

YOU BETTER READ

If they're cheating on homework and you have chronic absences, that usually means two things:

- 1 Homework isn't proving they read.
- 2 You need something that can't be copied.

Let's think strategically (especially with your 6th graders and ATLAS goals in mind).

1. Do “No-Notice Reading Checks” (5 minutes)

Instead of collecting homework, start class with:

-  3 short-answer questions
- 1 inference question
- 1 “Why does this matter?” question

They must answer without books open first.

Example:

- Why is Tree-ear frustrated at the end of the chapter?
- What choice did he make, and what does it reveal about him?
- What is one symbol or image the author used?

You'll know immediately who read.

2. One-Quote Response (Can't Copy This)

Put one quote from the chapter on the board and ask:

What does this quote reveal about the character's motivation?

They must:

- Restate
- Explain
- Connect

If they didn't read, they can't fake deeper explanation.

3. 60-Second Oral Check (Powerful)

Call on 3–5 random students:

“Summarize yesterday's chapter in 30 seconds.”

Chronic absences will show quickly — but this also builds accountability without shaming.

4. “Prove You Read” Sticky Notes

Students write:

- One question they had
- One confusing part
- One important moment

Specificity tells you who actually read.

5. In-Class Reading for Chronic Absentees

For students who are frequently absent:

- Give them 10–15 minutes of silent reading at the start
- Then give the same reading check

That removes the “I wasn't here” excuse.

6. Make Homework Smaller but Deeper

Instead of:

“Answer 10 questions”

Try:

“Write 1 strong paragraph explaining the most important decision in the chapter.”

Cheating is harder when thinking is required.

Big Shift: Grade the Thinking, Not the Completion

If homework isn't reliable, make:

- Homework = practice (low weight)
- Reading checks = grade

Students adjust quickly when the grade lives in class.

M1 ARC B Bud, Not Buddy

 Grade 6 - Module 1 Arc B: Bud, Not Buddy

Homework Packet (Lesson 12 - Lesson 22) Name: _____

 Directions for All Chapters

1.  Read the entire assigned chapter before answering the questions.
2.  Answer each question in complete sentences.
3.  When a question asks for evidence, use a detail from Bud, Not Buddy and include the page number.
4.  Use your own words to explain your thinking. Do not just copy sentences from the book.
5.  Reread your answers before turning in your homework.

 Lesson 12 - Reading Homework *Bud, Not Buddy* (Chapters 1 -3): _____ / 3 points

- ①  Bud keeps a suitcase filled with items that are important to him. What is ONE important item Bud keeps in his suitcase, and why is it important to him?

Item: _____

Why it is important: _____

- ②  What causes Bud to be locked in the shed at the Amos house? Then, explain how Bud eventually escapes.

Cause: _____

How Bud escapes: _____

3★ Based on what you have read so far, what is ONE character trait that describes Bud?

Use an example from Chapters 1–3 to support your answer.

Character Trait: _____

Evidence/Example: _____

_____ This
shows Bud is _____ because _____

 Lesson 13 - Reading Homework *Bud, Not Buddy* (Chapters 4-5): ____ / 3 points

1🔗 After escaping from the shed, Bud returns to the Amos house. What does Bud do to get revenge on Todd, and why does he believe Todd deserves it?

What Bud does: _____

_____ **Why**
:

2🧳 Bud carefully checks the belongings in his suitcase after leaving the Amos house.

Choose ONE item in Bud's suitcase that is important to him. Explain what the item reveals about Bud or his past.

Important Item: _____

What it reveals: _____

3 ★ Bud remembers his mother telling him, “**When one door closes...another door opens.**”

What does Bud now understand his mother's saying to mean? How does it connect to what is happening in his life?

What the saying means: _____

Connection to Bud: _____

Lesson 14 - Reading Homework *Bud, Not Buddy* : NO HOMEWORK

Lesson 15 - Reading Homework *Bud, Not Buddy* (Chapters 6): ____ / 3 points

1 🔗 Bud arrives late to the mission and is told that the breakfast line is closed. What happens that allows Bud to get into the line and receive breakfast?

What happens: _____

Result: _____

2 🔍 What do the long line and the rules at the mission reveal about life during the Great Depression?

Use at least ONE detail from the chapter to support your answer.

3 ★ How do the strangers at the mission treat Bud? What does their behavior reveal about how people helped one another during difficult times?

How they treat Bud: _____

What this reveals: _____

 Lesson 16 - Reading Homework *Bud, Not Buddy* (Chapters 7-8): ____ / 3 points

1  Why does Bud go to the library looking for Miss Hill? What does he discover about her that changes his plans?

Why Bud needs Miss Hill: _____

_____ What
t he discovers: _____

2 Why does Bugs find Bud, and what new plan do the two boys make together?

Why Bugs finds Bud: _____

Their plan: _____

3 ★ Bud and Bugs arrive at a place called Hooverville, where many people are living together during the Great Depression.

What does Hooverville reveal about the struggles people faced during the Great Depression? Use at least ONE detail from the chapter to support your answer.

What I learned: _____

Evidence from the chapter: _____

This shows: _____

 Lesson 17 - Reading Homework “Hoovervilles” (Article): ____ / 2 points

- 1  Why did Hoovervilles begin to appear during the Great Depression, and what types of materials did people use to build their homes?

- 2  What does the article reveal about the challenges people living in Hoovervilles faced? Use at least ONE detail from the article to support your answer.

My Answer: _____

Evidence from the Article: _____

This shows: _____

 Lesson 18 - Reading Homework *Bud, Not Buddy* (Chapters 9-10): ____ / 3 points

1 🗺️ After what happens at Hooverville, Bud makes an important decision about where he will go next. Where does Bud decide to go, and why does he choose this destination?

Where Bud is going: _____

Why: _____

2 🚗 Who is Lefty Lewis, and how does he convince Bud to get into his car?

Who Bud meets: _____

How he convinces Bud: _____

3 ★ Bud is suspicious of Lefty Lewis even though Lefty is trying to help him.

What does Bud's reaction to Lefty reveal about Bud's past experiences and the way he views adults? Use at least ONE detail from the chapters to support your answer.

My Answer: _____

Evidence/Example: _____

This shows: _____

📖 Lesson 19 - Reading Homework *Bud, Not Buddy* : NO HOMEWORK

📖 Lesson 20 - Reading Homework *Bud, Not Buddy* : NO HOMEWORK

📖 Lesson 21 - Reading Homework *Bud, Not Buddy* : NO HOMEWORK

📖 Lesson 22 - Reading Homework *Bud, Not Buddy* (Chapters 11): ____ / 3 points

1  How is eating breakfast with the Sleet family different from eating at the Home?

At the Home: _____

At the Sleet house: _____

This difference shows: _____

2  What does Bud's reaction to the Sleet family's kindness reveal about the kind of life he has been used to? Use at least ONE detail from the chapter to support your answer.

My Answer: _____

Evidence/Example: _____

This shows: _____

M2 ARC A I am Malala

Grade 6 – Module 2: I Am Malala

Homework Packet (Lessons 1-13)

Directions for All Lessons

1. Answer each question in **complete sentences**.
2. When using evidence from *I Am Malala*, include a **page number** (Example: *Malala says, "..."* (p. 47)).
3. For vocabulary questions, use the **help box** if you don't have internet access.
4. Always reread your work before turning it in.

Lesson 1 – Vocabulary Exploration Only

____/4 points

 **Focus:** Understanding conviction and how beliefs inspire action

 **Word:** *conviction* — a strong belief or opinion

 **Help Box:** If you have a conviction, you strongly believe something is right and worth standing up for.

1. Define *conviction* in your own words.

2. Explain the difference between caring about something and having a conviction.

3. Write about one conviction you have and how it influences your actions.

4. Give an example of a person whose conviction inspired change in their community

Name: _____

Lesson 2 – Reading Homework: *I Am Malala* (Prologue–Ch. 2) ____/4 points

 **Focus:** Malala's home, family, and love for learning

1. How does Malala describe her home and her father's role in her education? (*Use page numbers*)

2. What do we learn about Malala's feelings toward school?

3. What challenges do girls in her community face when trying to learn?

4. **Vocabulary:** *Conviction* means a strong belief. How does Malala show her conviction for learning?

Lesson 3 – Reading Homework: *I Am Malala* (Ch. 3–5) ____/4 points

 **Focus:** Ziauddin's influence and Malala's growing courage

1. How does Ziauddin inspire Malala to value education? (*Cite pages*)

2. What examples show that Malala is brave and determined?

3. How do people in Swat respond differently to girls' education?

4. **Vocabulary:** Choose one word (brave, determined, hopeful, etc.) that best describes Malala and explain why.

Name: _____

Lesson 4 – ■ Reading Homework: *I Am Malala* (Ch. 6–7)

____/4 points

 **Focus:** The Taliban's rise and the conflict between fear and conviction

1. How does the Radio Mullah (Fazlullah) gain power over the people? (*Cite pages*)

2. What changes begin to affect Malala's school and daily life?

3. How do Malala and her father react when faced with fear and threats?

4. **Vocabulary:** What does it mean to have *conviction* in the face of danger?

Lesson 5 – ■ Reading Homework: *I Am Malala* (Ch. 8)

____/4 points

 **Focus:** Rising tension and acts of bravery

1. How does Malala's family show strength when others remain silent? (*Cite pages*)

2. What new challenges does Malala face in this chapter?

3. How does Malala's voice begin to reach beyond her community?

4. **Vocabulary:** Choose a module word (courage, equality, justice, etc.) that fits this chapter and explain why.

Name: _____

Lesson 6 – Vocabulary Exploration Only

____/4 points

 **Focus:** Understanding vulnerability and the effects of fear

 **Word:** *vulnerable* — open to harm, attack, or damage

 **Help Box:** Someone who is *vulnerable* can be easily hurt—physically or emotionally.

1. Define *vulnerable* in your own words.

2. How can fear make a community vulnerable to control?

3. Describe a time when someone stood strong even while feeling vulnerable.

4. Why is understanding *vulnerability* important when reading about Malala's life?

Lesson 7 – Reading Homework: *I Am Malala* (Ch. 9–10)

____/4 points

 **Focus:** Malala's courage and leadership as her voice grows stronger

 **Word:** *democracy* — a government where people vote for leaders

 **Help Box:** In a democracy, the people have a voice and can choose their government.

1. How does Malala's courage grow stronger as the Taliban's threats increase?
(Cite pages)

2. What motivates her to keep attending school despite the danger?

3. How does Malala's father support her conviction for education?

4. **Vocabulary:** Define *democracy* and explain why Malala believes people should have a voice.

Name: _____

Lesson 8 – Vocabulary Exploration Only

___/4 points

 **Focus:** Understanding *extremism* and how it opposes freedom and education

 **Word:** *extremism* — belief in ideas far from what most people consider reasonable

 **Help Box:** *Extremism* happens when someone's beliefs become so strong they hurt or control others.

1. Define *extremism* in your own words.

2. Explain why extremism can be harmful to others.

3. Give an example (real or fictional) of someone who stood against extremism.

4. How does understanding this word help explain Malala's story?

Lesson 9 – Vocabulary Exploration Only

___/4 points

 **Focus:** How authors use foreshadowing to create meaning and emotion

 **Word:** *foreshadowing* — a clue or hint about something that will happen later

 **Help Box:** Authors use *foreshadowing* to drop small clues so readers can predict future events.

1. Define *foreshadowing* in your own words.

2. Why might an author use foreshadowing in a story?

3. Write a short example of foreshadowing from your own imagination.

4. How does foreshadowing make a story more interesting or emotional?

Name: _____

Lesson 10 – Vocabulary Exploration Only

____/4 points

 **Focus:** Reviewing and applying key module vocabulary

 **Word Choice:** Pick any Module 2 word that stood out to you.

 **Help Box:** Think about words like *conviction*, *vulnerable*, *democracy*, *extremism*, or *human rights*.

1. Write your chosen word and define it in your own words.

2. Explain how that word connects to Malala's life.

3. Give an example of how that word could apply to your own life.

4. Write a complete sentence using the word correctly.

Lesson 11 – No Homework

 **Focus:** In-class review and discussion of *I Am Malala* and module themes

AL_L6_M2_L11

Lesson 12 – No Homework

 **Focus:** Reading Comprehension Assessment 1 (in class)

AL_L6_M2_L12

Name: _____

Lesson 13 – Reading Homework: *I Am Malala* (Ch. 11–14)

____/4 points

 **Focus:** How conviction leads to advocacy and lasting change

 **Word Root:** *dem* — means “people” (as in *democracy*, *epidemic*)

 **Help Box:** Words with *dem* are about groups of people or populations.

1. How does Malala respond to new problems or threats in these chapters? (*Cite pages*)

2. What evidence shows that her conviction for education is growing stronger?

3. How do the actions of Malala’s parents continue to inspire her?

4. **Vocabulary:** Choose a word with the root *dem* and explain what it means (ex: *democracy* = *rule by the people*).

M2 ARC B I am Malala

Name: _____

 GRADE 6 | MODULE 2: *I Am Malala*

Homework Packet (Lessons 14–21)

Name: _____

 Directions for All Lessons

1. Answer each question in complete sentences.
2. When using evidence from *I Am Malala*, include a page number.
Example: Malala says, “_____” (p. ____).
3. For vocabulary lessons, use the help box if needed.
4. Reread your work before turning it in.

Lesson 14 – Reading Homework: *I Am Malala* (Ch. 15–19) ____/4 points

 Focus: How Malala’s circumstances change and how she responds

1. What important changes happen in Malala’s community in Chapters 15–19? (Use page numbers)

2. How do these changes affect Malala’s education and daily life?

3. What positive and negative events does Malala’s family experience during this time?

4. Vocabulary — *circumstances* are conditions that affect a situation.
Describe one circumstance that changes Malala’s thinking or actions.

Lesson 15 – Vocabulary Exploration Only ___/4 points

** Focus: Understanding the meaning of *circumstances***

 **Word:** *circumstances* — conditions or facts that affect a situation

 **Help Box:** Circumstances can be positive or negative, and they often change what people can do.

1. Define **circumstances** in your own words.

2. Describe a circumstance from *I Am Malala* that affects Malala's life or choices.

3. Give an example of a circumstance that changed something in your own life.

4. Why is understanding circumstances important when reading about Malala?

Lesson 16 – Reading Homework: *I Am Malala* (Ch. 20–23) ___/4 points

** Focus: Identifying Malala's courageous actions**

1. How does Malala react when she learns she is being threatened? (Use page numbers)

2. What actions in Chapters 20–23 show Malala's bravery?

3. Why does Malala continue speaking out even though it is dangerous?

4. What moment from these chapters shows the MOST courage? Explain why.

Lesson 17 – Vocabulary Exploration Only ___/4 points

 Focus: Understanding the meaning of *courage*

 **Word:** *courage* — the ability to do something difficult or dangerous

 **Help Box:** Courage means acting even when you feel afraid.

1. Define **courage** in your own words.

2. Describe a moment from *I Am Malala* that shows courage.

3. Think about someone you know. Describe a time when they showed courage.

4. Why is courage important in Malala's story?

Lesson 18 – No Homework

Lesson 19 – No Homework

Lesson 20 – Vocabulary Exploration Only ___/4 points

** Focus: Understanding the meaning of *homeland***

 **Word:** *homeland* — a person’s native land; the place they come from

 **Help Box:** A homeland is a place that feels like home because of memories, culture, or family.

1. Define **homeland** in your own words.

2. What does Malala value most about her homeland?

3. Describe something about your own homeland (or home community) that is important to you.

4. Why is Malala’s homeland an important part of her identity?

Lesson 21 – Reading Homework: I Am Malala (Ch. 24–28) ___/4 points

** Focus: Understanding Malala’s recovery and continued advocacy**

1. What challenges does Malala face after the attack? (Use page numbers)

2. How do these chapters show Malala’s continued conviction for girls’ education?

3. How does Malala begin reaching a wider audience around the world?

4. Vocabulary — *equality* means fairness in rights and opportunities.
How does Malala continue working toward **equality** for girls?

M 2 ARC C I am Malala

GRADE 6 | MODULE 2: I Am Malala

Homework Packet (Lessons 22–35)

Name: _____

Directions for All Lessons

- Answer each question in complete sentences.
- When using evidence from *I Am Malala* or "Nobel Lecture," include a page or paragraph number.
Example: Malala says, "_____" (p. ____) or (par. ____).
- For vocabulary lessons, use the help box if needed.
- Reread your work before turning it in.

Lesson 22 – Reading Homework: I Am Malala (Ch. 29–33) ____/4 points

 **Focus:** How Malala and her family move forward after the attack

What major events help Malala begin healing after the attack? (Use page numbers)

How does Malala's family support her recovery during these chapters?

What challenges does Malala still face as she heals?

How does Malala continue advocating for others even while recovering?

Lesson 23 – Reading Homework: I Am Malala (Ch. 34–Epilogue) ____/4 points

 Focus: How Malala sees herself vs. how others see her

What do people around the world believe Malala represents after her recovery?

How does Malala describe herself differently than how others describe her?

What accomplishments does Malala value most? Explain using evidence.

Why do you think Malala stays focused on her mission instead of fame?

Lesson 24 – Vocabulary Exploration Only ___/4 points

 Focus: Understanding the meaning of epilogue

 Word: epilogue — a section at the end of a book that reflects on what happened

 Help Box: An epilogue often explains how events ended or what happened later.

Define epilogue in your own words.

Why do authors include an epilogue?

What does the epilogue reveal about Malala's life after the main events?

How does the epilogue connect to the message of the memoir?

Lesson 25 – Vocabulary Exploration Only ___/4 points

 Focus: Understanding the meaning of structure

 Word: structure — the way a text is organized

 Help Box: Structure includes chapters, sections, and how ideas are ordered.

Define structure in your own words.

Describe the structure of I Am Malala.

How does the structure help readers understand Malala's story?

Why is structure important in nonfiction texts?

Lesson 26 –  No Homework

Lesson 27 – Vocabulary Exploration Only ___/4 points

 Focus: Understanding the meanings of lecture and significance

 Word 1: lecture — a talk given to teach or inform

 Word 2: significance — importance or meaning

 Help Box: Important events or speeches often have significance.

Define lecture in your own words.

Define significance in your own words.

Why is Malala's Nobel Lecture significant?

How does understanding these words help you better understand the text?

Lesson 28 –  No Homework

Lesson 29 – Vocabulary Exploration Only ____/4 points

 Focus: Understanding the meaning of injustice

 Word: injustice — unfair treatment or lack of justice

 Help Box: Injustice happens when people are denied rights or treated unfairly.

Define injustice in your own words.

Describe one injustice Malala discusses.

How does Malala respond to injustice?

Why is it important to speak out against injustice?

Lesson 30 – Study on Your Own ____/4 points

 Focus: Preparing for the Module 2 Vocabulary Test

-  Study all Module 2 vocabulary words.
- Use your vocabulary notebook, homework packets, and notes.

Write two vocabulary words you need to study more.

Lesson 31 – Vocabulary Exploration + Study ___/4 points

 Focus: Understanding artful manner and preparing for the vocabulary test

 Word: artful manner — expressive movements or gestures used while speaking

 Help Box: Speakers use artful manner to make their message stronger.

Define artful manner in your own words.

Give an example of how Malala might use an artful manner in her speech.

 Study all Module 2 vocabulary words.

Lesson 32 – Vocabulary Exploration + Study ___/4 points

 Focus: Understanding personification and preparing for the vocabulary test

 Word: personification — giving human traits to nonhuman things

 Help Box: Authors use personification to make ideas clearer or stronger.

Define personification in your own words.

Give one example of personification from a poem or story.

 Study all Module 2 vocabulary words.

Lesson 33 – Study on Your Own ___/4 points

 Focus: Preparing for the Module 2 Vocabulary Test

-  Study all Module 2 vocabulary words.

List three vocabulary words you feel confident about.

List two vocabulary words you still need to practice.

Lesson 34 – Study on Your Own ___/4 points

 Focus: Final preparation for the Module 2 Vocabulary Test

-  Study all Module 2 vocabulary words.

Explain one strategy you are using to remember vocabulary meanings.

Lesson 35 – No Homework

M3 ARC A Single Shard

✓ **Grade 6 Module 3 Arc A Homework Packet | A Single Shard**

Lessons 1–21 | Students: Keep this packet in your Homework Folder!

Name: _____

★ **Lesson 1 — No Homework**

✓ **No homework tonight.**

📖 **Lesson 2 — Read Chapter 1**

Directions: Read Chapter 1 and answer the questions.

1. Who is Tree-ear? Describe his life situation at the beginning of the chapter.

2. What details show that Tree-ear is **curious** or **observant**?

3. What do you learn about Crane-man and Tree-ear's relationship?

4. **Prediction (Next lesson prep):** What do you think Tree-ear will learn or discover in Chapter 2?

Lesson 3 — Read Chapter 2

Directions: Read Chapter 2 and answer the questions.

1. What important event happens with the **potter** in this chapter?

2. What do Tree-ear's actions reveal about his personality?

(Check one and explain)

☐ responsible ☐ reckless ☐ respectful ☐ selfish

Explain: _____

3. What new conflict or problem begins in Chapter 2?

4. **Next lesson prep:** In Lesson 4, we will discuss Tree-ear's choices.

Was Tree-ear's choice right or wrong so far? Why?

Lesson 4 — Read Chapter 3

Directions: Read Chapter 3 and answer the questions.

1. What is something Tree-ear learns about the potter (Min) in this chapter?

2. How does Tree-ear react to the way Min treats him?

3. What is one example from this chapter that shows Tree-ear's **honesty** or **integrity**?

Lesson 5 — Vocab Exploration: Yin + Yang

Directions: Use what we learned in class about balance and opposites.

1. In your own words, what does **yin and yang** mean?

2. Write two examples of **opposites** that can still work together (like yin and yang).

Example 1: _____ and _____

Example 2: _____ and _____

3. How does Tree-ear's life show "yin and yang"?
(Think: struggle + hope, hardship + purpose)

Lesson 6 — Read Chapters 4 & 5

Directions: Read Chapters 4 and 5 and answer the questions.

1. What does Tree-ear do that shows he is **persistent**?

2. How does Min treat Tree-ear in these chapters?
What does that show about Min?

3. What role does Crane-man play in Tree-ear's decisions and thinking?

4. **Next lesson prep:** In Lesson 7, we will focus on making a claim about Tree-ear.
What do you think a claim is?

Claim: _____

Lesson 7 — Vocab Exploration: Claim

Directions: Use what we learned about claims and evidence.

1. What is a **claim**? (Write it in your own words.)

2. Which is the BEST claim? (Circle one)

A) Tree-ear is a good person.

B) Tree-ear shows integrity because he makes choices that are honest even when it is hard.

C) Tree-ear is interesting.

3. Write a strong claim about Tree-ear based on what you've read so far:

4. Add one piece of evidence that would support your claim:

★ Lesson 8 — No Homework

 No homework tonight.

Lesson 9 — Vocab Exploration: Morality

Directions: Connect this word to Tree-ear's choices and character.

1. What does **morality** mean?

2. What is the difference between:

Morality vs. **Rules**

Morality: _____

Rules: _____

3. Describe a moment where Tree-ear shows morality (right vs. wrong).

4. Why do you think the author wants us to focus on Tree-ear's morality?

★ Lesson 10 — No Homework

 No homework tonight.

Lesson 11 — Read Chapter 6

Directions: Read Chapter 6 and answer the questions.

1. What new responsibilities or problems does Tree-ear face in this chapter?

2. How does Tree-ear react to a challenge? What does this reveal about him?

3. What do you learn about **Min** in Chapter 6 that helps you understand his personality?

Lesson 12 — Read Chapter 7

Directions: Read Chapter 7 and answer the questions.

1. What is one important event that happens in this chapter?

2. What is one example of Tree-ear showing **respect** or **self-control**?

3. What is the biggest conflict Tree-ear is facing right now?

4. **Next lesson prep:** Based on Chapter 7, what is a possible theme of the story so far?

Theme: _____

Explain: _____

★ Lesson 13 — No Homework

✓ No homework tonight.

★ Lesson 14 — No Homework

✓ No homework tonight.

📖 Lesson 15 — Read Chapter 8

Directions: Read Chapter 8 and answer the questions.

1. What does Tree-ear want most at this point in the story?

2. What obstacles are standing in his way?

3. What is one moment in this chapter that shows Tree-ear's growth?

4. **Next lesson prep:** In class we will talk about how Tree-ear changes over time.
How is Tree-ear different now compared to Chapter 1?

★ Lesson 16 — No Homework

✓ No homework tonight.

Lesson 17 — Vocab Exploration: Perception

Directions: Think about how people view Tree-ear and how he views himself.

1. What does **perception** mean?

2. How do **other people** perceive Tree-ear?

3. How does Tree-ear perceive **himself**?

Lesson 18 — Study Vocabulary Words

 **Directions:**

Study your vocabulary words using one of these methods:

- ☐ Flashcards
- ☐ Write each word 3 times
- ☐ Teach the word to someone at home
- ☐ Use each word in a sentence

Vocabulary Study Notes:

Write 3 vocabulary words you need to practice most:

1. _____
2. _____
3. _____

Write 1 sentence using one of the words correctly:

Lesson 19 — Study Vocabulary Words

Directions:

Choose 5 vocabulary words and complete the chart.

Word	Meaning (in your words)
------	-------------------------

1.

2.

3.

4.

5.

Lesson 20 — Study Vocabulary Words

Directions:

Practice for your test tomorrow!

1. Write the words you still feel unsure about:

2. Write a “test tip” for yourself:
Example: “Slow down and reread the sentence.”
-
-

Lesson 21 — VOCABULARY TEST

Vocabulary Test Day!

-  Get sleep, eat breakfast, and do your best!

M3 ARC B Single Shard

 Grade 6 Module 3 Arc B Homework Packet | A Single Shard

Lessons 22–35 | Students: Keep this packet in your Homework Folder!

Name: _____

 Lesson 22 — Read Chapter 10

Directions: Read Chapter 10 and answer the questions.

1. Where is Tree-ear traveling in this chapter? Why is the journey important?

2. What are **two challenges** Tree-ear faces while traveling alone?

Challenge 1: _____

Challenge 2: _____

3. What thoughts or memories help Tree-ear stay strong during the journey?

4. **Next lesson prep:** What challenge do you think will affect Tree-ear the most on his journey?

Lesson 23 — Lesson Review

Directions: Think about what we discussed in class.

1. What is one major challenge Tree-ear faces on his journey to Songdo?

2. How does Tree-ear respond when things become difficult?

3. What do Tree-ear's actions reveal about his character?

- ☐ determined
- ☐ fearful
- ☐ careless
- ☐ dishonest

Explain your answer.

RCA Skill Builder — Character Decisions

4. Characters' **values influence the decisions they make.**

Describe one decision Tree-ear makes in the story so far.

What does this decision show about his character?

Lesson 24 — Read Chapter 11

Directions: Read Chapter 11 and answer the questions.

1. What dangerous situation does Tree-ear encounter?

2. How do the robbers affect Tree-ear's mission?

3. What decision does Tree-ear make after the pottery breaks?

4. **Next lesson prep:** Why might the shard still matter?

Lesson 25 — Lesson Review

Directions: Reflect on Chapter 11.

1. How does Tree-ear react to the broken pottery?

2. What does this moment reveal about Tree-ear's growth?

3. Why does Tree-ear continue his journey even after losing the vases?

★ Lesson 26 — No Homework

✓ No homework tonight.

■ Lesson 27 — Read Chapter 12

Directions: Read Chapter 12 and answer the questions.

1. What does Tree-ear accomplish when he reaches Songdo?

2. How does the emissary respond to the shard?

3. What does this moment reveal about Min's pottery?

■ Lesson 28 — Read Chapter 13

Directions: Read Chapter 13 and answer the questions.

1. What important news does Tree-ear learn when he returns home?

2. How does Tree-ear react to Crane-man's death?

3. What changes occur in Tree-ear's life at the end of the story?

Lesson 29 — Lesson Review

Directions: Reflect on the ending of the story.

1. How has Tree-ear changed since the beginning of the book?

2. What lessons did Tree-ear learn from Crane-man?

3. Why is Min's decision to teach Tree-ear important?

RCA Skill Builder — Theme

4. Stories often teach lessons about how people should live.

What is **one theme** of *A Single Shard*?

Theme: _____

What event from the story supports this theme?

Lesson 30 — Lesson Review

Directions: Think about the overall message of the story.

1. What is the main conflict Tree-ear faces in the novel?

2. How is this conflict resolved?

3. What does the **Thousand Cranes Vase** symbolize about Tree-ear's journey?

RCA Skill Builder — Notice & Wonder

Write **two things you notice** about the ending of the story.

Notice 1

Notice 2

Write **two questions you wonder** about the story.

Wonder 1

Wonder 2

Lesson 31 — No Homework

 No homework tonight.

★ Lesson 32 — No Homework

✓ No homework tonight.

📖 Lesson 33 — RCA Test Preparation

Directions: Review what you learned in this module.

1. Write **two important decisions Tree-ear makes**.

Decision 1

Decision 2

2. How do Tree-ear's decisions affect his future?

3. Write one **theme** from *A Single Shard*.

Theme: _____

Evidence from the story

4. When reading a new story on the RCA, remember to:

- ☐ reread confusing parts
- ☐ think about character motivations
- ☐ look for the theme or message
- ☐ use context clues to understand vocabulary

 Lesson 34 — RCA Test Day

 Do your best today!

 Lesson 35 — End of Module Assessment

Complete your **End of Module (EOM)** in class.

 End of Module 3 Arc B Homework Packet

M4 ARC A Mulan Goes to War

Name: _____

Grade 6 Module 4 Arc A Homework Packet | Hero's Journey (Mulan)

Lessons 1–8 | Students: Keep this packet in your Homework Folder!

Lesson 1 — No Homework

 No homework tonight.

Lesson 2 — Read “Mulan Goes to War”

Directions: Read “*Mulan Goes to War*” and annotate your paper copy.

 As you read, **annotate**:

- Questions you have
- Important facts
- Key moments in Mulan’s story

1. What is one important detail you noticed about Mulan at the beginning of the story?

2. What is one question you had while reading?

3. What problem or challenge is introduced in the story?

4. Next lesson prep: What do you think Mulan will do about this problem?

Lesson 3 — Lesson Review

Directions: Think about what we discussed in class about *Mulan Goes to War*.

1. What is one important event in Mulan's journey so far?

2. Why does Mulan decide to go to war?

3. What does this decision reveal about Mulan's character?

- ☐ brave
- ☐ selfish
- ☐ fearful
- ☐ determined

Explain your answer.

RCA Skill Builder — Summarizing

4. Write a 2–3 sentence summary of what has happened in the story so far.

Lesson 4 — Lesson Review

Directions: Reflect on Mulan's dialogue (what she says and thinks).

1. What is one example of something Mulan says or thinks?

2. What does this dialogue reveal about her values or beliefs?

3. How does Mulan feel about her father's situation?

★ Lesson 5 — No Homework

✓ No homework tonight.

🧠 Lesson 6 — Lesson Review

Directions: Think about both versions of the story (*Mulan Goes to War* and *Ballad of Mulan*).

1. What is one similarity between the two versions of Mulan?

-
2. What is one difference between the two versions?

-
3. What do you learn about the hero's journey from Mulan's story?

📖 RCA Skill Builder — Compare & Contrast

4. Which version of Mulan helps you better understand her as a hero? Why?

Lesson 7 — Lesson Review

Directions: Reflect on Mulan's story and its message.

1. What is one central idea (theme) in *Mulan Goes to War*?

2. What evidence supports this theme?

3. What kind of hero is Mulan?

RCA Skill Builder — Theme & Evidence

4. Why is Mulan still remembered as a hero today?

Lesson 8 — No Homework

 No homework tonight.

M4 ARC B The Odyssey



Grade 6 Module 4 Arc B Homework Packet

Hero's Journey (The Odyssey)

Lessons 9–24 | Students: Keep this packet in your Homework Folder!



Lesson 9 — Read pages 10–19 of *The Odyssey*

Directions: Read pages 10–19 and annotate your paper copy.



As you read, annotate:

- Questions you have
 - Important details
 - First impressions of the hero
1. What is one important detail you learned about Odysseus so far?

 2. What is one event that has already happened in the story?

 3. What is one question you had while reading?

 4. What do you notice about the setting or illustrations?

 5. **Next lesson prep:** Based on what you read, what kind of hero does Odysseus seem to be?

Lesson 10 — Read pages 20–47

Directions: Continue reading and think about the hero's role and actions.

1. What is one challenge Odysseus faces in this section?
 2. What is one action Odysseus takes?
 3. What does this action show about his character?
 4. What does Odysseus feel responsible for (his duty)?
 5. **Next lesson prep:** What words would you use to describe Odysseus?
-

Lesson 11 — Read pages 48–73

Directions: Focus on how the hero is described and how he responds to challenges.

1. What is one physical or personality trait of Odysseus?
2. What is one challenge he faces?
3. How does he respond to that challenge?
4. What does his response reveal about him?
5. **Next lesson prep:** Which trait seems MOST important to Odysseus?

Lesson 12 — (No new reading listed, review prior reading)

Directions: Think about conflicts in the story so far.

1. What is one conflict Odysseus faces?
 2. Who is involved in this conflict?
 3. How does Odysseus respond to the conflict?
 4. Why do you think he responds this way?
 5. **Next lesson prep:** How does Odysseus's duty affect his choices?
-

Lesson 13 — Read pages 74–99

Directions: Pay attention to important words and phrases.

1. What is one strong or interesting word used to describe a character or event?
2. What is happening in that moment?
3. How does that word help you understand the character or situation?
4. What feeling or mood does the author create?
5. **Next lesson prep:** How does word choice help you understand Odysseus better?

Lesson 14 — Read pages 100–119

Directions: Focus on temptations and consequences.

1. What is one temptation Odysseus faces?
 2. Does he give in or resist it?
 3. What happens as a result (consequence)?
 4. How does this affect his journey?
 5. **Next lesson prep:** What does this reveal about his character?
-

Lesson 15 — Read pages 120–137

Directions: Focus on helpers and obstacles.

1. What is one obstacle Odysseus faces?
2. Who helps him in this section (ally or mentor)?
3. How does that character help him?
4. Why is that help important?
5. **Next lesson prep:** How do allies help heroes succeed?

Lesson 16 — Read “Beowulf and the Dragon” and “Mwindo’s Journey”

Directions: Compare heroes across texts.

1. What is one action taken by Beowulf or Mwindo?
 2. What challenge does that hero face?
 3. How does the hero respond?
 4. What emotion does the hero show?
 5. **Next lesson prep:** How are these heroes similar to Odysseus?
-

Lesson 17 — Read pages 138–157

Directions: Pay attention to setting and challenges.

1. What is one setting in this section?
2. How does this setting create a challenge?
3. Is there any help from gods or outside forces?
4. How does this affect Odysseus?
5. **Next lesson prep:** How do setting and outside forces shape the hero’s journey?

★ Lesson 18 — RCA Test Day

✓ No homework tonight.

★ Lesson 19 — No Homework

✓ No homework tonight.

📖 Lesson 20 — Read pages 158–170

Directions: Focus on how the story is moving toward the end.

1. What major event happens in this section?
 2. How is Odysseus preparing for what comes next?
 3. What challenge is he about to face?
 4. What do you think will happen next?
 5. **Next lesson prep:** How might the story end?
-

Lesson 21 — Lesson Review

Directions: Reflect on the hero's return.

1. What happens when Odysseus returns home?
 2. What challenge does he face at home?
 3. How does he respond?
 4. What success does he achieve?
 5. What does this show about his journey?
-

Lesson 22 — Lesson Review

Directions: Think about different versions of the story.

1. What is one difference between versions of the story?
2. What is one similarity?
3. What do you learn from reading different versions?
4. How does this deepen your understanding?
5. What version helps you understand the hero best?

Lesson 23 — Lesson Review

Directions: Reflect on the hero's journey and theme.

1. How does Odysseus change from the beginning to the end?
 2. What is one challenge that shaped him?
 3. What lesson does he learn?
 4. What is one theme of the story?
 5. What evidence supports that theme?
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Lesson 24 — No Homework

 No homework tonight.