

Context Clues Station

Directions: work with your team to read each sentence and determine the meaning of the word using context clues or your prior knowledge.

Write the definition you come up with AND explain what clues in the sentence helped you determine the word meaning on your answer sheet.

1. **Detest:** Everyone else at the party wanted garbage pizza but Tim because he **detested** vegetables.
2. **Alter:** Grandpa didn't know that Suzie was coming along on the fishing trip, and now he had to **alter** his plans.
3. **Melodramatic:** When Kiki got a tiny cut on her pinky finger, she got all **melodramatic** and began sobbing and demanding a doctor.
4. **Remorse:** As Tommy walked home with the money from the church he had stolen in his pocket, powerful feelings of **remorse** bubbled in his stomach.
5. **Inquiry:** When the other moms heard about how Charlene had won the baking contest, her email was flooded with **inquiries** for her award winning muffin recipe.
6. **Perch:** The children were **perched** on the edge of the sofa arms, waiting to hop off and land on the next unlucky passerby.
7. **Earnest:** Jeremiah joked around so much that when he told the others about the accident that had occurred, they didn't believe that he was being **earnest**.
8. **Jovial:** Unlike Bob, who treated others rudely and kept to himself, Bobby was **jovial**, friendly, and outgoing.
9. **Demeanor:** My grandma's **demeanor** was such that people often thought she was being rude when she was just being honest.
10. **Beckoned:** The lady decided that it was tea time and so, by jingling a tiny silver bell, she **beckoned** her servants to attend.

Context Clues Station

1. Definition:

What clues led you to your definition:

2. Definition:

What clues led you to your definition:

3. Definition:

What clues led you to your definition:

4. Definition:

What clues led you to your definition:

5. Definition:

What clues led you to your definition:

6. Definition:

What clues led you to your definition:

7. Definition:

What clues led you to your definition:

8. Definition:

What clues led you to your definition:

9. Definition:

What clues led you to your definition:

10. Definition:

What clues led you to your definition:

Inferences Station

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Record your answers on the answer sheet.

Passage 1

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

Passage 2

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sandwich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

Passage 3

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

Passage 4

Today was a special day in Ms. Smith’s class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica’s desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone’s mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica’s mailbox, but it wouldn’t quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

Passage 1

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Passage 2

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

Passage 3

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Passage 4

8. Why is today a special day? _____

What in the text supports your idea?

9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?

Identifying Theme Station

Directions: read each short story and determine the theme or message in the story. Remember that a good answer will focus on big world lessons, not small world details of the story. Record your answers on the answer sheet.

Passage 1:

Even though they were sisters, Suzie and June were nothing alike. If Suzie wanted to jump rope, June wanted to play hopscotch. If June wanted to watch soap operas, Suzie wanted to watch talk shows. Tensions rose to the point that the girls could no longer stand one another's company. It seemed that they had nothing in common, until the day that progress reports came out. While riding the bus home from school, the girls—startled by how upset the other looked—realized that they were both failing a subject. Suzie was failing math and June was failing reading. Since both girls wanted to pass their classes, they got to talking and agreed to help one another. So everyday after school for the next few weeks, Suzie tutored June in reading and then June tutored Suzie in math. By the time report cards came were distributed, Suzie and June were passing all of their classes. The girls were delighted, but their mother was happiest of all. Not just because her daughters passed their classes, but because they had learned to be good sisters.

Passage 2:

All Victor ever wanted to do with his life was be a singer. He didn't pay attention in school and he spent all of his time at home watching music videos online and impersonating his idols. His mother tried to teach him the value of getting an education and having a backup plan, but Victor would respond the same way every time, "Mom, I won't need to know any of that boring old stuff when I'm famous. You'll see." But there was one major problem with Victor's plan: he wasn't any good at singing. Victor wanted to be a singer so badly, that he didn't notice the pained look on the faces of those who endured his singing. Because he wanted to be a singer so badly, when honest people told him to find something else to do with his life, he accused them of being "jealous haters" and ignored their advice. After Victor dropped out of high school to focus on his music career, the years passed and the doors never opened.

Passage 3:

Kyle liked Lucy more than any other girl in the school, but he had an odd way of showing it. When she walked ahead of him in line, he kicked at her shoe. When she passed him on the school yard, he called her “lame Lucy.” He even wrote a mean word on her homework during the bus ride to school. But what puzzled Lucy the most was receiving an invitation to Kyle’s birthday party. Figuring that he was just planning a mean trick on her, Lucy decided not to go, and while Kyle eagerly awaited Lucy’s arrival, Lucy talked on the phone to Jacob. When Kyle finally realized that Lucy was not coming to his party, he was crushed.

Passage 4:

The little grey mouse that lived in my wall prospered for many days on nibbles of my lunch. I’d pack a meal before bed and, while I slept, he would take small bites of my lunch, which I left on the counter. He’d take a cracker crumble here, and a bread crumb there, but he wouldn’t take too much and he’d always clean up after himself. Things were going quite well for him and I didn’t even know he existed, until he got sloppy. One night while I slept, he ate all of my chips and left behind a big mess. When I awoke to this sight, I knew what had happened to my chips. So the next night when he returned for another snack, he found a nice, delicious piece of cheese... lightly balanced on a mouse trap. Now I don’t have to share my chips anymore.

Passage 5:

Ulysses spent all of his free time reading books and felt that he was very intelligent. One day a nice student from his class asked him if he wanted to go sledding and Ulysses responded, “I’ve read about sledding in books, and it sounds miserable. No, thank you.” On another day, a different friendly student asked Ulysses if he wanted to go out for hotdogs after school. Ulysses responded, “I’ve read that hotdogs are filled with rat parts and pig bellies. No, thank you.” Nobody asked Ulysses to hang out again, but he did read about friends in his books.

Passage 1

1. What is the theme of this story? _____

2. What happens in the story that leads you to believe this? _____

Passage 2

3. What is the theme of this story? _____

4. What happens in the story that leads you to believe this? _____

Passage 3

5. What is the theme of this story? _____

6. What happens in the story that leads you to believe this? _____

Passage 4

7. What is the theme of this story? _____

8. What happens in the story that leads you to believe this? _____

Passage 5

9. What is the theme of this story? _____

10. What happens in the story that leads you to believe this? _____

Main Idea Station

Directions: Work as a team to read each passage and ask yourself, "What is going on in this paragraph?" Determine the main idea in ONE sentence and come up with an appropriate title for the selection and write these on your answer sheet.

1. What do you get when you cross a robot and an astronaut? A Robonaut! Robonauts are robot helpers designed to work side-by-side with astronauts. Work on the first Robonaut began in 1997, and by 2002 Robonaut B was revealed to the public. Robonaut B may have featured interchangeable lower bodies, like four-wheel mode or hydraulic legs, but scientists and engineers continued to improve Robonaut. In February of 2010, Robonaut 2 was released to the public. Robonaut 2 moved four times faster than the first Robonaut. An advanced version of Robonaut 2 was finally tested in outer space in 2011. Robonaut functioned exactly as designed.

2. *Automation* is the use of machines to reduce the need for human labor. In other words automation is when jobs done by people become jobs done by robots. Automation can be a good thing. Because of automation, clothing, cars, and other manufactured products are available at good prices and in large supply. But automation can also be a bad thing. Because of automation, there are over 700,000 robots in America alone that do jobs once performed by humans. The way of automation may not be best for humanity, but it is the course we are taking.

3. From airplanes to forklifts, hydraulic power is the strength behind many amazing technologies that affect our daily lives, even the brakes on your school bus, but how do they work? First, fluid is rapidly released into a chamber through a valve. As the fluid collects, the valve is slammed shut which causes a pressure spike. Because the chamber is sealed, the pressure has nowhere to go. The hydraulic mechanism channels the pressure and provides great power. And that's how, with the help of hydraulics, Grandma can stop a car with one foot.

4. Many people use the words *cyborg* and *android* interchangeably when, in fact, they have different meanings. Both terms refer to beings powered by robotics, but an android is powered entirely by robots. Though androids are completely mechanical, they are designed to look like humans. They may have synthetic skin, hair, and other features, but no human organs. On the other hand, cyborgs are part human and part machine. They may have robotic hands, legs, or eyes, but all cyborgs have surgically implanted technologies that enhance their abilities.

5. It is widely acknowledged fact that machines are stronger than people, but is it possible for them to become smarter than us too? Some scientists fear that it is, or so says the theory of technological singularity. In a nut shell, the theory of technological singularity says that when a computer becomes capable of improving its own capabilities, even in just the slightest way, it will go into an infinite loop, getting progressively smarter, which would inevitably lead to machines becoming smarter than people, or so the theory goes. Such gains in available intelligence might lead to huge improvements in science and medicine. Diseases could be cured and so forth. On the other hand, it could lead to the total domination of mankind by robots, which would be bad. I, for one, welcome our new computer overlords.

6. Fellow Members of the Springfield Robotics Club: It has come to my attention that the workshop has been left an absolute mess on at least two separate occasions. Remember, that this is a shared space, so we must clean up behind ourselves after every meeting. It is in the spirit of keeping our club meeting space that we establish this rule: when you take a tool off the rack, put it back. If everyone puts their tools back immediately after they are done using them, there will be minimal mess to clean up, and we won't get kicked out of the spot. So, if you like having a meeting place, put your tools back.

Main Idea Station

1. Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea, NOT the supporting details.**

Give the paragraph an appropriate title:

2. Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea, NOT the supporting details.**

Give the paragraph an appropriate title:

3. Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea, NOT the supporting details.**

Give the paragraph an appropriate title:

4. Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea, NOT the supporting details.**

Give the paragraph an appropriate title:

5. Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea, NOT the supporting details.**

Give the paragraph an appropriate title:

6. Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea, NOT the supporting details.**

Give the paragraph an appropriate title:

Figurative Language Station

Directions: Work with your team to read the lines of poetry. Slashes (/) represent line breaks.

Figure out which technique is being used: simile, metaphor, hyperbole, or personification. Then explain how you figured out your answer. *It is possible that more than one technique is being used. If you can, explain each.*

1. Like burnt-out torches by a sick man's bed
2. Drip—hiss—drip—hiss fall the raindrops / on the oaken log which
burns, and steams,
and smokes the ceiling beams. / Drip—hiss—the rain never stops.
3. When the stars threw down their spears, / And water'd heaven with
their tears,
4. The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,
5. I do not care to talk to you although / Your speech evokes a
thousand sympathies,
6. The sun was shining on the sea, / Shining with all his might:
7. The leaves are little yellow fish / swimming in the river.
8. The old clock down in the parlor / Like a sleepless mourner
grieves,
9. By the lakes that thus outspread / Their lone waters, lone and dead /
Their sad waters, sad and chilly
10. Fame is a bee. / It has a song -- / It has a sting --

Figurative Language Station

1. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

2. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

3. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

4. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

5. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

6. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

7. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

8. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

9. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

10. Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

Explain how you know.

Tone Station

Directions: Tone is the narrator's attitude toward his or her subject. It is like tone of voice in that people use the same words to describe them. For example, one could say that the narrator's tone is sarcastic if that narrator were mocking the characters. Identifying emotional/signal words in a poem will help you determine tone.

Read each poem with your team, and then answer the questions that follow.

Ellis Park

By Helen Hoyt

Little park that I pass through,
I carry off a piece of you
Every morning hurrying down
To my work-day in the town;
Carry you for country there
To make the city ways more fair.
I take your trees,
And your breeze,
Your greenness,
Your cleanness,
Some of your shade, some of your sky,
Some of your calm as I go by;
Your flowers to trim
The pavements grim;
Your space for room in the jostled street
And grass for carpet to my feet.

Your fountains take and sweet bird calls
To sing me from my office walls.
All that I can see
I carry off with me.
But you never miss my theft,
So much treasure you have left.
As I find you, fresh at morning,
So I find you, home returning --
Nothing lacking from your grace.
All your riches wait in place
For me to borrow
On the morrow.

Do you hear this praise of you,
Little park that I pass through?

In Trouble and Shame

By D.H. Lawrence

I look at the swaling¹ sunset
And wish I could go also
Through the red doors beyond the black-
purple bar.

I wish that I could go
Through the red doors where I could put
off
My shame like shoes in the porch
My pain like garments,
And leave my flesh discarded lying
Like luggage of some departed traveller
Gone one knows not where.

Then I would turn round
And seeing my cast-off body lying like
lumber,
I would laugh with joy.

1. *swaling*: burning

From **Prelude**
By Richard Aldington

How could I love you more?

I try to think of one lovely gift
No lover yet in all the world has found;
I think: If the cold somber¹ gods
Were hot with love as I am
Could they not endow² you with a star
And fix bright youth forever in your
limbs?
Could they not give you all things that I
lack?

You should have loved a god; I am but
dust.
Yet no god loves as loves this poor frail
dust.

1. *somber*: dark, dreary, joyless

2. *endow*: give someone something for free

Tone Station

Use your tone/mood sheet in your TOC to pick a good tone word if you're having trouble.

Ellis Park

1. What is the tone?
2. What signal words helped you decide the tone (at least 4)?

In Trouble and Shame

3. What is the tone?
4. What signal words helped you decide the tone (at least 4)?

from Prelude

5. What is the tone?
6. What signal words helped you decide the tone (at least 4)?