

FAMILY PACKET

Family Packet, Grade 5, Cluster 7, Module 1: Notice, Question, Speak

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

This week your student begins "Notice, Question, Speak." Students read the Level 1 versions of the poems "One Voice Can Start a Wave" and "Try, Learn, Change." The poems show that a question can invite listening and speaking, and that a first answer can change when evidence does not fit. Students learn to tell an observation apart from an assumption.

Students write a 10 to 12 sentence narrative using TRAILS T and S, Topic/Experience and Setting, and a rhyming four-line poem using LEAVES L and E, Lines/Layout and Emotion/Experience. Ask your student to notice something, ask a question, and name the evidence before deciding. You can work through this packet together in about ten minutes.

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En español

Todo este paquete también está disponible en español.

1 1 Family Letter

Dear Families,

This week your fifth grader begins "Notice, Question, Speak." We will read the Level 1 versions of Passage 13, "One Voice Can Start a Wave," and Passage 14, "Try, Learn, Change." The poems show that a question can invite listening, gathering, writing, and speaking, and that a first answer can change when evidence does not fit.

At school, your student will distinguish observation from assumption, then write a 10 to 12 sentence narrative about a fifth grader who notices a problem or unexpected result. The narrative will use TRAILS T Topic/Experience and S Setting, include a thoughtful question, and develop a clear experience and setting. Your student will also write one rhyming four-line stanza that carries the same central idea, using LEAVES L Lines/Layout and E Emotion/Experience without simply cutting the narrative into short lines.

At home, choose an ordinary situation, such as a changed plant or a missing item. Ask your student to name what they notice, pose a question, and explain what evidence would be useful before deciding.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE OBSERVATION

Ask your student to name one thing they can see or check, then ask a thoughtful question about it.

The skill, in plain words

Your student is learning to notice before deciding. The Cluster 7 habit has four steps, notice, question, gather evidence, and make an informed decision. Students learn that an observation is something you can see or check, while an assumption is a belief accepted before the evidence arrives. A narrative needs a clear Topic/Experience and Setting, and a poem needs intentional Lines/Layout and Emotion/Experience, not a paragraph cut into short lines.

The standard, in plain words

This week the work connects to Texas standards for narrative writing and poetry. Your student plans and develops a focused narrative and a poem, using genre characteristics and craft. In plain words, your student learns to begin a narrative with a clear experience and setting and to begin a poem with intentional lines and emotion.

The three steps your student uses**Red circle, notice**

Name what the words or details
show

**Yellow box, question**

Ask a thoughtful question before
deciding

**Green triangle, evidence**

Name what evidence would be
useful

How to help without giving the answer

- Ask your student to name one observation and one assumption, and tell the difference.
- Ask for a thoughtful question before any decision.
- Ask which evidence would be useful before choosing.
- If a narrative starts with only a topic, ask where and when the experience happens.
- If a poem reads like a paragraph, ask about line breaks and rhyme.

notice

to become aware of a detail

Example, I notice the plant has yellow leaves.

question

something asked to gain information

Example, my question is why the leaves changed.

evidence

facts or details that support an idea

Example, my evidence is the muddy soil around the roots.

setting

where and when an experience occurs

Example, my setting is the classroom after lunch on Friday.

observation

something you can see or check

Example, the bin is overflowing is an observation.

assumption

a belief accepted before the evidence arrives

Example, assuming nobody cares is an assumption, not a fact.

narrative

a story that tells an experience

Example, the narrative begins with a clear experience and setting.

stanza

a group of lines in a poem

Example, the stanza has four intentional lines.

rhyme

matching sounds at the end of lines

Example, begin and bin rhyme in the stanza.

line break

the place where a line of a poem ends

Example, line breaks make the reader pause and feel.

emotion

the feeling a poem carries

Example, the emotion of curiosity comes through the words.

experience

something a person lives through

Example, the student's experience begins with a surprising result.

Tip for reading together. When a new word appears in a passage, pause and let your student use the sentence around it to figure out the meaning before you explain. Naming the guess out loud builds confidence.

4 Our Thinking Tool

This week your student uses two thinking tools, TRAILS for the narrative and LEAVES for the poem. This module builds the first letters of each framework.

TRAILS for the narrative, first letters

Letter	Part	What the writer does
T	Topic/Experience	Names the meaningful experience the story is about.
S	Setting	Shows where and when the experience happens.

LEAVES for the poem, first letters

Letter	Part	What the writer does
L	Lines/Layout	Chooses where each line ends on purpose.
E	Emotion/Experience	Lets the feeling of the idea come through the words.

Mini version to use at home

Try it together

Choose an ordinary situation, such as a changed plant or a missing item. Ask your student to name one observation, ask one thoughtful question, and explain what evidence would be useful before deciding. Then ask which place and time would make the experience meaningful in a story.

Answer for families. Observation, the plant leans toward the window. Question, does it need more light? Evidence, checking the soil and the leaves before moving it. Setting, the kitchen windowsill on a rainy morning.

TRACKS While reading, students also look for evidence in the poems using TRACKS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRACKS they found in this week's poems.

5 Conversation Starters and a Simple Family Activity

- What did the speaker in "One Voice Can Start a Wave" notice before other voices rose to meet?
- How is an observation different from an assumption?
- In "Try, Learn, Change," what happens after a guess does not fit the evidence?
- What place and time would make a narrative experience feel real?
- How can line breaks and rhyme help a poem carry an idea?

Clue-Word Hunt

Choose an ordinary situation at home, such as a changed plant, a missing item, or a surprising result. Ask your student to name one observation, ask one thoughtful question, and explain what evidence would be useful before deciding.

Turn a Thought into a Stanza

Say one sentence about noticing carefully. Help your student turn the idea into four short lines with one pair of rhyming end words. Ask how the line breaks and sound help the idea become memorable.

6 What Strong Work Looks Like

Here is a strong beginning for this week's writing task. The narrative names a clear experience and setting, and the poem carries the same idea in four intentional lines.

Narrative model, TRAILS T and S.

Topic/Experience

A student discovers the class recycling plan is not working.

Setting

The classroom after lunch on Friday, beside an overflowing trash bin.

Poem model, LEAVES L and E

I noticed bottles in the bin / And asked where change should first begin. / We checked the facts and made a way / To help our plan work better each day.

Checklist for strong work

- ☐ The narrative names a meaningful experience and a clear setting.
- ☐ The story includes a thoughtful question.
- ☐ The student can tell an observation apart from an assumption.
- ☐ The poem has four intentional lines and one pair of rhyming end words.
- ☐ The poem carries the same central idea as the narrative without copying it line by line.

7 Progress at Home

My student can...

- ☐ notice a detail and name what it shows
- ☐ ask a thoughtful question before deciding
- ☐ tell an observation apart from an assumption
- ☐ begin a narrative with TRAILS T and S
- ☐ begin a poem with LEAVES L and E
- ☐ name what evidence would be useful before deciding

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.