

# JOURNEYS

UNIT 4 LESSON 19

*supplements*

DARNELL ROCK

REPORTING



## UNIT 4 LESSON 19

# COMMON CORE STANDARDS

L.5.4a	use context as a clue to the meaning of an unknown word or phrase
L.5.4c	consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning
L.5.6	acquire and use general academic and domain-specific words and phrases
R.L. 5.1	quote accurately when explaining what the text says explicitly and when drawing inferences
R.L. 5.2	determine theme from details; summarize
R.L. 5.3	compare and contrast characters, settings, or events, drawing on details
R.L. 5.10	read and comprehend literature
R.I. 5.8	explain how an author uses reasons and evidence to support points
R.I. 5.10	read and comprehend informational text

## UNIT 4 LESSON 19

# CONTENTS & EXPLANATION

<b>Author's Purpose</b>	Students complete the graphic organizer, taking notes about the author's purpose for writing the story.
<b>Author's Purpose Supporting Details</b>	Students support the author's purpose – to persuade the reader to stand up for what you believe in, even if you are standing alone – with supporting details from the text.
<b>Author's Purpose Supporting Details</b>	Students support the author's purpose – to persuade the reader to think of the needs of others – with supporting details from the text.
<b>Author's Purpose Classifying</b>	Students look back in their Journeys textbook to find examples of stories written to inform, entertain, and persuade. Students explain how they know.
<b>Summarizing</b>	Students write a summary of the story, using the transition words provided. They are challenged to use vocabulary words in their summary.
<b>INTERACTIVE NOTEBOOK PAGE Summarizing</b>	<p>* This page may be used in place of the previous Summarizing page.</p> <p>Students write the summary on the front flaps. They lift the flaps and illustrate the summary.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
<b>Characterization</b>	Students complete the Character Map about Darnell or Linda. Students choose two adjectives to describe the character and support these words with text evidence.

## UNIT 4 LESSON 19

# CONTENTS & EXPLANATION

### **INTERACTIVE NOTEBOOK PAGE Characterization**

\* This page may be used in place of the previous Characterization page.

Students draw the main characters on the front. They lift the flaps and write about the characters using adjectives and text evidence.

\*Students cut out and glue the page into their interactive notebook.

### **Darnell Rock Reporting Story Questions**

Students use details from the story to answer text-dependent comprehension questions about the text.

### **Volunteer! Persuasive Text: Creating a Poster**

Students use information from the text to create a persuasive poster, encouraging students to volunteer in their community.

### **Essential Question**

Students journal write, answering the essential question, "Why is it important to be aware of your community's needs?"

### **Vocabulary Word Wall Words**

The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.

### **Vocabulary Definitions and Sentence Writing**

Students define each word using the glossary. Then, they write each vocabulary into a sentence that shows they understand the meaning of the word.

### **INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions**

Students use the glossary at the back of the book to look up the meanings of the words.

\* Students cut out and glue this page into their interactive notebook.

## UNIT 4 LESSON 19

# CONTENTS & EXPLANATION

**Vocabulary:  
Suffixes  
-ible, -able, -ism,  
-ist**

Students complete the table, sorting the words based upon their suffix. Students name the root word, if there is one.

**Spelling Words**

A list of spelling words is provided (2 lists to a page) for students to use for studying at home.

**Spelling Words  
Writing 3x Each**

Students write their spelling words 3 times each.

**Spelling: Suffix  
Sort**

Students sort the spelling words by suffix.

**Pronouns**

Students underline the pronoun in each sentence. They color the pencils according to indefinite, possessive, or interrogative pronoun.

**Answer Keys**

Answers keys for all applicable sheets are at the end of the unit.

Name: \_\_\_\_\_

# Author's Purpose

Directions: As you read, complete the graphic organizer. Take notes about the author's purpose for writing the story. Does the author want to entertain, inform, or persuade? What theme or message is the author trying to convey?

The author's purpose is to

Detail

Detail

Detail

Detail

Name: \_\_\_\_\_

## Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to persuade the reader to stand up for what they believe in, even if they are standing alone.

The author's purpose is to

**persuade the reader to stand up  
for what you believe in, even if  
you are standing alone.**

Detail

Detail

Detail

Detail

Name: \_\_\_\_\_

## Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to persuade the reader to think of the needs of others.

The author's purpose is to

**persuade the reader to think of the needs of others.**

Detail

Detail

Detail

Detail



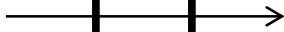
Name: \_\_\_\_\_

# Author's Purpose

Directions: Look back in this Journeys textbook. Find examples of stories that are written to entertain, inform and persuade. Then, write how you know you're right.

TO ENTERTAIN

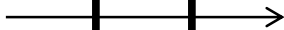
Book Title:



This is how I know:

TO INFORM

Book Title:



This is how I know:

TO PERSUADE

Book Title:



This is how I know:

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Story Summary

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

**CHALLENGE:** Underline any vocabulary words used in your summary.

First,

Next,

Then,

After that,

In the end,

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Story Summary

Directions: Cut out and glue into your interactive notebook. On the front, write a story summary. Lift the flaps and illustrate the summary.

Glue down the rectangular strip only

### Darnell Rock Reporting Summary

**First,**

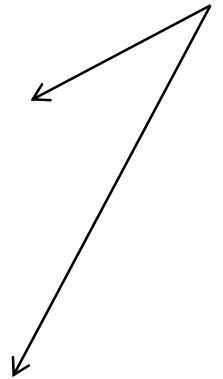
**Next,**

**Then,**

**After that,**

**In the end,**

Cut  
flaps



Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Characterization

Directions: Think about Darnell and Linda.

1. Choose one character to write about, and write that character's name in the circle at the top.
2. Write an adjective (describing word) that describes the character in each of the squares.
3. In each rectangle, write evidence from the text that supports the adjective you chose.

Adjective #1

Adjective #2

Text Evidence #1

Text Evidence #2

Text Evidence #1

Text Evidence #2

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Characterization

Directions: Cut out and glue into your interactive notebook. Think about 2 important characters in the story. Draw each character on the outside of the flaps. *Inside the flaps*, write one adjective to describe each character. Then give text evidence to support this adjective. (Ex: *Sally is generous. She spent her recess time helping Jenny with her math homework.*)


Glue down the rectangular strip only 

**Darnell Rock Reporting**

Characterization

CHARACTER: \_\_\_\_\_

CHARACTER: \_\_\_\_\_

 Cut flaps

Name: \_\_\_\_\_

## DARNELL ROCK REPORTING

### Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Darnell Rock writes, "The garden is a chance for some people to help their own lives." Support this statement with details from the story.

---

---

---

2. Explain three of Linda's main points for not developing a garden for the homeless.

---

---

---

3. Use details from the story to describe the setting of the City Council meeting.

---

---

---

4. Make an inference: Why do you think the author included the part about the builder's building violations?

---

---

---

Name: \_\_\_\_\_

## DARNELL ROCK REPORTING

### Text Questions

5. When Darnell's name is called, the author writes, "He made the *long trip* to the microphone." Was the walk long in reality? Why would the author write this?

---

---

---

6. How are the tones of Linda and Darnell's speeches different?

---

---

---

7. Darnell feels he let Mr. Sweeby down. Do you agree or disagree? Explain your thinking using details from the story as well as your own background knowledge.

---

---

---

8. What is *your opinion*? Would you vote for a community garden or a parking lot for teachers? Explain your thinking.

---

---

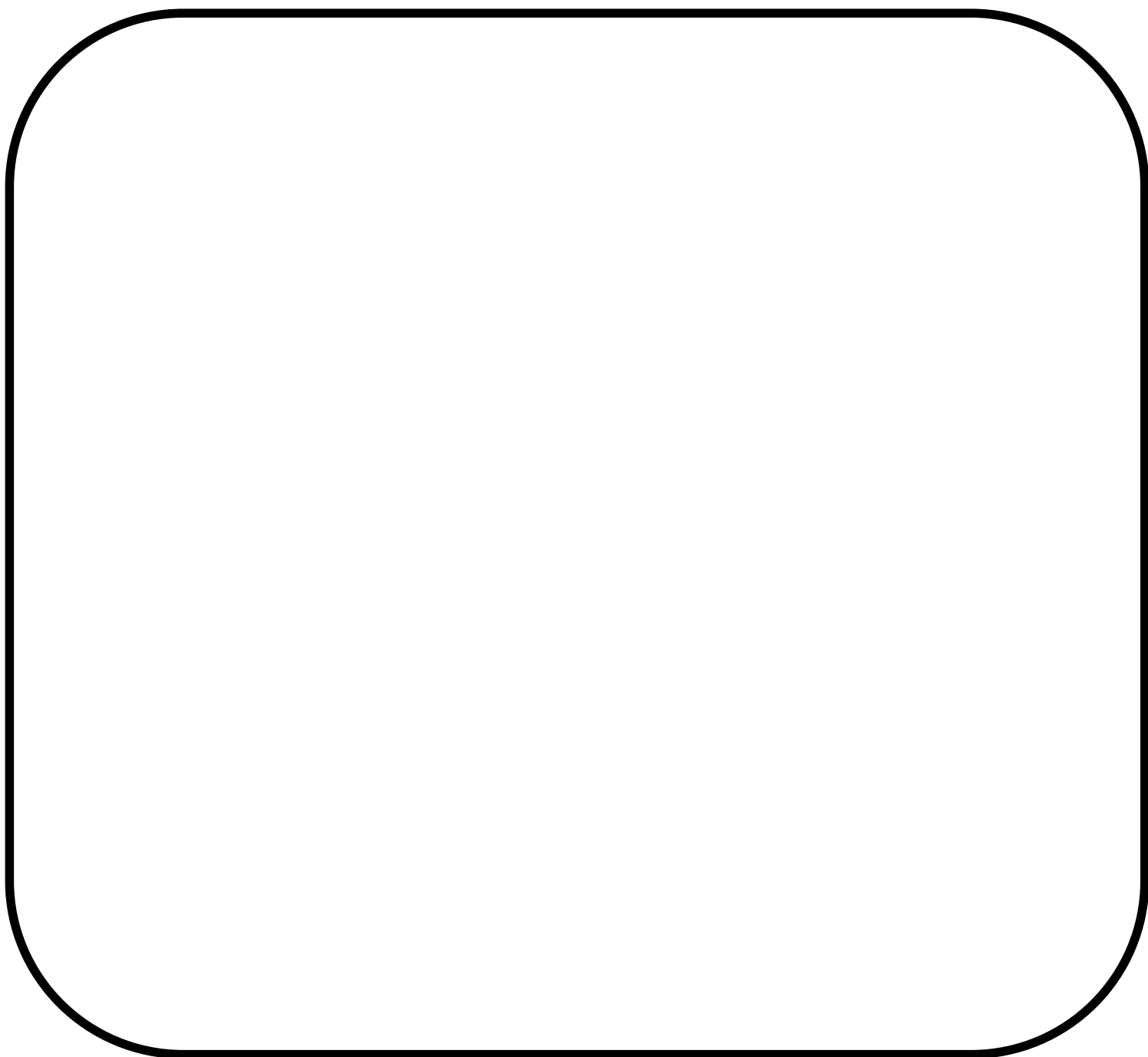
---

Name: \_\_\_\_\_

VOLUNTEER!

## Persuasive Text

Directions: Create a persuasive poster encouraging your audience to volunteer in their community. Choose any of the volunteer opportunities suggested in *Volunteer*, or make a poster about an opportunity you know about. Be sure to use persuasive language, bright colors, and clear writing!







**urge**

**minimum**

**dependent**

**violations**

**granted**

**effective**

**deteriorating**

**issue**

**ordinance**

**exception**

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
urge		
minimum		
dependent		
violations		
granted		
effective		
deteriorating		
issue		
ordinance		
exception		

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write a SENTENCE for each vocabulary word. How many of your sentences can you make about Darnell Rock Reporting?

Glue down the rectangular strip only

<b>Darnell Rock Reporting Vocabulary</b>	urge	Cut flaps
	minimum	←
	dependent	←
	violations	←
	granted	←
	effective	←
	deteriorating	←
	issue	←
	ordinance	←
	exception	←

Name: \_\_\_\_\_

## Suffixes: -ible, -able, -ism, -ist

Directions: Complete the table, sorting the words based upon their suffix. Give the root word, if there is one.

**-ible & -able = able to be**

**-ism = belief, attitude, style, state or condition**

**-ist = person who does a specified action or activity**

<b>-ible</b>	<b>root word</b>	<b>-able</b>	<b>root word</b>	<b>-ism</b>	<b>root word</b>	<b>-ist</b>	<b>root word</b>

horrible

breakable

washable

pianist

idealism

flexible

biologist

incredible

divisible

envious

responsible

bendable

artist

metabolism

racism

novelist

volunteerism

violinist

Name: \_\_\_\_\_

# Spelling Words

TEACHERS: There are 2 lists per page. Copy and cut, before handing out to students.

<b>Unit 4, List 19</b>	Name:
<b>lately</b>	<b>REVIEW</b>
<b>settlement</b>	<b>clumsiness</b>
<b>watchful</b>	<b>movement</b>
<b>countless</b>	<b>pavement</b>
<b>steadily</b>	<b>lonely</b>
<b>closeness</b>	<b>penniless</b>
<b>calmly</b>	<b>CHALLENGE</b>
<b>government</b>	<b>suspenseful</b>
<b>agreement</b>	<b>merciless</b>
<b>cloudiness</b>	<b>seriousness</b>
<b>delightful</b>	<b>contentment</b>
<b>noisily</b>	<b>suspiciously</b>
<b>tardiness</b>	
<b>forgetful</b>	
<b>forgiveness</b>	
<b>harmless</b>	
<b>enjoyment</b>	
<b>appointment</b>	
<b>effortless</b>	
<b>plentiful</b>	

<b>Unit 4, List 19</b>	Name:
<b>lately</b>	<b>REVIEW</b>
<b>settlement</b>	<b>clumsiness</b>
<b>watchful</b>	<b>movement</b>
<b>countless</b>	<b>pavement</b>
<b>steadily</b>	<b>lonely</b>
<b>closeness</b>	<b>penniless</b>
<b>calmly</b>	<b>CHALLENGE</b>
<b>government</b>	<b>suspenseful</b>
<b>agreement</b>	<b>merciless</b>
<b>cloudiness</b>	<b>seriousness</b>
<b>delightful</b>	<b>contentment</b>
<b>noisily</b>	<b>suspiciously</b>
<b>tardiness</b>	
<b>forgetful</b>	
<b>forgiveness</b>	
<b>harmless</b>	
<b>enjoyment</b>	
<b>appointment</b>	
<b>effortless</b>	
<b>plentiful</b>	



Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

<b>lately</b>			
<b>settlement</b>			
<b>watchful</b>			
<b>countless</b>			
<b>steadily</b>			
<b>closeness</b>			
<b>calmly</b>			
<b>government</b>			
<b>agreement</b>			
<b>cloudiness</b>			
<b>delightful</b>			
<b>noisily</b>			
<b>tardiness</b>			
<b>forgetful</b>			
<b>forgiveness</b>			
<b>harmless</b>			
<b>enjoyment</b>			
<b>appointment</b>			
<b>effortless</b>			
<b>plentiful</b>			

Name: \_\_\_\_\_

# Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

## REVIEW

<b>clumsiness</b>			
<b>movement</b>			
<b>pavement</b>			
<b>lonely</b>			
<b>penniless</b>			

## CHALLENGE

<b>suspenseful</b>			
<b>merciless</b>			
<b>seriousness</b>			
<b>contentment</b>			
<b>suspiciously</b>			

Name: \_\_\_\_\_

# Spelling: Suffix Sort

Directions: Sort the spelling words by suffix.

<b>-ful</b>	<b>-ly</b>	<b>-ness</b>	<b>-less</b>	<b>-ment</b>

lately

closeness

delightful

harmless

clumsiness

suspenseful

settlement

calmly

noisily

enjoyment

movement

merciless

watchful

government

tardiness

appointment

pavement

seriousness

countless

agreement

forgetful

effortless

lonely

contentment

steadily

cloudiness

forgiveness

plentiful

penniless

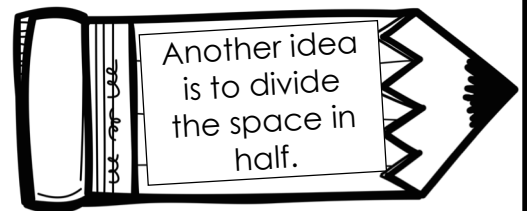
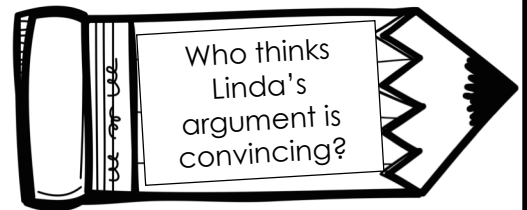
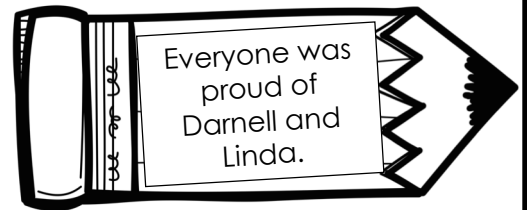
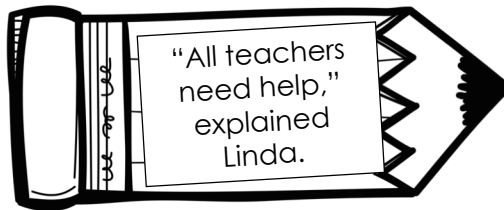
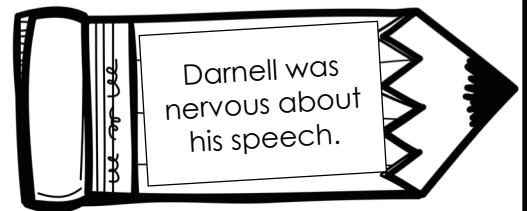
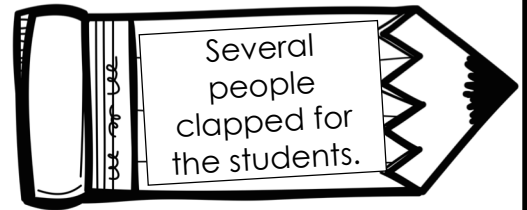
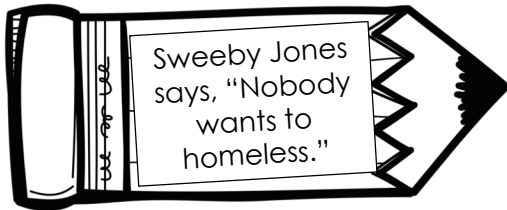
suspiciously

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

## Grammar: Pronouns

Directions: Underline the pronoun in each sentence. Color the sentences with indefinite pronouns blue. Color the sentences with possessive pronouns green. Color the sentence with interrogative pronouns red.



Name: \_\_\_\_\_

## Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to persuade the reader to stand up for what they believe in, even if they are standing alone. Possible answers:

The author's purpose is to

**persuade the reader to stand up for what you believe in, even if you are standing alone.**

Detail Linda had a teacher supporting her, and Darnell did not.

Detail Linda's speech gets lots of applause, and Darnell's speech gets "some applause."

Detail The support that Darnell brings with him, Sweeby Jones, is not respected by the board.

Detail In the end, the City Council votes against the garden for the homeless. But Sweeby is proud of Darnell anyway.

Name: \_\_\_\_\_

## Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to persuade the reader to think of the needs of others.

Possible answers:

The author's purpose is to  
**persuade the reader to think of  
the needs of others.**

← Detail Linda is thinking of the needs of teachers when she suggests a parking lot for them.

← Detail Darnell is thinking of the needs of the homeless people in the community when he suggests a garden for the homeless.

← Detail Darnell thinks about how the homeless could benefit both from the food the garden produces, as well as help them to learn new skills.

← Detail Sweeby Jones is proud of Darnell for standing up for what he believes in. He thinks Darnell should be listened to.

Name: \_\_\_\_\_

## DARNELL ROCK REPORTING

# Story Summary

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

**CHALLENGE:** Underline any vocabulary words used in your summary.

First,

Darnell is inspired by a homeless man that he met named Sweeby Jones. He's inspired to write an article to the local paper about turning a deteriorating basketball court into a garden to feed the homeless.

Next,

Linda writes an opposing article. She suggests that the deteriorating lot be turned into a parking lot for teachers.

Then,

Both students present their arguments at a City Council meeting. The City Council will make the final decision. At the meeting, Darnell and Linda listen as a builder is reprimanded by the board for not following the code when building.

After that,

Linda presents her case. She reads her speech carefully. When she's done, there is applause and a teacher stands up to clap and support her. When Darnell delivers his speech, it is in a more casual tone. When he's done, there is some applause. Some members in the audience say they would help with the garden and with informing the homeless about gardening.

In the end,

Sweeby Jones speaks last. He wants to know why they don't listen to Darnell. The City Council does not like the fact that he is questioning them. The council ends up voting, and they are not in favor of the garden. Darnell feels he let Sweeby down. Someone from the *Journal* asks Darnell to write another piece! Someone wants to donate land for the garden!

Name: \_\_\_\_\_

# DARNELL ROCK REPORTING

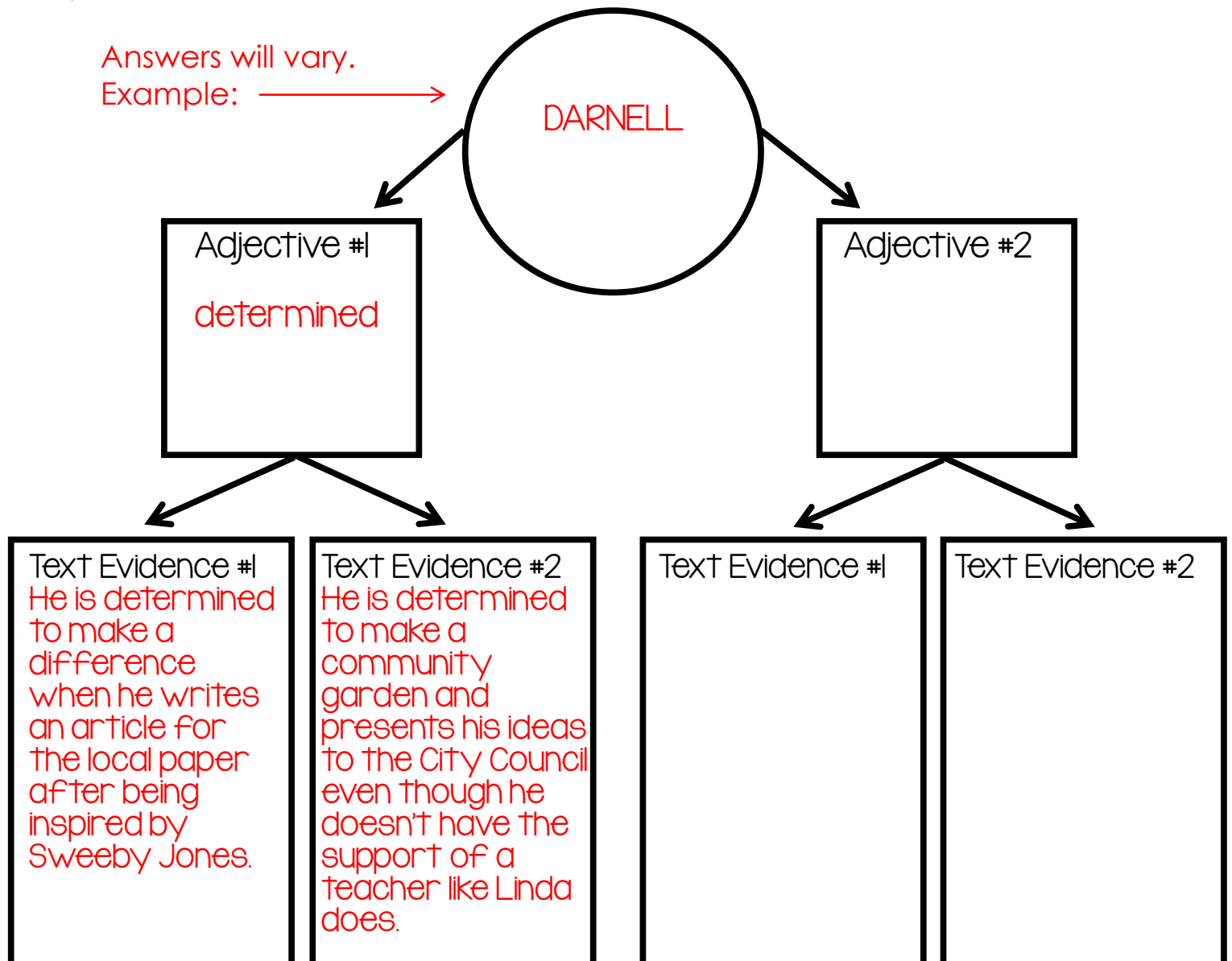
## Characterization

Directions: Think about Darnell and Linda.

1. Choose one character to write about, and write that character's name in the circle at the top.
2. Write an adjective (describing word) that describes the character in each of the squares.
3. In each rectangle, write evidence from the text that supports the adjective you chose.

Answers will vary.

Example: 





Name: \_\_\_\_\_

## Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Darnell Rock writes, "The garden is a chance for some people to help their own lives." Support this statement with details from the story.

The homeless can help themselves by raising their own food. When you are able to do something to help yourself, it empowers you to make a change for the good.

2. Explain three of Linda's main points for not developing a garden for the homeless.

Linda says that teaching is a difficult profession and the community should support its teachers by creating a parking lot for them. She also states that homeless people don't have experience tending a garden and couldn't use the land anyway. She also says that teacher make good examples for youth and homeless people do not.

3. Use details from the story to describe the setting of the City Council meeting.

There are at least 300 people in attendance. The room is large, with high ceilings. There are rows of benches facing a platform where the council will sit.

4. Make an inference: Why do you think the author included the part about the builder's building violations?

Answers will vary. Possible answer: This conversation between the builder and council members shows the readers how no-nonsense the board is.

Name: \_\_\_\_\_

## DARNELL ROCK REPORTING

### Text Questions

5. When Darnell's name is called, the author writes, "He made the *long trip* to the microphone." Was the walk long in reality? Why would the author write this?

No, the walk was not long. The author probably wrote this because this is how Darnell felt. He was nervous and all eyes were on him. The walk probably felt long, with his speech swirling in his mind and knowing people were waiting to hear what he had to say.

6. How are the tones of Linda and Darnell's speeches different?

Linda's speech is more formal and she reads it a snooty voice. The language in Darnell's speech is casual and he is nervous. He talks to the council members where as Linda reads a speech.

7. Darnell feels he let Mr. Sweeby down. Do you agree or disagree? Explain your thinking using details from the story as well as your own background knowledge.

Answers will vary.

8. What is *your opinion*? Would you vote for a community garden or a parking lot for teachers? Explain your thinking.

Answers will vary.

Name: \_\_\_\_\_

## DARNELL ROCK REPORTING

# Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
urge	to entreat earnestly and repeatedly; exhort	Answers will vary.
minimum	the smallest amount or degree possible	Answers will vary.
dependent	relying on or needing the help of another for support	Answers will vary.
violations	the act or an instance of breaking or ignoring or the condition of being broken or ignored	Answers will vary.
granted	to give or allow something	Answers will vary.
effective	having an intended or expected effect	Answers will vary.
deteriorating	to make or become inferior in quality, character, or value; worsen	Answers will vary.
issue	a subject being discussed or disputed; a question under debate	Answers will vary.
ordinance	a statute or regulation, especially one enacted by a city government	Answers will vary.
exception	the act of leaving out or the condition of being left out	Answers will vary.

Name: \_\_\_\_\_

## Suffixes: -ible, -able, -ism, -ist

Directions: Complete the table, sorting the words based upon their suffix. Give the root word, if there is one.

**-ible & -able = able to be**

**-ism = belief, attitude, style, state or condition**

**-ist = person who does a specified action or activity**

<b>-ible</b>	<b>root word</b>	<b>-able</b>	<b>root word</b>	<b>-ism</b>	<b>root word</b>	<b>-ist</b>	<b>root word</b>
horrible		breakable	break	idealism	ideal	pianist	piano
incredible		washable	wash	metabolism		biologist	biology
flexible	flex	enviable	envy	racism	race	artist	art
divisible	divide	bendable	bend	volunteerism	volunteer	novelist	novel
responsible						violinist	violin

horrible

breakable

washable

pianist

idealism

flexible

biologist

incredible

divisible

enviable

responsible

bendable

artist

metabolism

racism

novelist

volunteerism

violinist

Name: \_\_\_\_\_

# Spelling: Suffix Sort

Directions: Sort the spelling words by suffix.

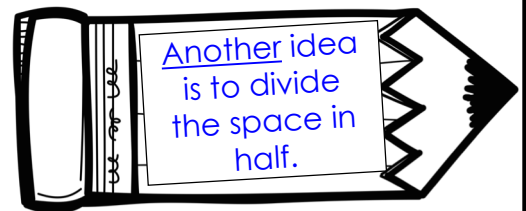
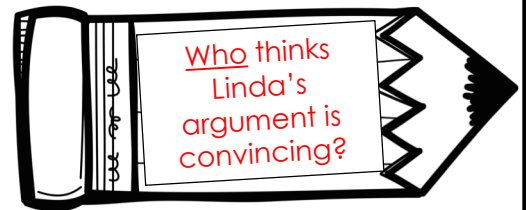
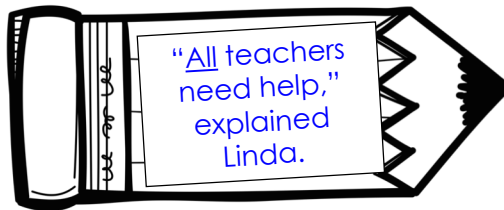
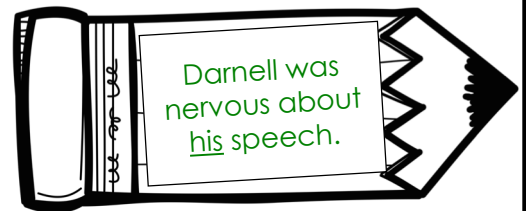
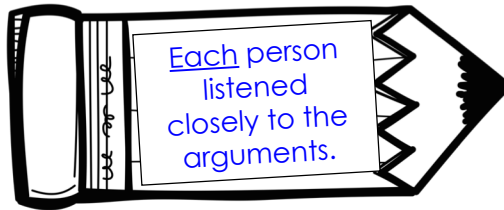
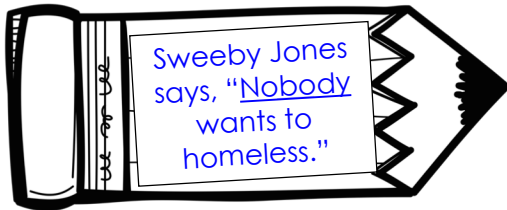
<b>-ful</b>	<b>-ly</b>	<b>-ness</b>	<b>-less</b>	<b>-ment</b>	
<b>delightful</b>	<b>lately</b>	<b>closeness</b>	<b>harmless</b>	<b>settlement</b>	
<b>suspenseful</b>	<b>calmly</b>	<b>clumsiness</b>	<b>merciless</b>	<b>enjoyment</b>	
<b>watchful</b>	<b>noisily</b>	<b>tardiness</b>	<b>countless</b>	<b>movement</b>	
<b>forgetful</b>	<b>lonely</b>	<b>seriousness</b>	<b>effortless</b>	<b>government</b>	
<b>plentiful</b>	<b>steadily</b>	<b>cloudiness</b>	<b>penniless</b>	<b>appointment</b>	
	<b>suspiciously</b>	<b>forgiveness</b>		<b>pavement</b>	
				<b>agreement</b>	
				<b>contentment</b>	
<b>lately</b>	<b>closeness</b>	<b>delightful</b>	<b>harmless</b>	<b>clumsiness</b>	<b>suspenseful</b>
<b>settlement</b>	<b>calmly</b>	<b>noisily</b>	<b>enjoyment</b>	<b>movement</b>	<b>merciless</b>
<b>watchful</b>	<b>government</b>	<b>tardiness</b>	<b>appointment</b>	<b>pavement</b>	<b>seriousness</b>
<b>countless</b>	<b>agreement</b>	<b>forgetful</b>	<b>effortless</b>	<b>lonely</b>	<b>contentment</b>
<b>steadily</b>	<b>cloudiness</b>	<b>forgiveness</b>	<b>plentiful</b>	<b>penniless</b>	<b>suspiciously</b>

Name: \_\_\_\_\_

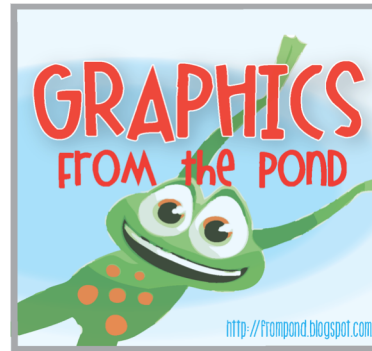
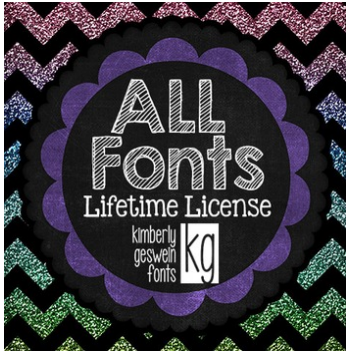
# DARNELL ROCK REPORTING

## Grammar: Pronouns

Directions: Underline the pronoun in each sentence. Color the sentences with indefinite pronouns blue. Color the sentences with possessive pronouns green. Color the sentence with interrogative pronouns red.



# CREDITS & TERMS OF USE



[www.melonheadzillustrating.blogspot.com](http://www.melonheadzillustrating.blogspot.com)

Thank you for purchasing this supplemental Journeys unit! There are more Journeys units available in my store, for 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades!

If you like what you see and want to share with your colleagues, please purchase additional licenses at 10% OFF! This purchase is for single classroom use only. Thank you!

Also available in my store are Common Core aligned novel studies, Daily Oral Language sets for grades 2-5, Holiday-themed Math Packets, poster sets, and more!

[www.teacherspayteachers.com/Store/Amanda-Garcia](http://www.teacherspayteachers.com/Store/Amanda-Garcia)

Copyright © 2016 by Amanda Garcia  
All rights reserved by author.

Permission to copy for **single** classroom use only.  
Electronic distribution limited to **single** classroom use only.  
Not for public display.