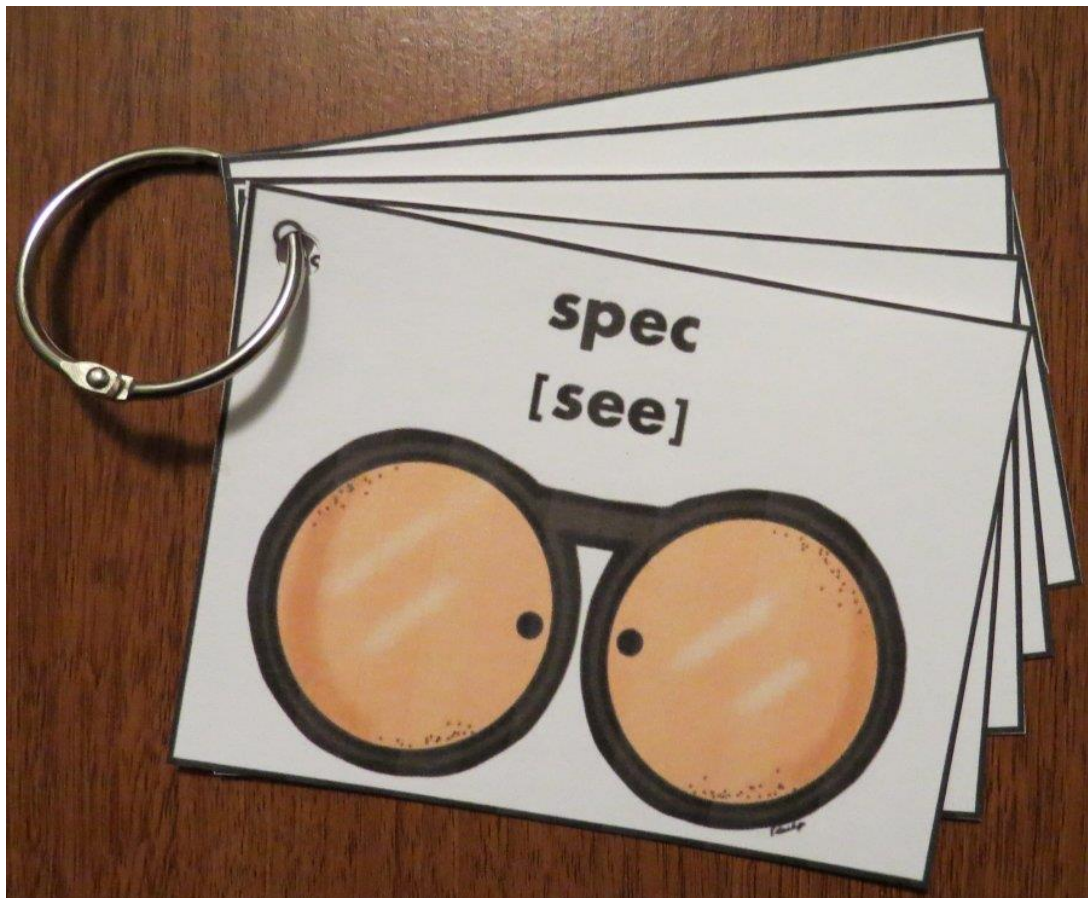


Option #1 Root Word Organizers

Two different styles of root word organizers are provided containing the same information. This page shows the first option, the second option follows. I recommend that you look at both before you make copies to see which fits your teaching style the best.

- Print the organizer/cards onto heavy-weight paper or cardstock.
- Students will fill in the missing information in the blank spaces including:
 - ✗ Students should write words containing the root.
 - ✗ Student
 - ✗ Finally
- Cut out the
- Punch a hole
- Secure the

Sample Instructions Page



Option #2 Root Word Organizers

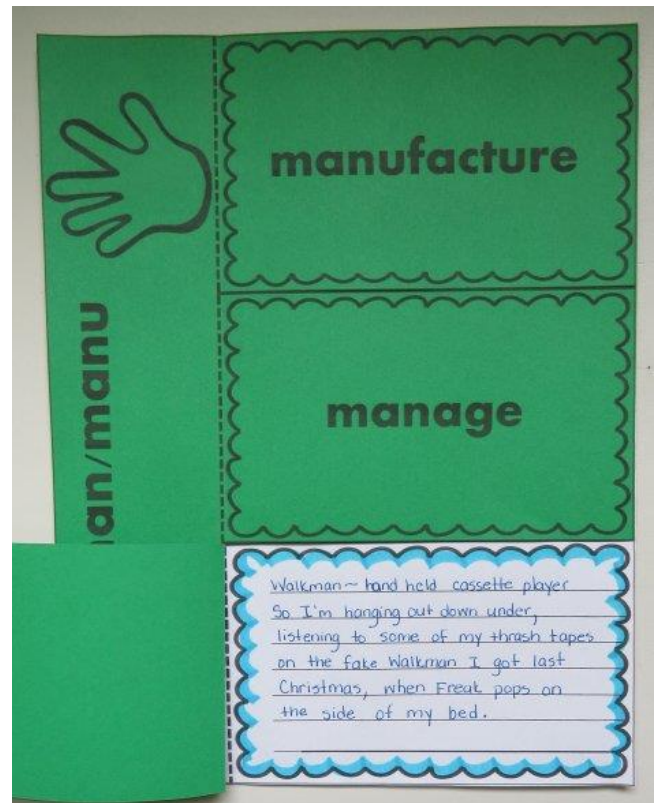
You can have students glue just the top cover page directly into interactive notebooks and have students write definitions and/or sentences containing the words on the pages in the interactive notebooks. Another option is to run off both the top cover page and bottom page of the organizer and glue them together. This option provides the students with boxes containing lines to write definitions and/or sentences.

The organizers have been left **blank** so that any word may be used.

Instructions for Making the Organizer:

- 1) Simply copy the first page of the organizer onto colored paper.
- 2) Optional ~ Copy the next page onto white copier paper.
- 3) Trim the outer edges so the organizer will fit into interactive notebooks.
- 4) The first page of the organizer will be placed up to the dotted line.
- 5) Students will write definitions and/or sentences on the bottom page.
- 6) Glue the bottom page to the bottom of the organizer. The bottom page will open up to the bottom of the interactive notebook.

Sample Instructions Page



Aggravation Game Rules

Setting Up the Game for Play

Print the game board. I like to place the game in page protectors to keep them looking clean and for easy storage.

Rules for Playing

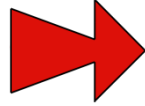
This game may be played with two to four players.

1. The game starts with each player placing two colored markers on his/her **base**.
2. After the order of play is determined through the rolling of the die, each player move.
3. a 1 or 6 is
4. track then
5. e definition
move back
6. o the track
7. t's marker
s base. All
8. unt.

Sample Instructions Page



Start



a portable case for transporting unbound papers or other printed material

a raise to a higher grade or position

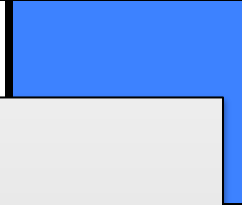
to assign or set aside (money or other resources) for some specific use



to put out of

Word Bank

easily seen:



a vehicle with four wheels that is powered by a motor that uses gasoline or other fuel; car

brim that sticks out from the front of a cap or hat and shades the eyes

Start



Start



a meeting between a person who has applied for a job and the person who is offering the job

having to do with a particular place such as a neighborhood or town



This is the root word board game.

person leave a country

is used to pull or push railroad cars.

the process of motivating



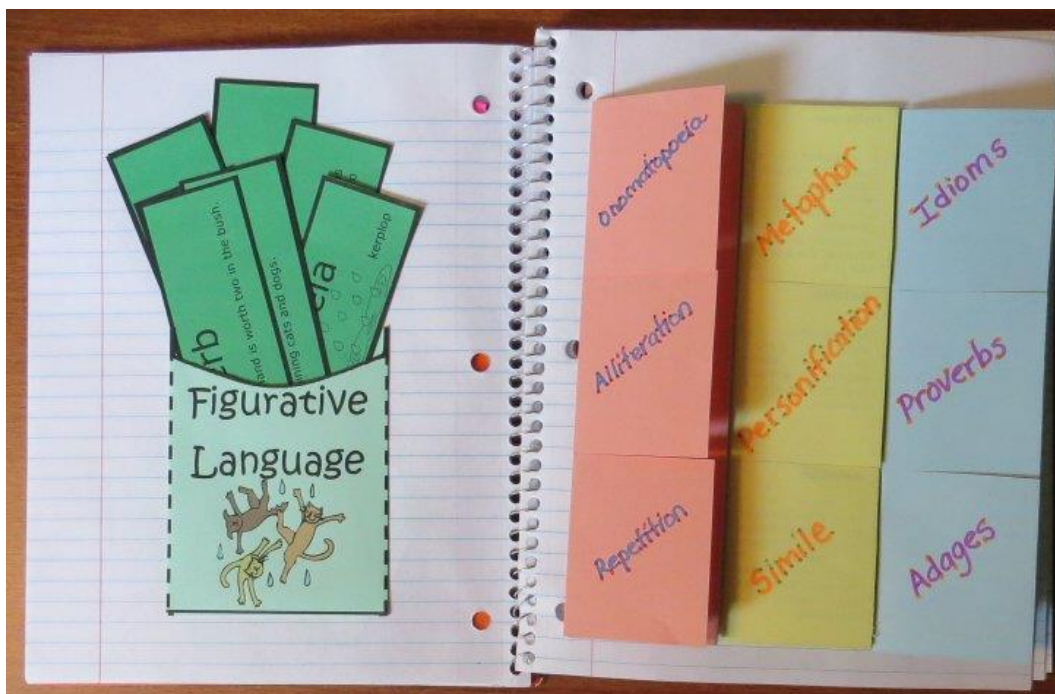
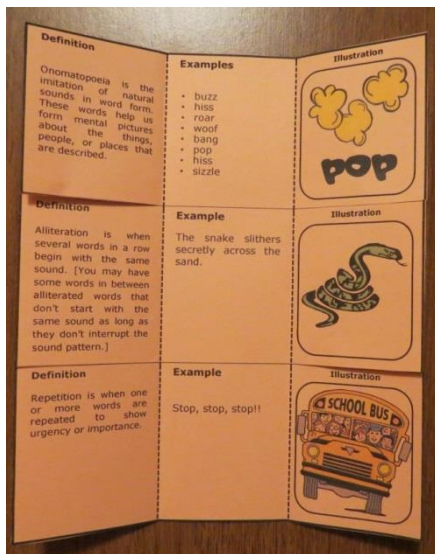
Figurative Language Common Core Alignment

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Figurative Language	<u>CCSS.ELA-LITERACY.L.3.5.A</u> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	<u>CCSS.ELA-LITERACY.L.4.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>CCSS.ELA-Literacy.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<u>CCSS.ELA-LITERACY.L.6.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Similes		<u>CCSS.ELA-LITERACY.L.4.5.A</u> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.		<u>CCSS.ELA-LITERACY.L.6.5.A</u> Interpret figures of speech (e.g., personification) in context.
Metaphors			<u>CCSS.ELA-Literacy.L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Personification		<u>CCSS.ELA-LITERACY.L.4.5.B</u> Recognize and explain the meaning of common idioms, adages, and proverbs.	<u>CCSS.ELA-Literacy.L.5.5a</u> Interpret figurative language, including similes and metaphors, in context.	
Hyperbole			<u>CCSS.ELA-Literacy.L.5.5.b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.	
Adages, Idioms, and Proverbs				

Figurative Language Organizers

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.



Context Clues Common Core Alignment

3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<u>CCSS.ELA-LITERACY.L.3.4.A</u> Use sentence-level context as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-LITERACY.L.4.4.A</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-Literacy.L.5.4.a</u> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-Literacy.L.6.4.a</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<u>CCSS.ELA-Literacy.L.5.5.c</u> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<u>CCSS.ELA-Literacy.L.6.4.d</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Context Clues Organizers

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- ✗ The first has lines where students write definitions and sample sentences.
- ✗ The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for

- 1) Print the organizer
- 2) Have students trim
- 3) Fold on the dotted
- 4) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.

Sample Instructions Page



And while there were trails made by game and sometimes used by natives, settlers or trappers, the paths wandered and **meandered** so that they were impossible to use in any sensible way.

What does **meandered** mean?

- a) floundered
- b) zigzagged
- c) halted
- d) straightened

They had not gone far, not over five hundred yards from the edge of the clearing, and had stopped under a towering oak where sunlight could not get through. There was a **subdued** green light over everything.

What does **subdued** mean?

- a) low
- b) joyous

Twenty-four context clues task cards are provided.

#2

The smell of bread, and sometimes, if they were lucky and had honey or rock sugar to **pulverize** in a sack with a hammer, sweet pie.

What does **pulverize** mean?

- a) paste
- b) toss
- c) crush
- d) terrorize

#3

He said, "Well, I think we should do nothing but wait and see how the wind blows."

And with nods and a few mumbles of **affirmation** the rest got up and went back to their own homes.

When you **affirmation** you speak ---.

- a) refusal
- b) proof
- c) witness
- d) agreement

#4

Thank you for taking a look
at this preview.

You can purchase Woods
Runner Novel Study [here](#).