

# hello!

## START HERE

### 1. Check your order

We've made every effort to pack your collection carefully.  
Please take a moment to make sure you've received everything you ordered.

**CONTACT US WITHIN 2 WEEKS IF ANYTHING IS MISSING OR INCORRECT.**

### 2. Get to know your collection

The following unboxing sheets will give you a brief introduction  
to each component of your collection.

IMPORTANT: Carefully read the teacher and student  
information in the front of each guide.

### 3. Browse the schedules

The *Suggested Yearly Schedule* is just that, a suggestion. Our materials are designed  
to adapt to your schedule, your teaching style, and your student's learning style.

The *Weekly Literature Schedule* is also a suggestion, but over many years,  
this approach has proven to be a great tool in helping students succeed and flourish.

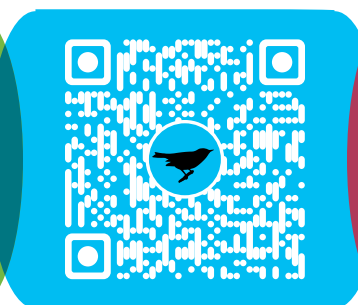
### 4. Explore our support resources:

#### Parent/Teacher Info



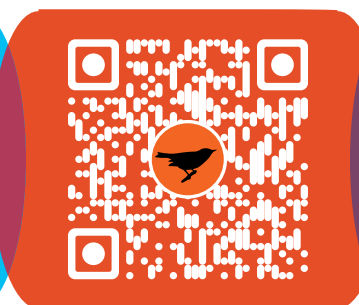
[blackbirdandcompany.com/  
information-for-parents-and-teachers](https://blackbirdandcompany.com/information-for-parents-and-teachers)

#### Answer Keys



[blackbirdandcompany.com/  
information-for-parents-and-teachers/  
answer-keys](https://blackbirdandcompany.com/information-for-parents-and-teachers/answer-keys)

#### Free Resources



[blackbirdandcompany.com/  
product-category/free-stuff](https://blackbirdandcompany.com/product-category/free-stuff)

#### Videos



[blackbirdandcompany.com/  
video-collection/](https://blackbirdandcompany.com/video-collection/)

Thank you for choosing a Grade Level Collection!

We've made every effort to pack your collection carefully. Please take a moment to make sure you have received everything included in your order.

*Your 5<sup>th</sup> Grade Collection contains the following items:*

**LITERATURE/WRITING • Level 2 Year Pack E**

**6 Workbooks & Novels:**

- ☐ *Esperanza Rising*      ☐ *The Magician's Nephew*    ☐ *Paper Things*      ☐ *Teacher Helps*  
☐ *Grayson*      ☐ *Pablo and Birdy*      ☐ *Rascal*

**GRAMMAR • One True Sentence C: Tools of Style 1**

- ☐ *Student Workbook*      ☐ *Hot Fudge Monday Workbook*

**VOCABULARY • Operation Lexicon: E.B. White**

- ☐ *Student Workbook*

**RESEARCH WRITING • Significant People Year – Pack C**

**John Muir**

- ☐ *Student Workbook*  
☐ *John Muir: America's First Environmentalist*  
☐ *John Muir Wrestles a Waterfall*

**Malala Yousafzai**

- ☐ *Student Workbook*  
☐ *Who Is Malala Yousafzai?*  
☐ *Malala's Magic Pencil*

**George Washington Carver**

- ☐ *Student Workbook*  
☐ *Who Was George Washington Carver?*  
☐ *A Weed is a Flower: The Life of George Washington Carver*

**Rosa Parks**

- ☐ *Student Workbook*  
☐ *Who Was Rosa Parks?*  
☐ *Rosa*

**PLEASE CONTACT US WITHIN 2 WEEKS IF ANY OF YOUR ITEMS ARE MISSING OR INCORRECT.**

Now that you've checked your package, let's learn about each item...



**blackbird & company**

READ WELL • WRITE WELL • THINK WELL

*The following information will help you become familiar with each piece of your collection.*

## Literature + Writing Discovery: Level 2 - Year Pack E

1. In addition to the blue student guides and accompanying books, you will have received a thin “Teacher Helps” volume. Taking time to read carefully to understand what is expected of your student along the way, you will discover strategies that will enable you to support and inspire learning.
2. Answer keys can be found here:

***blackbirdandcompany.com » Parents/Teachers » Answer Keys***

3. Additionally, inside each student workbook is a “How-to” guide, as well as instructional prompts along the way—please read this information carefully. These components act as a built-in “Teacher/Mentor” to support each step of the student’s journey.

Ultimately, when it comes to language arts learning, much of the exceptional work that students accomplish will be subjective in nature tied to their ideas. As we value the ideas of the student—their discoveries from reading, their observations—and challenge them to write these ideas well, the outcome, over time, is that literacy skills soar.



## One True Sentence C: Tools of Style 1

Take it from Hemingway:

***“All you have to do is write one true sentence. Write the truest sentence you know.”***

Rhetoric is the art of using language effectively. The best way to learn rhetorical tools is to *use* rhetorical tools.

The goal is to produce well-formed, exceptional sentences. A singular sentence is simply a collection of words that conveys an idea. When well-crafted sentences are connected wisely, one after another, meaning flows, carrying that idea forward in a clear and concise manner. Over the course of 20 weeks, students will be introduced to twenty tools that will help them construct their ideas.

Following are some strategies that will help you begin:

1. Begin by reading the introductory material in the student workbook, focusing especially on the two pages dedicated to you, the teacher (***For the Teacher***).
2. Flip to the student pages for Week 1 and read the directives to familiarize yourself with the layout. Each week will be formatted similarly. On Day 1, the student will be presented with a new concept to discover and will be prompted through a constructive activity. The student is then prompted to craft 5 more sentences utilizing the tool that is introduced. The exercises take about 45 minutes to an hour per week.



## Operation Lexicon: E.B. White

A lexicon is the collected vocabulary utilized by a writer. Over the course of 26 weeks, students will explore a cluster of words from the lexicon of E.B. White. Using these words in an original way, with inspiration from favorites such as *Charlotte’s Web*, *Stuart Little*, and *The Trumpet of the Swan*, will help the budding wordsmith recognize the plasticity of language and delight in its beauty.

1. Everything for the teacher is included in the front of the workbook. Begin by reading the ***Introduction*** followed by ***How to use this Guide***—3 short pages! Encourage your student to read along.
2. Read, together with your student the information about Ted Hughes.
3. With your student, look through the ***Story Starters*** and the ***Day 3 micro-story example*** before beginning the work.
4. Each week contains three days of lessons. These lessons are guided by a built-in-mentor for your student to be guided in the work. Familiarizing yourself with one week will help you to better support your student. Day 1 and 2 will take about 15 minutes each, while Day 3 may take a bit longer, 30 minutes to an hour, because it involves application of the words and a bit of creativity.

Finally, here is an encouragement from E.B. White:

*Anyone who writes down to children is simply wasting his time. You have to write up, not down. Children are demanding. They are the most attentive, curious, eager, observant, sensitive, quick, and generally congenial readers on earth. They accept, almost without question, anything you present them with, as long as it is presented honestly, fearlessly, and clearly.*



## Research Writing: Significant People - Year Pack C

In 5 short weeks, your students will walk through the process of studying a significant person from history, culminating in the crafting of an original biographical essay. An hour per week of focused time should be sufficient to complete this work. Some students may need a bit more time to account for the reading.

Following are some strategies that will help you begin:

1. Begin by reading the ***How this Guide is Organized*** in the front of the student guide.
2. Study the ***Assignment Checklist*** in the front of the student guide, as this is a tool that can be utilized by both the student and the teacher.
3. Study the ***Essay Diagram*** also in the front of the student guide. During the first three weeks, students will read the biography, gather words to help them describe the person, and create one body paragraph each week. During the fourth week, students will craft an opening and closing paragraph and put their essay together.
4. Week 5 is devoted to creating a final draft of their essay, as well as a culminating project to accompany the research.

Exploring and being inspired by larger-than-life people who have impacted the shaping of the world, will inspire students to have a larger view of what's possible.



## Hot Fudge Monday

This workbook will offer opportunities for your student to continue constructive practice using the parts of speech via cleverly engaging activities. *Hot Fudge Monday* joins the study of words to the process of crafting those words into meaningful sentences. The workbook consists of eight chapters, each one dealing with one part of speech.

1. There are far too many exercises in this workbook to complete in one school year. Set aside one day per week to choose one activity tied to a specific part of speech that you feel will engage your student (you do not have to use this workbook in the order that the material is presented) and set aside 30 minutes or so of independent writing time to complete the activity.
2. This workbook has enough activities to carry over to a second school year.



Grade Level	Collection	Suggested Yearly Schedule
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The following is a suggested outline showing how the pieces of your Grade Level Collection can be puzzled together over the course of the school year. Any of the elements can be staggered and/or spread out in order to meet your particular needs, creating a varied and comprehensive learning experience.

☐ = No Assignment

## Literature + Writing: Level 2 Year Pack E • 5 days/week, 45–60 minutes/day • 36 Weeks

*Use 4 weeks to complete the story activities. Use week 5 for projects. Use week 6 for discussion and review.*

[illegible]

# One True Sentence C: Tools of Style 1 • 5 days/week, 15–30 minutes/day • 20 Weeks

**Begin on week 5.**

[illegible]

**Operation Lexicon: E.B. White • 3 days/week, 15–30 minutes/day • 29 Weeks**

[illegible]

**Research: Significant People C • 1 day/week, 60–90 minutes/day • 20 Weeks (spread over 34)**

**Complete each guide in 5 weeks then wait 5 weeks before beginning the next.**

[illegible]

**Hot Fudge Monday • 1 day/week, 30 minutes/day • 40 Weeks**

**1-3 lessons per week.**

[illegible]

This 5 week schedule is a suggested daily approach to the literature component of your Grade Level Collection.

Following a schedule similar to this will help students stay on track with weekly assignments while allowing relaxed time for reading, as well as concentrated time for thinking, writing, and editing.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1 Preliminary ..... WEEK 1 Begin Section 1	<ul style="list-style-type: none"> <li>Complete Section 1 reading before beginning Week 1</li> <li>.....</li> <li>Complete vocabulary</li> <li>Begin notes (Character/Setting/Plot)</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li>Complete notes (Character/Setting/Plot)</li> <li>Begin comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li>Write rough draft</li> <li>Complete notes &amp; comprehension questions if needed</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li>Edit rough draft and conference with an adult</li> <li>Write final draft</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li><b>Section 1 due</b></li> <li>Begin reading for Section 2</li> </ul>
WEEK 2 Begin Section 2	<ul style="list-style-type: none"> <li>Discussion questions from Section 1</li> <li>Complete vocabulary</li> <li>Begin notes (Character/Setting/Plot)</li> </ul>	<ul style="list-style-type: none"> <li>Complete notes (Character/Setting/Plot)</li> <li>Begin comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Write rough draft</li> <li>Complete notes &amp; comprehension questions if needed</li> </ul>	<ul style="list-style-type: none"> <li>Edit rough draft and conference with an adult</li> <li>Write final draft</li> </ul>	<ul style="list-style-type: none"> <li><b>Section 2 due</b></li> <li>Begin reading for Section 3</li> <li>Brainstorm ideas for Section 5</li> </ul>
WEEK 3 Begin Section 3	<ul style="list-style-type: none"> <li>Discussion questions from Section 2</li> <li>Complete vocabulary</li> <li>Begin notes (Character/Setting/Plot)</li> </ul>	<ul style="list-style-type: none"> <li>Complete notes (Character/Setting/Plot)</li> <li>Begin comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Write rough draft</li> <li>Complete notes &amp; comprehension questions if needed</li> </ul>	<ul style="list-style-type: none"> <li>Edit rough draft and conference with an adult</li> <li>Write final draft</li> </ul>	<ul style="list-style-type: none"> <li><b>Section 3 due</b></li> <li>Begin reading for Section 4</li> <li>Develop your idea and plan Section 5</li> </ul>
WEEK 4 Begin Section 4	<ul style="list-style-type: none"> <li>Discussion questions from Section 1</li> <li>Complete vocabulary</li> <li>Begin notes (Character/Setting/Plot)</li> </ul>	<ul style="list-style-type: none"> <li>Complete notes (Character/Setting/Plot)</li> <li>Begin comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Write rough draft</li> <li>Complete notes &amp; comprehension questions if needed</li> </ul>	<ul style="list-style-type: none"> <li>Edit rough draft and conference with an adult</li> <li>Write final draft</li> </ul>	<ul style="list-style-type: none"> <li><b>Section 4 due</b></li> <li>Continue developing and planning Section 5</li> </ul>
WEEK 5 Begin Section 5	<ul style="list-style-type: none"> <li>Execute Section 5 &gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Execute Section 5 &gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Execute Section 5 &gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Execute Section 5 &gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li><b>Section 5 due</b></li> <li>.....</li> <li>Begin reading for next guide</li> </ul>