

Reading Homework Exemplars:

To ensure scholars are flexible readers, they will receive homework with various genres throughout the week. Please keep this packet to allow scholars to go back and review how they annotate the various texts based on the genre!

| Genre Based Thinking Jobs: | | |
|-----------------------------------|---------------|---|
| Pages: | Genre: | Thinking Job: |
| 3-5 | Poetry | What is the literal meaning? What is the deeper meaning? |
| 6-8 | Fiction | Who is the character? What is their motivation? What is the problem? What is the solution? What's the lesson learned? |
| 9-11 | Non-fiction | What does the author <i>mostly</i> want to teach me about this topic? What is the author's point of view? |
| 12-14 | Myth | Who are the characters? What is the problem? What is the solution? <i>Then:</i> What natural event does this explain? OR What is the lesson/moral? |
| 15-17 | Biography | Who is the important person? What were their key accomplishment(s)? |

Poetry:

Thinking Jobs:

- What is the literal meaning?
- What is the deeper meaning?

Annotation Checklist:

- Name the genre and thinking jobs on top right corner of the page
- Write what is happening (literal meaning) on the left side of the poem
- At the bottom right of the page write the deeper meaning

After you read and annotate the text, you compile your annotations by filling out the “*Genre Based Thinking Job*” note sheet.

Poetry
□ Literal meaning
□ Deeper meaning

Things

By: Eloise Greenfield

Literal
Meaning

Went to the corner

Walked in the store

Bought me some candy

Ain't got it no more

Ain't got it no more

Bought
candy -
gone

Went to the beach

Played on the shore

Built me a sand house

Ain't got it no more

Ain't got it no more

Built
sandhouse -
gone

Went to the kitchen

Lay down on the floor

Made me a poem

Still got it

Still got it

Made
poem -
has it

Deeper Meaning:
Material things
come and go
while our ideas
are everlasting.

Genre Based Thinking Jobs:

What is the literal meaning?

The speaker bought candy but does not have it. The speaker then made a sand house and no longer has it. The speaker creates a poem and still has it.

What is the deeper meaning?

Material things are impermanent while ideas are everlasting.

Fiction:

Thinking Jobs:

- Who are the characters?
- What is the problem?
- What is the solution?
- What is the character's motivation?
- What's the lesson learned?

Annotation Checklist:

- Name the genre and thinking jobs on top right corner of the page
- Underline and label the characters, problem and solution of the text.
- At the bottom of the page write the character's motivation and the lesson learned.

After you read and annotate the text, you compile your annotations by filling out the “*Genre Based Thinking Job*” note sheet.

Fiction

☐ Characters

☐ Problem

☐ Solution

☐ C's motivation

☐ Lesson Learned

An Excerpt from *Jamaica Louise James*

By: Amy Hest

1. Now this part of the story tells about my grammy, who leaves for work when it is still dark. Sometimes I wake up halfway when she slides out of bed. In the winter she gets all layered, starting with the long-underwear layer.
2. She and Mama whisper in the kitchen. They drink that strong black coffee. Grammy scoops up her brown lunch bag and goes outside.
3. I'm scared in the night. Not Grammy. At 86th and Main she goes down...and down...into the subway station.
4. All day long people line up at Grammy's token booth. They give her a dollar or four quarters, and she slides a token into their hand. Then they rush off to catch the train.
5. Now, I like subways because the seats are hot pink and because they go very fast. But I don't like subway stations. Especially the one at 86th and Main. There are too many steep steps (fifty-six) and too many grownups who all look mad. The walls are old tile walls without any color.
6. When Grammy comes home, she sews and talks about the people she sees, like Green-Hat Lady or Gentleman with the Red Bow Tie. Mama reads and hums. But I paint, blending all those colors until they look just right. Every day I add a picture to my collection and every day I think about my cool idea. At last it's the morning of Grammy's birthday. Mama and I get up early.
7. We get all layered and sneak outside. Mama holds my hand. I am scared but also VERY EXCITED. We swoosh along in our boots in the dark in the snow. At 86th and Main we go down... and down.... fifty-six steep steps.
8. We don't buy a token at the token booth. We don't take a ride on the subway. What we do is hang a painting on the old tile wall. Then another. And another...and one more. Before you know it, that station is all filled up with color.
9. "Surprise!" we shout when Grammy comes clomping down the steps. She looks all around the station. "Jamaica Louise James," she calls, "come right here so I can give you a big hug, baby!"
10. So now you know the whole story. Everyone is sure in love with my subway station! You'd be surprised. People are talking to each other—some even smile. "That looks like me!" says a lady in a green hat to a gentleman with a red bow tie. Then Grammy tells everyone about Jamaica Louise James, age 8.
11. THAT'S ME. YOU BETTER BELIEVE IT!

Character Motivation:

Jamaica loves her Grammy and wants to bring joy to where she works.

Lesson learned: Simple celebrations of life can create joy and bring people together!

Genre Based Thinking Jobs:

Who are the characters?

The characters are Jamaica, Grammy, and Mama.

What is the problem?

The problem is Jamaica does not like the subway station where Grammy works.

What is the solution?

The solution is that Jamaica decides to hang colorful paintings in the station.

What is the character's motivation?

Jamaica's motivation is that she loves her Grammy and wants to bring color and joy to her work place.

What's the lesson learned?

The lesson that is learned is that simple celebrations of life can create joy, lifting people from the mundane and bring people together.

Non-Fiction:

Thinking Jobs:

- What does the author *mostly* want to teach me about this topic?
- What is the author's point of view?

Annotation Checklist:

- Name the genre and thinking jobs on top right corner of the page
- Underline the main idea for each section
Write a gist (5 words or less) for each section
- At the *bottom* of the page name the AUTHOR's point of view.

After you read and annotate the text, you compile your annotations by filling out the “*Genre Based Thinking Job*” note sheet.

Non-fiction
- What the author teaches me
- The author's point of view

Sea Turtles: by Kathy Kranking

SHELL STORY

1 The first thing you notice about a sea turtle is its big, beautiful shell. And that brings up one of the main differences between sea turtles and most other kinds of turtles. Most turtles have shells like houses that they can pull their heads and limbs into. But a sea turtle can't pull into its shell at all.

Sea turtles shell

2 The shells of most kinds of sea turtles are made of bone and cartilage (the same bendable stuff your ears are made of). These are covered with thin plates called scutes. But the leatherback's shell is different. Its shell is made up of cartilage and tiny bones, but covering these is a layer of leathery skin.

SUITED FOR THE SEA

3 Sea turtles breathe air with lungs, just as you can do. But they can hold their breath a lot longer than you ever could. The green sea turtle is the champ. It can stay underwater for as long as five hours! To swim, sea turtles use their strong, paddle-shaped front flippers. Their hind flippers help with steering.

Sea turtles swim

5 But sea turtles are more than just great swimmers. Some of them are great divers. The leatherback can dive more than a thousand feet deep, looking for food. That's the length of three football fields. And its deepest dives can be three times deeper than that!

NESTING TIME

6 Sea turtles spend almost their entire lives in the water. But when it's nesting time, the females come ashore to lay their eggs. They often return to the same beaches where they themselves hatched.

Baby sea turtles

7 In most species, a female sea turtle comes ashore at night. She crawls clumsily along the sand. Next, she uses her flippers to dig a nest. Depending on the species, she lays from 50 to 200 round, white eggs. Then she covers them up with sand and lumbers back into the sea. Later, the baby turtles hatch from the eggs and dig their way out of the nest. They crawl down to the shoreline and then disappear into the waves.

TURTLE TROUBLES

9 Sea turtles have been around for millions of years. But these days they face their share of troubles. Many get caught in fishing nets or tangled in fishing lines. Turtles are also harmed by pollution, litter, and oil spills. Lights along the streets and on buildings near the beach can cause problems, too. Newly hatched babies can become lost and crawl toward the artificial light instead of the ocean where they belong.

Problems

HOPE FOR THE FUTURE

10 The good news is that lots of people are trying hard to help sea turtles. Many laws have been passed to protect them. In some places, for example, beach communities are required to turn off outside lights at night during nesting season. And to keep eggs safe from predators, pollution, and other dangers, people sometimes carefully dig them up and move them to "nurseries" protected by high fences.

Conservation

14 Thanks to conservation efforts like these, sea turtle numbers are actually going up in some places. With a little luck, these ancient reptiles will be flapping through the sea for another hundred million years!

Point of View: People need to protect these special turtles!

Genre Based Thinking Jobs:

What does the author *mostly* want to teach me about this topic?

The author wants to teach readers how interesting turtles are and the problems that occur when they are onshore.

What is the author's point of view?

The authors point of view is that humans need to help these special animals by various efforts of conservation.

Myth:

Thinking Jobs:

- Who are the characters?
- What is the problem?
- What is the solution?

Then:

- What natural event does this explain?
- OR
- What is the lesson or moral?

Annotation Checklist:

- Name the genre and thinking jobs on top right corner of the page
- Underline the characters, problem and solution
- Underline the natural even that the text explains OR
- Name at the bottom of the page the lesson learned

After you read and annotate the text, you compile your annotations by filling out the “*Genre Based Thinking Job*” note sheet.

Myth:

□ character
□ Problem
□ Solution

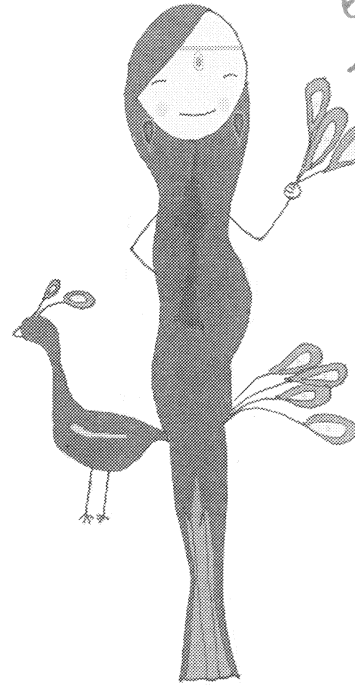
□ natural event

□ Lesson learned

Hera and the Peacock

The peacock was Hera's sacred animal.

Once, Zeus^C, the king of the gods, fell in love with Io^C, a priestess of Hera. Jealously^C, his wife Hera asked from Zeus to bring her the young girl- and when he brought her, Hera immediately transformed Io into a cow.^P



Afterwards, Hera gave the servant Argos^C, an all-seeing monster that had hundred eyes all over his body. His mission would be to guard Io.

Zeus felt sorry for Io and tried to help her. ^S Therefore, he called his messenger Hermes^C and gave him the edict to kill Argos. Hermes approached the monster and started playing the flute to hypnotize him. Soon the monster fell into a deep sleep and Hermes took a stone and destroyed him.

However, Hera knew all about the plan and had already removed the eyes of Argos the day before. So after Argos' death, Hera transferred all his eyes to the tail of a peacock to thank and honor her servant.

No. 2.

Genre Based Thinking Jobs:

Who are the characters?

The characters are Hera, Zeus, Io, Argus, and Hermes.

What is the problem?

The problem is Hera becomes jealous of Zeus' other wife and turns her ~~that~~ into a cow.

What is the solution?

Zeus' solution is to have Hermes kill Argus and free Io.

What natural event does this explain?

Due to Argus' death, Hera creates the peacock.

What is the lesson or moral?

Biography:

Thinking Jobs:

- Who is the important person?
- What were their key accomplishment(s)?

Annotation Checklist:

- Name the genre and thinking jobs on top right corner of the page
- Underline the important person and label
- Underline the key accomplishments

After you read and annotate the text, you compile your annotations by filling out the “*Genre Based Thinking Job*” note sheet.

Biography

□ Important person

↳ Key accomplishments

Matthew Henson – Arctic Explorer

IP

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to the young Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out from Washington, D.C. on the forty-mile journey to seek work on a sailing ship.

2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the Katie Hinds. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the Katie Hinds in 1885, Henson was well educated and had become an excellent seaman. acc.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man was Lieutenant Robert Peary. He asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young Henson's skills and experience on ocean voyages. He introduced Peary to Henson, and they liked each other instantly. They had a great deal in common, including their love of the sea.

5 Henson proved himself to be a worthy and intelligent seaman. He used his map-reading and sailing skills to help Lieutenant Peary. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true. acc.

6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. However, Henson learned something new about traveling in frozen polar regions on each trip. acc.

7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.

8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's navigation tools showed they were standing at the North Pole. Henson proudly planted the American flag in the snow as Peary looked on from the sled. acc.

9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery in Washington, D.C.

Key Accomplishment:
Travel to North Pole

Genre Based Thinking Jobs:

Who is the important person?

The important person is Matthew Henson,
an Arctic explorer.

What were their key accomplishment(s)?

Henson's key accomplishment is he was
one of the first men to travel to
the north pole.

