



# Review & Enrichment

Week of April 20<sup>th</sup>

Grade 6

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



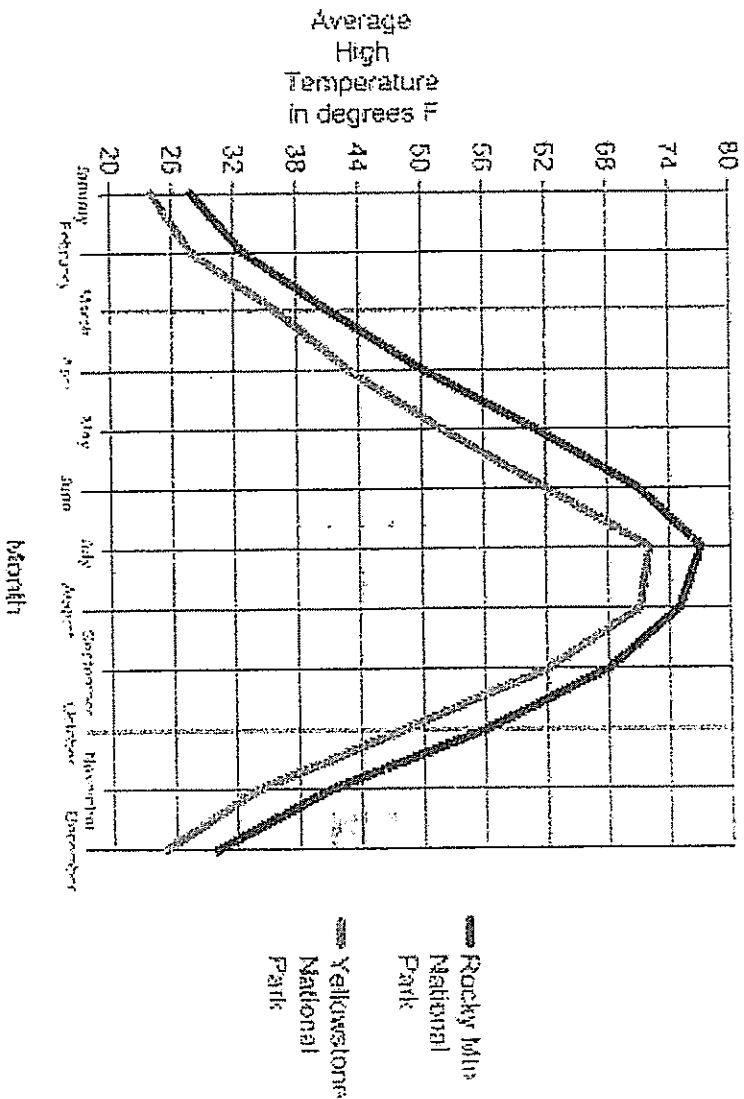
McKeesport Area School District  
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6 <sup>th</sup> Grade Science		LESSON TITLE: Graphing Part 2		
<input type="checkbox"/> LESSON 1: 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> LESSON 2: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> LESSON 3: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> LESSON 4: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> LESSON 5: 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
STANDARD(S): 3.2.6.A6				
<b>INSTRUCTIONAL OUTCOMES:</b> Students will: <ul style="list-style-type: none"><li>• Understand graphing</li><li>• Be able to analyze the graph by answering questions provided.</li></ul>				
<b>STUDENT PARTICIPATION</b> ( <i>Lesson steps</i> ): Students will: <ol style="list-style-type: none"><li>5. Review the graph provided.</li><li>6. Answer the questions using the data from the graph</li><li>7. Students will show any mathematical work needed to answer the questions</li><li>8. Complete the two graphs provided.</li></ol>				
<b>ACCOMMODATIONS:</b> For struggling learners: <ul style="list-style-type: none"><li>• Complete the circled questions on the graphing papers</li></ul> For advanced learners: <ul style="list-style-type: none"><li>• Complete all the questions on the graphing papers</li></ul>				
<b>HANDOUTS</b> ( <i>exact names of ALL accompanying handouts</i> ) & <b>RESOURCES</b> ( <i>materials, websites, books, etc.</i> ) <ul style="list-style-type: none"><li>• National Park Climate Comparison</li><li>• Snow in Grand Teton National Park</li><li>• Old Faithful Geyser Eruptions</li></ul>				
<b>EVIDENCE OF LEARNING</b> Students will demonstrate their: <ul style="list-style-type: none"><li>• Understanding of graphs</li><li>• By being able to analyze the data and answer questions correctly.</li></ul>				

# National Park Climate Comparison

1. What is the average high temperature in November for each of the National Parks?
2. What would the average high temperature be for January 15 in Yellowstone National Park?
3. How much warmer is Rocky Mountain National Park in September?
4. Approximately how many days does Yellowstone National Park have average highs below freezing?
5. Could the actual high temperatures in Rocky Mountain National Park ever reach into the 80s? Why or why not?

Comparison of National Park Climate

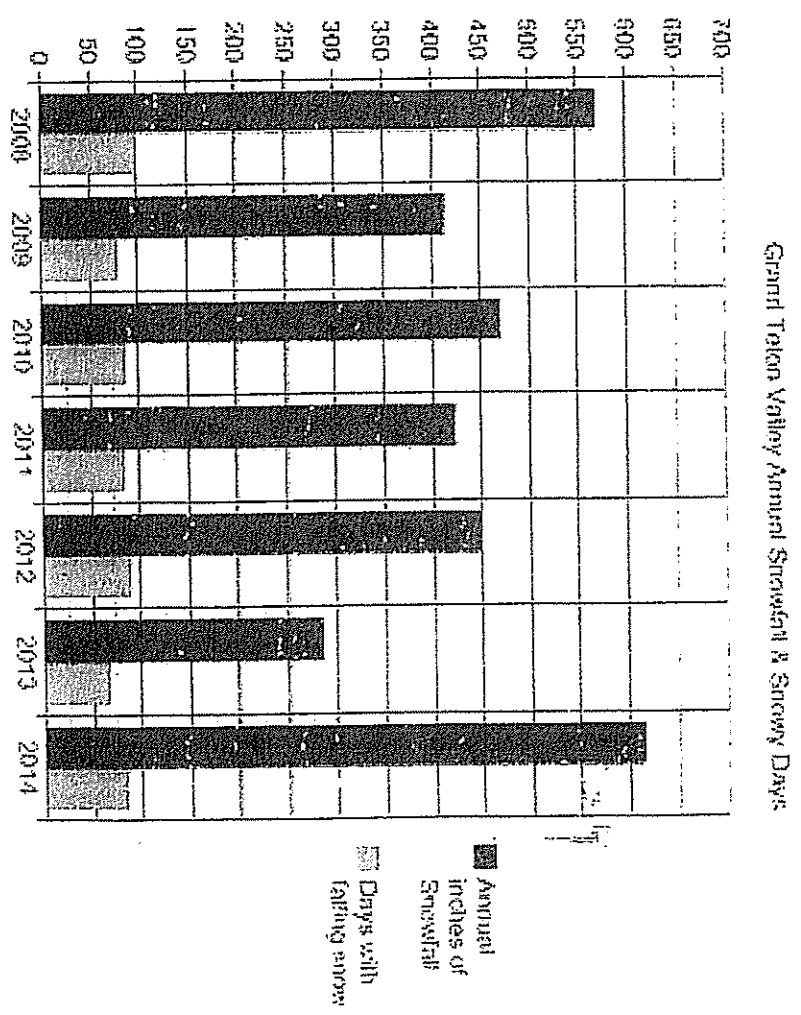


Yellowstone vs Rocky Mountain National Park

Mike Szydowski

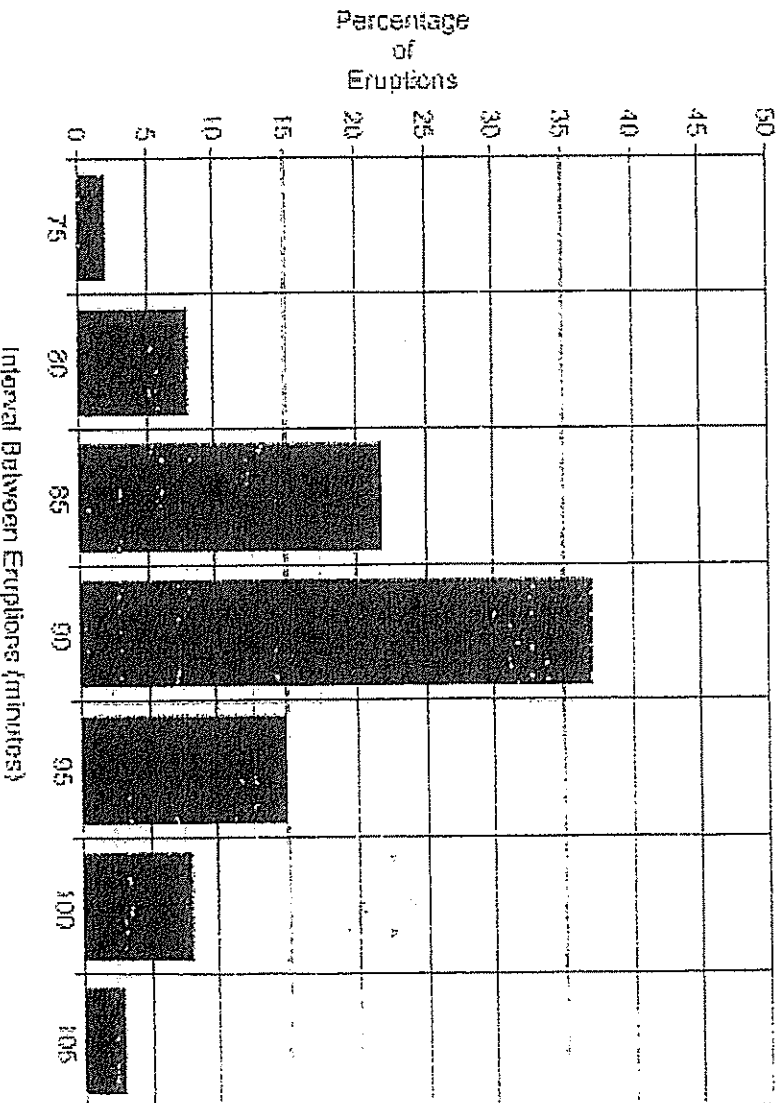
# Snow in Grand Teton National Park

1. How much snow did the Grand Teton Valley receive in 2014?
2. Which year had about 76 days with falling snow?
3. Which years had snowfall of less than 400 inches?
4. How many more inches of snow fell in 2014 compared to 2013?
5. If every snow day in 2008 was equal, how much snow fell on every snowy day?



# Old Faithful Geyser Eruptions

Old Faithful Geyser Eruptions



1. What percent of eruptions came at 95 minute intervals?
2. What percent of eruptions came at intervals of an hour and a half or less?
3. What percent of eruptions came at intervals of 100 minutes or more?
4. If you watched 10 eruptions, about how many of them would have an interval of 85 minutes?
5. This graph is compiled from about 5,000 eruptions. How many of those would have had an interval of 90 minutes?



**McKeesport Area School District**  
Flexible Instruction Days –Founders Hall Lesson Plan

<b>GRADE/SUBJECT:</b> 6 <sup>TH</sup> GRADE/ MATHEMATICS			<b>LESSON TITLE:</b> SOLVE PERCENT PROBLEMS	
<input type="checkbox"/> <b>LESSON 1:</b> 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 2:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 3:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 4:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> <b>LESSON 5:</b> 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
<b>STANDARD(S):</b> <ul style="list-style-type: none"><li>○ 6.RP.3 – Ratios &amp; Proportional Relationships</li><li>○ 6.RP.3c – Ratios &amp; Proportional Relationships</li></ul>				
<b>INSTRUCTIONAL OUTCOMES:</b> <b>Students will:</b> <ul style="list-style-type: none"><li>• Understand when it is better to use a fraction, a decimal, or a percent.</li><li>• Be able to solve percent problems involving finding the whole or part.</li></ul>				
<b>STUDENT PARTICIPATION</b> ( <i>Lesson steps</i> ): <b>Students will:</b> <ol style="list-style-type: none"><li>1. Read and complete Lesson 8 Reteach Page – Solve Percent Problems</li><li>2. Complete Lesson 8 Skills Practice – Solve Percent Problems</li></ol>				
<b>ACCOMMODATIONS:</b> <b>For struggling learners:</b> <ul style="list-style-type: none"><li>• Show all work and/or explain your reasoning. Complete the odd numbered problems only.</li></ul> <b>For advanced learners:</b> <ul style="list-style-type: none"><li>• Show all work and explain your reasoning.</li></ul>				
<b>HANDOUTS</b> ( <i>exact names of ALL accompanying handouts</i> ) & <b>RESOURCES</b> ( <i>materials, websites, books, etc.</i> ) <ul style="list-style-type: none"><li>• Lesson 8 Reteach – Solve Percent Problems</li><li>• Lesson 8 Skills Practice – Solve Percent Problems</li></ul>				
<b>EVIDENCE OF LEARNING</b> <b>Students will demonstrate their:</b> <ul style="list-style-type: none"><li>• Understanding of when it is better to use a fraction, a decimal, or a percent.</li><li>• By being able to solve percent problems involving finding the whole or part.</li></ul>				

Glencoe Math Series

**Chapter 2 Lesson 8 Solve Percent Problems**

- Reteach Lesson 8 page \_\_\_
- Skills Practice Lesson 8 page \_\_\_

## Lesson 8 Reteach

### Solve Percent Problems

In a percent proportion, one ratio compares a part to the whole. The other ratio is the equivalent percent written as a fraction with a denominator of 100.

$$\left. \begin{array}{l} \text{part} \rightarrow \frac{p}{w} \\ \text{whole} \rightarrow \frac{n}{100} \end{array} \right\} \text{percent}$$

#### Example 1

What percent of 25 is 18?

$$\frac{p}{w} = \frac{n}{100} \quad \text{Percent proportion}$$

$$\frac{18}{25} = \frac{n}{100} \quad \text{Write the proportion.}$$

$$\begin{array}{ccc} & \times 4 & \\ \curvearrowright & & \curvearrowleft \\ \frac{18}{25} & & \frac{n}{100} \\ \curvearrowleft & & \curvearrowright \\ & \times 4 & \end{array}$$

Since  $25 \times 4 = 100$ , multiply 18 by 4.

$$72 = n$$

So, 18 is 72% of 25

#### Example 2

What is 60% of 300?

$$\frac{p}{w} = \frac{n}{100} \quad \text{Percent proportion}$$

$$\frac{n}{300} = \frac{60}{100} \quad \text{Write the proportion.}$$

$$\begin{array}{ccc} & \div 3 & \\ \curvearrowright & & \curvearrowleft \\ \frac{180}{300} & & \frac{60}{100} \\ \curvearrowleft & & \curvearrowright \\ & \div 3 & \end{array}$$

Since  $300 \div 3 = 100$ , divide 180 by 3.

$$n = 180$$

So, 180 is 60% of 300.

#### Exercises

Write a proportion and solve each problem.

1. What number is 25% of 20?
2. What percent of 50 is 30?
3. 30 is 60% of what number?
4. 40% of what number is 4?
5. What number is 20% of 700?
6. 12 is what percent of 25?

## Lesson 8 Skills Practice

### Solve Percent Problems

Write a proportion and solve each problem.

1. 40 is 20% of what number?
2. 4 is 25% of what number?
3. 70% of what number is 98?
4. 10 is 5% of what number?
5. 20% of what number is 90?
6. 41% of what number is 82?
7. 36 is 12% of what number?
8. 60 is 25% of what number?
9. 32% of what number is 320?
10. 5 is 1% of what number?
11. 73 is 20% of what number?
12. 58% of what number is 29?
13. 34 is 17% of what number?
14. 20 is 5% of what number?
15. 85% of what number is 17?
16. 12 is 24% of what number?
17. 24 is 4% of what number?
18. 6% of what number is 24?





**McKeesport Area School District**  
**Flexible Instruction Days –Founders Hall Lesson Plan**

<b>GRADE/SUBJECT:</b> 6 <sup>th</sup> Social Studies Ancient History		<b>LESSON TITLE:</b> Chapter 5 Review: Ancient India Spread of Buddhism		
<input type="checkbox"/> <b>LESSON 1:</b> 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 2:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 3:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 4:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> <b>LESSON 5:</b> 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
<b>STANDARD(S):</b> 8.4.6.A 8.4.6.B				
<b>INSTRUCTIONAL OUTCOMES:</b> <b>Students will:</b> <ul style="list-style-type: none"><li>• Understand the sequence of events that occurred in Ancient India</li><li>• Be able to put in order important events that lead to spread of Buddhism in Ancient India</li></ul>				
<b>STUDENT PARTICIPATION (<i>Lesson steps</i>):</b> <b>Students will:</b> <ol style="list-style-type: none"><li>9. Read/Review Chapter 5: Lesson 4</li><li>10. Complete the sequence of events chart</li></ol>				
<b>ACCOMMODATIONS:</b> <b>For struggling learners:</b> <ul style="list-style-type: none"><li>• Struggling learners are only required to list 2 or 3 events in order</li></ul> <b>For advanced learners:</b> <ul style="list-style-type: none"><li>• Complete the "Talk About It" section below the sequence of events chart with a family member or friend and be prepared to share out in class.</li></ul>				
<b>HANDOUTS (<i>exact names of ALL accompanying handouts</i>) &amp; RESOURCES (<i>materials, websites, books, etc.</i>)</b> <ul style="list-style-type: none"><li>• Chapter 5: Lesson 4 "My Lesson Guide" worksheet pg. 68</li></ul>				
<b>EVIDENCE OF LEARNING</b> <b>Students will demonstrate their:</b> <ul style="list-style-type: none"><li>• Understanding of the sequence of events that lead to the spread of Buddhism in Ancient India</li><li>• By being able to complete the sequence of events and be prepared to discuss in class</li></ul>				

# My Lesson Guide

**Directions:** Write the following details in the correct order in the sequence chart.

- Buddhism is established in India in the fourth century B.C.
- Siddhartha Gautama is born about 563 B.C.
- Siddhartha Gautama leaves the palace he grew up in and begins a lifelong journey.
- Buddha uses the Four Noble Truths to understand his enlightenment.
- Siddhartha Gautama becomes enlightened and becomes known as the Buddha.
- Emperor Ashoka spreads Buddhism throughout South Asia.

↓

↓

↓

↓

↓

## Talk About It

Share your ideas about why Siddhartha Gautama might have left the comfort and luxury of the palace to live as a monk with no possessions. Why do you think he might have been affected by seeing a sick person and monks when he left the palace? What does this tell you about his character? his life growing up?



**Notes for Home:** Your child learned about the Buddha and the development and spread of Buddhism.  
**Home Activity:** Ask your child to tell you about how Ashoka helped spread Buddhism.



**McKeesport Area School District**  
Flexible Instruction Days –Founders Hall Lesson Plan

<b>GRADE/SUBJECT:</b> 6 <sup>th</sup> grade Reading and Language Arts				<b>LESSON TITLE:</b> Once Upon a Time There Were Two Brothers...	
<input type="checkbox"/> <b>LESSON 1:</b> 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 2:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 3:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 4:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> <b>LESSON 5:</b> 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks	
<b>STANDARD(S):</b> CC.1.2.6.A Determine the 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. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence. CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. C.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
<b>INSTRUCTIONAL OUTCOMES:</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>• Understand how an anticipation guide prepares them for reading.</li> <li>• Understand the difference between fact and fiction.</li> <li>• Be able to annotate text.</li> <li>• Be able to utilize context clues to determine the connotation of vocabulary.</li> <li>• Be able to complete a pre-writing activity.</li> <li>• Be able to distinguish between verb tenses as they fit into context.</li> <li>• Be able to identify the antecedent of a pronoun.</li> <li>• Be able to generate inferences and justify them.</li> <li>• Be able to organize thoughts and write appropriate notes for reading.</li> <li>• Be able to analyze text to determine the author’s intended meaning for writing.</li> <li>• Be able to complete open ended responses utilizing the information provided in the text.</li> </ul>					
<b>STUDENT PARTICIPATION (Lesson steps):</b> <b>Students will:</b> <ol style="list-style-type: none"> <li>1. Complete the <u>Anticipation Guide</u> for “Once Upon a Time There Were Two Brothers...” page 555.</li> <li>2. Use the context clues to infer the definitions of words in <u>Wordstorm</u> on page 556.</li> <li>3. Read “<u>What’s Happening in The World?</u>” on page 559, annotating as you read.</li> <li>4. Complete <u>Close Reading Annotation</u> on page 561 using the information from the story.</li> <li>5. Utilize the main idea and supporting details to complete <u>How’s It Organized?</u> On page 563.</li> <li>6. Determine fact and inference based on the provided passage to complete <u>Is That a Fact?</u> on page 564.</li> <li>7. Write four sentences summarizing the article using the given prompts in <u>Tic-Tac-Toe Summarizing</u> on page 565.</li> <li>8. Analyze the author’s purpose and cite text evidence to support your response using the <u>Reaction Guide</u> on page 566.</li> <li>9. Analyze statements to determine your opinion in <u>Take a Stand</u> on page 567.</li> <li>10. Utilize RAFT to analyze text and prepare a response to the text for <u>Analyzing a Prompt</u> on page 569.</li> </ol>					

Please check off the completed pages  
for Lesson #5

- Anticipation Guide page 555
- Wordstorm 556
- What's Happening in the World? Page 559
- Close Read Annotation page 561
- How's it Organized? Page 563
- Is That a Fact? Page 564
- Tic-Tac-Toe Summarizing page 565
- Reaction Guide page 566
- Take a Stand page 567
- Analyzing a Prompt page 569
- Analyzing Informational Text page 570
- What's the Combination page 568
- Word Map page 161
- Grammar Games page 562
- Language Mini-Lesson page 557
- Text Based Response worksheet

11. Determine the main idea and supporting details in Analyzing Informational Text on page 570.
12. Select the appropriate conjunction to complete sentences in What's the Combination on page 568.
13. Identify the correct part of speech word based on the context of the passage to complete Grammar Games on page 562.
14. Identify the subject in sentences and inverted sentences while completing Language Mini-Lesson on page 557.
15. Complete the written responses for the Text Based Responses.
16. Assessment on page 571 will be given in class to evaluate understanding. – not included in student packet

**ACCOMMODATIONS:**

**For struggling learners:**

- Have someone at home read the article to you.
- Shorter responses are accepted.
- Highlighting or underlining to cite text evidence.
- Eliminated multiple choice responses
- Elimination of the text based responses.

**For advanced learners:**

- Complete the accompanying TDA with the article.

**HANDOUTS** (*exact names of ALL accompanying handouts*) & **RESOURCES** (*materials, websites, books, etc.*)

- Anticipation Guide page 555
- Wordstorm 556
- What's Happening in the World? Page 559
- Close Read Annotation page 561
- How's it Organized? Page 563
- Is That a Fact? Page 564
- Tic-Tac-Toe Summarizing page 565
- Reaction Guide page 566
- Take a Stand page 567
- Analyzing a Prompt page 569
- Analyzing Informational Text page 570
- What's the Combination page 568
- Word Map page 161
- Grammar Games page 562
- Language Mini-Lesson page 557
- Text Based Response worksheet
- Assessment page 571 – to be administered at a later time (not included in student packet.)

**EVIDENCE OF LEARNING**

**Students will demonstrate their:**

- Understanding of skills reviewed throughout the lesson.
- By being able to complete Assessment on page 571.

# LESSON 30

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

## ANTICIPATION GUIDE

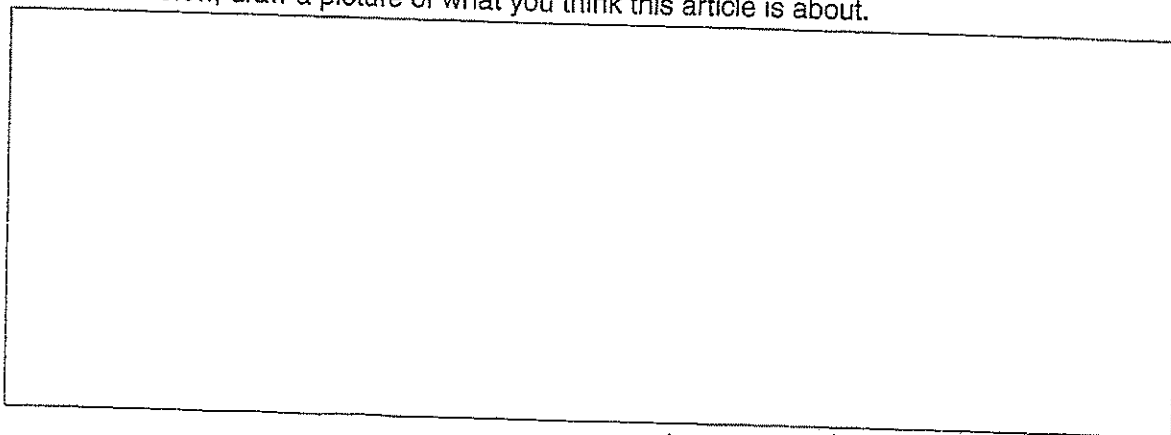
**Directions:** Before you read the article "Once Upon a Time There Were Two Brothers . . .," read the statements below. If you agree with a statement, put a check on the line next to it. If you disagree, put an X on the line.

- \_\_\_\_\_ 1. Fairy tales are a part of every country's culture.
- \_\_\_\_\_ 2. Children should read fairy tales because the evil characters always get punished.
- \_\_\_\_\_ 3. Typically, children's stories, such as fairy tales, teach important lessons.

Once you have read and responded to the statements above, write in the section below why you agree or disagree with each statement.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

In the box below, draw a picture of what you think this article is about.



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

## WORDSTORM

**Directions:** It's good to know more than just the dictionary definition of a word. Completing a wordstorm lets you write down information to help you understand what a word means, how it's related to other words, and how to use it in different ways.

What is the compound word?

fairy tale

Here is the sentence from the text in which the compound word is used:

"For two hundred years Grimms' Fairy Tales have captured the imaginations of children around the world."

What are some other words or phrases that mean the same thing?

\_\_\_\_\_

What are three things you know about fairy tales?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name three people other than teachers who would likely use this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Draw a picture below that reminds you of the compound word *fairy tale*.

# What's Happening

## IN THE WORLD?

BY LAWRENCE GABLE  
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SUBJECT: SPORTS, ARTS and SELF-EXPRESSION

### Once Upon a Time There Were Two Brothers ...



1 In 1812 two brothers in Germany, Jacob and Wilhelm Grimm, gave the world a great gift. They published stories that they had collected from Germany and other lands. The book was called "Children's and Household Tales." The first volume appeared on December 20, 1812. In 2013 Germany honored the Brothers Grimm all year long.

2 The brothers were born in 1785 and 1786. As university students they studied old written works to learn about cultures. They published articles and books on German literature from the Middle Ages.

3 The Brothers Grimm liked stories from the past about common people. They felt that such stories taught about the most basic values of a culture. As a result, the Grimms began collecting oral and written folk tales. Many of them were hundreds of years old. Their tales came from different regions and lands, so often they ended up with multiple versions of the same tale.

4 Their first volume included 86 tales, and the second volume in 1815 held another 70. The popularity of their tales surprised them. The Brothers Grimm had expected the tales to be interesting to scholars, not children. As their collection became popular, the Grimms began to edit their tales.

5 Over the years they published seven different editions of the tales. Those first tales are unlike those in the final edition from 1857. Most of the originals are shorter because they have little description. Their emphasis is on action and solving a conflict. The Brothers Grimm added details, but removed violent or sexy scenes that appealed only to adults.

6 Even after editing, the tales included some violence. For example, Snow White's envious stepmother dies when she has to dance in red-hot iron shoes at the wedding. At the end of "Cinderella" doves peck the step-sisters' eyes out.

7 Scholars have studied the fairy tales' appeal. They feel that children find security in seeing a world that punishes evil people. In addition, children appreciate that common people who are kind achieve happiness.

8 In Germany there is a "Fairy Tale Road." It goes from the Grimms' hometown of Hanau north to Bremen. Along the 370-mile route are fifty towns and cities related to the fairy tales. Visitors can see statues of characters, walk through forests and visit castles. In 2013 a number of places held exhibits, festivals, parades and puppet shows. In Bremen a statue honors the four clever animals that were the Bremen Town Musicians.

9 Jacob and Wilhelm Grimm did more than publish those famous fairy tales. They also collected folk music, and published collections of Irish and Scandinavian folk tales. They inspired other European scholars to collect tales too. In 1838 they also began writing a German dictionary. Sixteen years later they published the first few volumes. Twentieth century scholars finished the dictionary in 1961.

10 Germany celebrated the Brothers Grimm for good reason. Except for the Bible, their tales are the best-selling book in the German language. Beyond that, their stories appear in 160 languages and dialects. Those two scholars produced something far greater than they ever expected. For 200 years Grimms' Fairy Tales have captured the imaginations of children around the world.



**CLOSE READING ANNOTATION**

Third Reading—As you reread each paragraph in the article closely, answer the questions by annotating the text. Each numbered question corresponds to a paragraph in the article where the answer can be found. Write your brief answers in the space below each question.

1. What was the gift that the Brothers Grimm left to the world?

\_\_\_\_\_

2. Why did the brothers study old written works?

\_\_\_\_\_

3. Why did the brothers become interested in stories about common people?

\_\_\_\_\_

4. How did people react to their stories?

\_\_\_\_\_

5. Why do you think the brothers started changing some of the stories?

\_\_\_\_\_

6./7. What do scholars think about the brothers' stories?

\_\_\_\_\_

8. How does Germany recognize the contributions of the brothers?

\_\_\_\_\_

9. What are some of the other achievements of the brothers?

\_\_\_\_\_

10. What has been the impact of the Brothers Grimm on the world?

\_\_\_\_\_

### HOW'S IT ORGANIZED?

This article is organized as an informational text—a main idea is presented and then supported with specific details.

**Directions:** Answer these questions in the spaces below.

1. Who are the Brothers Grimm?
2. Where did their stories come from?
3. How many stories did they first publish?
4. How many editions did they end up publishing?
5. Why do the stories appeal to children?
6. What were some of the other publications of the brothers?

**Answers:**

1.
2.
3.
4.
5.
6.

The main idea of a selection reflects what the paragraph or sentences are about. Put an X on the space next to the sentence that best states the main idea.

- \_\_\_\_\_ 1. The stories of the Brothers Grimm have appealed to many children.
- \_\_\_\_\_ 2. Fairy tales are stories to which all children can relate.
- \_\_\_\_\_ 3. The Brothers Grimm have produced works of literature that have captivated people all over the world.

Explain why your choice best states the main or central idea.

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## IS THAT A FACT?

**Directions:** Read the definitions of a fact and an inference below. Then read the paragraphs that follow. At the bottom of the page, write an F on the blank if the sentence is a fact. Write an I if the sentence is an inference. Use the following definitions:

**Fact**—a statement that can be proven true from the paragraph

**Inference**—a guess as to what MIGHT be true, based on what you have read and what you already know about the subject

In 1812 two brothers in Germany, Jacob and Wilhelm Grimm, gave the world a great gift. They published stories that they had collected from Germany and other lands. The book was called "Children's and Household Tales." The first volume appeared on December 20, 1812. In 2013 Germany honored the Brothers Grimm all year long.

The Brothers Grimm liked stories from the past about common people. They felt that such stories taught about the most basic values of a culture. As a result, the Grimms began collecting oral and written folk tales. Many of them were hundreds of years old. Their tales came from different regions and lands, so often they ended up with multiple versions of the same tale.

- \_\_\_\_\_ 1. There is a lot of interest in children's fairy tales.
- \_\_\_\_\_ 2. Many of the stories were made up before 1812.
- \_\_\_\_\_ 3. The stories were often about common people.
- \_\_\_\_\_ 4. Many of the stories were told from generation to generation.
- \_\_\_\_\_ 5. Many of the stories that the brothers used were not from Germany.
- \_\_\_\_\_ 6. Sometimes the oldest stories are people's favorite because they have been around for such a long time.

## TIC-TAC-TOE SUMMARIZING

When you summarize in writing, you present all the key points the author is trying to make.

**Directions:** Write four sentences to summarize the article about the Brothers Grimm. To help you, there are nine words or phrases in the Tic-Tac-Toe graphic organizer below. To write a sentence, you must use three words or phrases in a row. The row can be horizontal (—), vertical (|), or diagonal (/).

Germany	folk tales	scholars
literature	children	regions
collections	evil	imagination

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

## REACTION GUIDE

**Directions:** Now that you have read and studied information about "Once Upon A Time There Were Two Brothers . . .," reread the statements below, which you responded to before reading the article. Then think about how the author might respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then below the statement, copy the words, phrases, or sentences from the article that provide evidence of the views stated by the author. Also note if there is no evidence to support the statement.

\_\_\_\_\_ 1. Fairy tales are a part of every country's culture.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 2. Children should read fairy tales because the evil characters always get punished.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 3. Typically, children's stories, such as fairy tales, teach important lessons.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## TAKE A STAND

**Directions:** People often have differing feelings or opinions about an issue. When they discuss or argue their opposing views, they are taking part in a debate. A good persuasive argument is based on a claim that is supported by

**Facts**—statements that can be proven true

**Statistics**—numerical data gotten through research

**Examples**—instances that support an opinion

You and a partner are going to debate two of your other classmates. The topic you are going to debate is the following:

*Children should read fairy tales because they teach good morals.*

Decide with the other pair who will agree and who will disagree with this statement. Then answer these questions in order to win your debate.

1. What are your two strongest points to persuade the other side? (You can do Internet research to include facts, statistics, and examples.)

A. \_\_\_\_\_

B. \_\_\_\_\_

2. What might the other side say to argue against point A?

\_\_\_\_\_  
\_\_\_\_\_

3. What might the other side say to argue against point B?

\_\_\_\_\_  
\_\_\_\_\_

4. What will you say to prove the other side's arguments are wrong?

\_\_\_\_\_  
\_\_\_\_\_

## ANALYZING A PROMPT

**Directions:** Read the writing prompt in the box below. Then follow the directions to learn how to analyze and answer it.

You are a librarian, and a group of parents has requested that you remove Grimm's Fairy Tales from the shelves because they are too violent. You have been asked to prepare an essay that tells of the history and significance of the Grimms' stories. The essay is going to be published because many parents may not attend the meeting that is scheduled at the library. Using the article, explain the historical significance of the stories and tell how these stories are important for children to read.

1. A writing prompt begins with some background information known as the **set up**. Underline the sentences that set up this assignment.
2. Use the following **R.A.F.T.** technique to finish analyzing the prompt.

**Role:** What are you supposed to be to answer it? A student? A politician?

Write what you are here: \_\_\_\_\_

**Audience:** To whom are you writing? A friend? A particular group?

Write who it is here: \_\_\_\_\_

**Format:** Check to see what type of writing you are doing. Is it an essay, a letter, a speech, a story, a description, an editorial, or a report?

Write what it is here: \_\_\_\_\_

**Task:** Another sentence in the prompt will tell you what you must do, or your "task." Question words like **why**, **how**, or **what** may tell the task.

If the question word is **why**, you will *give the reasons* that something is done.

If the question word is **how**, you will *explain the way* that something is done.

If the question word is **what**, you will *identify the thing* that is done.

Below, copy the sentence or question that describes your task.

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## ANALYZING INFORMATIONAL TEXT

1. Informational articles are written to provide data or descriptions that explain something. Below name three groups that might be interested in reading this article besides students and teachers.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

2. What main point is the author making in this article?

\_\_\_\_\_  
\_\_\_\_\_

3. Give two of the most important facts you learned in this article.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. **Domain-specific vocabulary** consists of words used in a specific subject, such as math, social studies, or science. Reread the article and list six domain-specific words used with this subject. After you select the words, write their definitions on the lines provided

a. \_\_\_\_\_ :

b. \_\_\_\_\_ :

c. \_\_\_\_\_ :

d. \_\_\_\_\_ :

e. \_\_\_\_\_ :

f. \_\_\_\_\_ :



### WHAT'S THE COMBINATION?

Writing is more interesting when the writer joins, or combines, short sentences. Follow the directions below to learn different ways to combine two sentences.

**What to do:** You can join two sentences using the words *and, but, or, so, because,* or *nor*, which are called **conjunctions**. When the subject, or person or thing doing the action, is the same for both sentences, you can use it once instead of twice in the combined sentence. When the verb, or action being done, is the same, you can sometimes use that only once. Sometimes you can use other repeated words only once, too. In the example below, *mother* is the subject of both sentences and *loves* is the verb.

Example: My *mother loves* to cook. My *mother loves* to play softball. My *mother loves* to cook **and** play softball.

**Directions:** Combine these sentences using the method above. Use the word or words in parentheses to join the sentences. See how many repeated words you can use just once in each new sentence.

1. The Brothers Grimm liked to study. They also liked to write stories. (and)

\_\_\_\_\_

2. The brothers wrote stories. The brothers did not write stories for children. (but)

\_\_\_\_\_

3. The brothers' stories became very popular. The stories were published in many editions. (so)

\_\_\_\_\_

4. Their stories do not draw criticism. Their stories do not frighten children. (or)

\_\_\_\_\_

5. People all over the world can read the stories. They can visit Germany to see where the brothers lived. (and)

\_\_\_\_\_

6. The brothers published famous fairy tales. They also inspired many other scholars. More and more people are now reading their stories. (and) (so)

\_\_\_\_\_

## GRAMMAR GAMES

**Directions:** Reread the three paragraphs below. Words have been left out from the sentences. Think about the information from the article you have read and fill in words that make sense. The part of speech of each missing word is provided.

In 1812 two \_\_\_\_\_ in Germany, Jacob and Wilhelm Grimm,  
(1. plural noun)  
gave the world a great gift. They published stories \_\_\_\_\_ had  
(2. pronoun)  
collected from Germany and \_\_\_\_\_ lands. The \_\_\_\_\_  
(3. adjective) (4. noun)  
was called "Children's and Household Tales." The first volume  
\_\_\_\_\_ on December 1812. In 2013 Germany honored the  
(5. verb)  
Brothers \_\_\_\_\_ all year long.  
(6. proper noun)

The brothers were born in 1785 \_\_\_\_\_ 1786. As  
(7. conjunction)  
university students they \_\_\_\_\_ old written works to learn  
(8. verb)  
about cultures. \_\_\_\_\_ published articles on German literature  
(9. pronoun)  
from the Middle Ages.

The Brothers Grimm liked stories from the past \_\_\_\_\_  
(10. preposition)  
common people. They felt that such stories \_\_\_\_\_ the most  
(11. verb)  
basic values of a culture. As a result, the Grimms \_\_\_\_\_  
(12. verb)  
collecting oral and \_\_\_\_\_ folk tales.  
(13. adjective)

### LANGUAGE MINI-LESSON

Remember that a **sentence** is a group of words that states a complete thought. The **subject** of a sentence is all the words that tell who or what did the action. Subjects usually come at the beginning of a sentence. The subject is underlined in the following sentence: The Brothers Grimm published stories in Germany.

Sometimes the subject does not come before the verb. In **inverted sentences**, the subject comes after the verb.

**Questions:** In most questions, the subject comes after the verb or between the parts of the verb phrase.

Do you think the tales are scary?

Why were these brothers writing the stories?

**Sentences Beginning with Here or There:** In some sentences starting with *here* or *there*, the subject comes after the verb.

Example: Here comes the scariest part of the story.

There goes Snow White.

**Other Inverted Sentences:** There are other reasons why a sentence might be inverted. Sometimes it is for effect, sometimes it is when indicating who is speaking, and sometimes it is when a sentence starts with an adverb.

Example: Into the woods ran Snow White.

Example: "I must find her," said the Prince.

Example: Never was a love more true.

**Commands:** In a command, the subject is not included in the sentence at all, but it is usually *you*.

Read this folk tale. (The meaning is "you read this folk tale.")

**Directions:** Write the subject of each sentence on the blanks that follow.

1. Why did the Brothers Grimm love folk tales? \_\_\_\_\_
2. Please sit and listen to their stories. \_\_\_\_\_
3. There are many castles along the "Fairy Tale Road." \_\_\_\_\_
4. From the small villages came people telling stories. \_\_\_\_\_
5. Here in this library are books of Grimm's Fairy Tales. \_\_\_\_\_

Write an argumentative essay on whether children should read fairy tales because they teach good morals.

Use the R.A.C.E.S. format in each paragraph and the outline on page 567 in your packet to help organize your thoughts.

Restate and give "2" Answers from the text

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Cite and Explain the first answer-

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