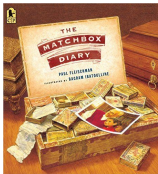


Week 19: January 23-27

Week 20: January 30-February 3

	<h3><i>Matchbox Diary</i> by Paul Fleischman</h3>
	<p>Summary: By sharing the objects and memories collected in a unique “diary” with his great-granddaughter, an old man tells his story of immigrating to America.</p> <p>Heart of the Book Theme: Our America is a land of immigrants. We blend together to form “one Nation under God, indivisible, with liberty and justice for all.”</p>
	<h3>Language Arts Reading Comprehension</h3>
	<p>In our America unit, we will be exploring the stories and symbols of our nation. <i>The Matchbox Diary</i> provides a wonderful introduction to the fact that many of our stories actually start someplace else.</p> <p>At home, select comprehension activities to use with your student:</p> <ol style="list-style-type: none"> 1. Teacher's Guide for <i>The Matchbox Diary</i> (pdf) 2. Tips for Comprehension Strategies 3. Stupendous Story Elements 4. My Favorite Part of the Story 5. Bookmark discussion prompts <p>Explorations books provide wonderful reading practice. When you read aloud to your child, occasionally pause and ask your student to read the next sentence, paragraph, or page. If there is dialog, read one character, while your student reads another character’s lines. Ask your student to read the book to a younger sibling or to you!</p>
	<p>Assignment #49 Select a reading comprehension activity from the blue box above.</p>
	<p>Assignment #50 Select a reading comprehension activity from the blue box above.</p>
	<p>Assignment #51 Read the “Letter from Paul Fleischman” found here to your child. Discuss what inspired the author and influenced his writing process. Connect to the writing process your child is learning to use. Also see art assignment #36.</p>
	<p>Assignment #52 Do you have a collection that is special to you? Share it with your child. Tell him/her why you started it and what some of the objects mean to you. Then, ask your child if he/she is willing to show you any of her collections. Connect to art lesson.</p>
	<p>Assignment #53 On week 19, your student will bring home a matchbox. At home, he/she should find a special personal item to place inside. Help prepare your student to verbally share using these “Show and Tell” prompts. Be sure to practice at home. Bring to share in class. Due week 20 (1/30 or 1/31)</p>
	<p>Assignment #54 Select journal prompts for your student from these interview questions (1) (2). You can also use the questions to prompt family sharing times.</p>

Language Arts | Writing Composition

This quarter, we are focusing on descriptive writing. *Descriptive writing creates a picture in the mind of the reader by engaging the five senses through vivid descriptions of a person, place, or thing.* In class, students are learning to write a descriptive paragraph. At home, select a descriptive writing lesson to work through with your student.

1. [Descriptive Paragraph Writing Lesson](#)
2. [Descriptive Writing: Using Your 5 Senses](#)
3. [Descriptive Writing: Small Moments vs. Big Moments](#)

A descriptive paragraph is a great way to share information or tell entertaining stories. Descriptive writing can be about a real person, place, or thing, or it can come from your imagination. Sensory details are a key part of descriptive writing. We use our five senses to describe what our topic looks, sounds, smells, tastes, or feels like. These descriptive words paint a picture in the reader's mind. Plus, details make our writing more interesting and support the main idea of our paragraph. These graphic organizers will help your student brainstorm words and phrases using his/her five senses:

1. [Five senses brainstorm](#)
2. [Sensory graphic organizer](#)
3. More sensory organizers are now available on our Explorations page. Check the "Resources" column next to this lesson plan link.

Encourage your student to select a topic that is interesting to him/her and one that he/she can spend time looking at. Be inspired by our book to go on adventures! Then, have your child use a five senses graphic organizer to remember what he/she saw, heard, felt, smelled, and tasted. Pictures are also a great way to spark creativity. Select a favorite picture from an Explorations book and use it as a focus for describing. Wordless books are especially good to use! Or, pull out old photo albums and have your child select a family photo. You can also look up beautiful winter photographs for inspiration. Plus, you can check out these kid-friendly photo resources – [Pics for Learning](#) and [Story Cards – 52 Picture Prompts for Storytelling](#). Ask your child to verbally describe what he/she sees in the picture, then to imagine what sounds, smells, tastes and feelings there could be. Record details on a five senses graphic organizer and have your student use when drafting his/her descriptive paper.

In Explorations, we work through a five-step writing process – prewrite, draft, revise, edit, and publish. Use these [charts](#) to reinforce and explain the writing process to your student.

Assignment #40 | Continue teaching the descriptive writing process. Use the blue box above to review descriptive writing with your student. Then, select resources to use. Here's one good idea related to our book: visit a local antique shop with your student. While you are walking around, describe some of the items. Imagine where they might have come from and who might have used them before. Old photos make especially good descriptive writing prompts. Allow your student to select an antique photo to purchase, then write a descriptive paragraph about it. Encourage imagination and sensory details. Bring completed writing to share in class.

Assignment #41 | Create [miniature books](#) to collect new words, story ideas, or for diary "entries" like the grandfather's diary in our story! Place in matchboxes or use in art projects.

Assignment #42 | In week 20, your student wrote sensory details about a boat ride. The handout should be in his/her class folder. At home, use the information in the blue box above to review descriptive writing. Then, work with your student to complete his/her descriptive paper about a boat ride. Have him/her revise it by adding interesting details and making sure the organization makes sense. Next, have him/her edit by focusing on correct punctuation, capitalization, spelling, and using nouns and verbs correctly. Last, have him/her publish the paper by rewriting it in his/her best writing or typing it. An illustration would be a great addition too! Bring to share in class. ***Due week 21 (2/6 & 2/7)***

Assignment #43 | If your student completes the writing portion of social studies assignment #48, count it as this writing assignment.

	Language Arts Vocabulary
	Assignment #20 In our book, there are several Italian words. Learn how to greet people in Italian!
	Assignment #21 Find and discuss these vocabulary words in the context of the story – <i>buttonhook</i> , <i>foundry</i> , <i>typesetting</i> , <i>compartments</i> , and <i>medallions</i> .
	Assignment #22 See vocabulary words come alive! Watch this video about the old-fashioned printing process to see <i>typesetting</i> in action! Or, find out what a <i>buttonhook</i> was used for by clicking here . <i>Always preview videos for appropriateness.</i>
	Science
	Assignment #49 & 50 Host a “taste the story” snack time! Select foods from the book that your child has not tasted before. Some ideas include: olives with pits, bananas with the skin on, dried macaroni, sunflower seeds, bottled sodas, peppermint candies, canned fish, canned peaches, canned peas, unpeeled shrimp, oysters in shells, and nuts in shells. Encourage your child to use all five senses to describe each food. Use a sensory organizer from the Explorations website to record observations. As your student samples foods, read or review the part of the book where that item is found. Ask, “Is this food part of a happy or sad memory for the great-grandfather?” Discuss.
	Assignment #51 Continue working on a science assignment from Home Lesson Plan 9. Count it here as well.
	Assignment #52 Create your own science assignment based on your child’s interest or your own inspiration from the book!
	Social Studies
	Assignment #42 In class, students experienced the Ellis Island immigration process . Ask him/her to describe what immigrants went through when they arrived. Use the above link to review. Discuss your child’s experience at school. Ask, “What kinds of feelings did you have while going through the immigration process? What were the best parts? What were the worst? How do you think things may have changed for new immigrants today?”
	Assignment #43 Learn more about immigration to the United States at the turn of the century. Take this spectacular Interactive Tour of Ellis Island , which includes personal narratives, photographs, and media files. Create a sequence of events timeline about what immigrants experienced at Ellis Island. The link in social studies assignment #42 also provides excellent information.
	Assignment #44 Pretend your family is emigrating to a new country. Discuss why you might make such a decision and what would be hard about it. Pack a suitcase together. Tell each child to pick only two things to put in the family’s “immigration suitcase.” Discuss what they chose and why. Connect to the difficult choices facing people who leave their country to move to a new one. Remind your student that the United States is a nation of immigrants and people continue to come here everyday. Learn more about today’s young immigrants by clicking here . Discuss. Connect to social studies assignment #47 about the Statue of Liberty.
	Assignment #45 Research your family’s diverse geographical history. Ask, “Where did we come from?” Discuss to see what your child knows about his/her family origins. Then, encourage your child to conduct interviews with you and your parents. Record findings by writing a list, drawing a family tree, using an interview printable (pdf), or coloring in states and/or countries on map printables . Your child can ask where you (Mom & Dad) were born, where else have you lived, and how you journeyed to Florida. Then, have your child interview grandparents to find out where they were born and the places they have lived. If you have geographical information about great-grandparents, write it down as well. Find those places on a world map or globe. Bring the family’s geographical information to share in class. <i>Due week 20 (1/30 or 1/31)</i>

	<p>Assignment #46 Based on what your child discovers in social studies assignment #45, create a family timeline book. Bring completed project <i>to share in class on week 20 or week 21</i>.</p>
	<p>Assignment #47 In the story, people on board the ship watch for the Statue of Liberty. In class, we read a book about the famous poem engraved at the base of the Statue of Liberty. It was written in the 1880s by Emma Lazarus, a New Yorker who was moved by the plight of new immigrants coming to America. Ask your student to share what he/she remembers about <i>Emma’s Poem</i>. Learn a little more here. Read the poem here. Watch this music video together. Ask, “What does the Statue of Liberty say about America? What does it symbolize (mean)?” Discuss.</p>
	<p>Assignment #48 In our story, the family takes migrant farm work in order to make a better life. In class, we learned that migrant workers move according to the season because different crops are harvested and processed at different times of the year. In Florida, this is a good season to visit a u-pick field. At the field, give your child a quota of fruit to pick and a time limit. After you work, discuss the difference between picking fruit for fun and working in the fields from dawn to dusk. Gently discuss the difficulties faced by families who are migrant farmworkers. Connect to our writing focus by asking your student to write a descriptive paragraph about his/her experience.</p>
	<p>Bible</p>
	<p>This year we are using materials from Seeds Family Worship to help us hide God’s Word in our hearts. We’re memorizing verses from Seeds of Purpose Vol. 4. You can purchase the CD, download the songs, or listen for free online.</p> <p>For Weeks 17-22 Mark 12:30-31 – <i>“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: Love your neighbor as yourself. There is no commandment greater than these.”</i></p>
	<p>Assignment #46 Continue memorizing Mark 12:30-31 as a family. Print memory cards (pdf) and use for reading and handwriting practice. Try some of these fun memorization games. Discuss the meaning of these verses with your child.</p>
	<p>Assignment #47 Book Connection After reading our storybook, read Mark 12:30-31. Apply the Bible verse to our story. Ask, “What does it mean to love your neighbor as yourself? Are there any examples of people loving their neighbors in our book?” Discuss. Say, “One day, Jesus was asked a very similar question about who is our neighbor. Let’s see what He said.” Read and discuss Luke 10:25-37.</p>
	<p>Assignment #48 & 49 Learn more about Harmony. The following lessons connect well with <i>The Matchbox Diary</i>: “Waiting” on page 7, “Loving our brothers and sisters” on page 7-8, and “Discord detectives” on page 10. You can also use the lessons on page 14 to combine Bible with nature and science observation!</p>
	<p>Assignment #50 Continue reading various psalms for family devotions and discuss. Here are some suggestions: Psalm 1, Psalm 19, Psalm 23, Psalm 46, Psalm 100, Psalm 127, Psalm 136, Psalm 139. As your child learns about figurative language, see how many types of poetic device he/she can spot in the psalms you read together.</p>
	<p>Art</p>
	<p>Assignment #36 In our story, matchboxes hold little treasures and form a diary of the grandfather’s life. Author Paul Fleischman has always been fascinated by little boxes. Complete reading comprehension assignment #51 to find out more. Then, watch Paul Fleischman’s matchbox movie theaters. Be inspired to create your own version!</p>
	<p>Assignment #37 Small boxes have also been turned into wonderful and whimsical works of art. Learn about the art of Joseph Cornell here and here. Preview websites and select information to share with your child. Did you know? The last exhibition of his work that Joseph Cornell attended was especially designed</p>

	for children. His 26 art pieces were hung at a child's-eye level. Brownies and cherry cokes were served at the reception. Share these wonderful photographs of that day with your student.
	Assignment #38 & 39 Create art boxes! Here's how to make a box like Joseph Cornell . Give your student a small box. Ask your student to tell his/her own story using interesting objects, pictures, clippings, etc. Click here for more examples. Consider turning into a family project! If you complete this assignment, bring to share in class.