Dear Family,

This week we’ll explore the question “Why might an author write about his or her life?” In the autobiographical selection Knots in My Yo-yo String, an author tells how his career as a writer began with a poem about his high school football game. Students will also read other poems about sports.

This week’s…

Target Vocabulary: contested, pursuit, scholastic, grimly, employed, tumult, mentor, culprit, deprived, miraculous

Vocabulary Strategy: Suffixes -er, -or, -ir, -ist, -ian, -ent

Comprehension Skill: Author’s purpose—use text details to figure out the author’s viewpoint and reason for writing

Comprehension Strategy: Infer/predict—use text clues to figure out what the author means or what might happen in the future

Writing Focus: Write to express—story scene

Activities to Do Together

Vocabulary
See how many of this week’s Target Vocabulary words you and your child can use in a conversation about sports.

Talking About Your Childhood
Talk with your child about your childhood. Where did you grow up? What facts about your life might make a good book? Then ask your child what facts about his or her life might make a good book.

Writing About Childhood
Talk with your child about an incident from his or her childhood. Together, brainstorm the highlights of the incident. Then ask your child to write a narrative paragraph about what happened.

Go to the Student eBook to read and listen to this week’s selection.
9/24 Lesson 2 Vocabulary

2-3 Synonyms for each

1. mentor: teacher, person who guides, advisor
2. employed: used, worked, applied
3. scholastic: learning, academic achievements
4. grimly: lously, not happy, boringly
5. contested: challenge, protest, pressure
6. tumult: confusion, noisy, chaos
7. pursuit: chasing, following
8. culprit: suspect, person in trouble or
9. deprived: don’t get much of, denied guilty
10. miraculous: amazing, extraordinary, marvelous
<table>
<thead>
<tr>
<th>contested</th>
<th>tumult</th>
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<td>pursuit</td>
<td>mentor</td>
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<td>employed</td>
<td>miraculous</td>
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1. Contested
   - challenge
   - argue
   - disputed
   - disagree

2. Write 2 example sentences with the word.
Inference Map: Author’s Purpose

Title or Topic: Knots in My Yo-Yo String

Author’s Purpose:

Details:
- pg. 48-49
- pg. 50-51
- pg. 53
Spinelli describes a historic football game played in his hometown when he was 16 years old.

Spinelli is inspired to write a poem about that football game. The poem allowed him to express his emotions.

The positive reaction to "Goal to Go" convinces Spinelli to pursue writing as a career.

Author's Purpose: The author's purpose is to show readers how his childhood experiences influenced him as a writer.
Day 3: Reread *Knots in My Yo Yo String* by Jerry Spinelli

Discuss the following questions:

pg. 48
1. Why do you think the author uses such detailed descriptions in this selection?
2. What is an example of something you might await grimly?

pg. 49
3. What clues in the text indicate how the author feels about the ball game?
4. What do you think Spinelli means by the statement "the game kept happening and happening within me"?

pg. 50
5. The text says, "And then for no reason that I can recall, I sat down at my study desk and reached for a pencil and paper and wrote down a title." Why do you think the author wrote this poem?
6. The author describes Roy Kent as "the Eagle mentor." What is Roy Kent’s job with the Norristown Eagles?
7. Notice the quotations in the poem. How do the quotations help us understand how the players feel about the game?

pg. 51
8. Why do you think the author and other football fans are drawn to the sport?
Day 3: Reread *Knots in My Yo Yo String* by Jerry Spinelli

Discuss the following questions:

pg. 53
9. Why do you think Spinelli responds with "good question" when a boy asks him if "being a kid helped (him) to become a writer?"
10. What happened as a result of the publication of the poem "Goal to Go"?
11. How did the author show that writing was important to him?
12. Why do you think the author tells us about writing four novels that never got published?

pg. 54
13. What is the culprit on pg. 54 guilty of?
14. Why do you think the author tells about his decision to write a story from a "kid's" viewpoint?

pg. 55
15. How is your reading experience enhanced by the description of the author's office on pg. 54 and the image of the yellow copy paper on pg. 55?
VCC Syllable Pattern

- Identify VCV syllable patterns and use them to decode words.

<table>
<thead>
<tr>
<th>For the VCV Pattern</th>
<th>divide the word after the vowel for an open syllable or after the consonant for a closed syllable</th>
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<tbody>
<tr>
<td>precede</td>
<td>pre-cede</td>
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<td>stadium</td>
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<tr>
<td>habit</td>
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<td>moment</td>
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Journeys Unit 1_Lesson 2.notebook

Suffixes \(-er, -or, -ar, -ist, -ian, -ent\)

**Which Career for You?**

You can use your personal strengths and interests to discover careers in which you might do well. Are you fascinated by animals? Consider becoming a zoologist. You will work face to face with many kinds of animals.

If you think logically and speak well, you could be a fine lawyer. Are you always the first to figure out the culprit in a mystery? You might want to read up on the job of police investigator.

Do you have a flair for storytelling? You could be a film director and bring great stories to the screen. Can you make your classmates and family howl with laughter? You might make a living as a comedian.

Few young people imagine they will ever become a beggar or the President of the United States. But between these extremes, there is a career for you.

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<tr>
<th>Word</th>
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