

FAMILY PACKET

Family Packet, Grade 5, Cluster 7, Module 2: Voices and Responses

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 reads the poems "One Voice Can Start a Wave" and "Try, Learn, Change." Students learn how two characters can respond differently to the same problem and how a speaker's voice makes a perspective recognizable. Voice is not volume. It is the attitude and way of thinking that comes through words.

Students use TRAILS Relationship and Actions, Thoughts and Dialogue to write a 2 to 3 paragraph narrative, and they use LEAVES Emotion and Voice to write two rhyming four-line stanzas from one character's point of view. Ask your student to give an action, a thought, and a line of dialogue for two different people. You can work through this packet together in about ten minutes.

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A note from the classroom about the week's learning.

2 Family Tip Sheet

The skill and standard in plain words, plus how to help.

3 Key Words

This week's words with student friendly meanings and examples.

4 Our Thinking Tool

The organizer students use, with a mini version for home.

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Easy ways to talk about the week's learning.

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A "my student can..." checklist to sign and send back.

En español

Todo este paquete también está disponible en español.

1 1 Family Letter

Dear Families,

This week your fifth grader reads the poems "One Voice Can Start a Wave" and "Try, Learn, Change." The first poem follows meetings, printed words, petitions, protest, liberty, natural rights, and later civic participation. The second follows Kendrix's garden evidence, turtle instinct, orca learned behavior, and Edison's repeated testing.

Students will use TRAILS Relationship and Actions, Thoughts and Dialogue to write a 2 to 3 paragraph narrative with two characters who initially respond differently to the same problem. They will also write two rhyming four-line stanzas from one character's point of view. In LEAVES, students study how emotion and voice make a speaker's perspective recognizable. Voice is not volume. It is the attitude and way of thinking that comes through words.

At home, name one small problem and invite your student to give an action, a thought, and a line of dialogue for two different people. Ask what relationship, belief, or evidence could make each response believable.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR TWO VOICES

Ask your student to respond to the same problem as two different people. If the two responses sound the same, ask what relationship or belief could make each one different.

The skill, in plain words

Your student is learning that a believable response grows from a deliberate plan. In TRAILS, the writer builds Relationship, how people are connected, and Actions, Thoughts, and Dialogue, what a character does, thinks, and says. In LEAVES, the writer builds Emotion and Voice, the attitude and way of thinking that come through the words. Two characters can face the same problem and respond in completely different ways.

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 draft and composes a narrative and a poem using genre characteristics and craft. In plain words, your student learns to make each character's response believable and to make a speaker's voice recognizable in a poem.

The three moves your student uses**Red circle, the Relationship**

How people are connected to one another

**Yellow box, Actions, Thoughts, Dialogue**

What a character does, thinks, and says

**Green triangle, the Voice**

The attitude and thinking that come through words

How to help without giving the answer

- Ask your student to name the problem and two characters who respond to it.
- Ask for an action, a thought, and a line of dialogue for each character.
- Ask what relationship, belief, or evidence makes each response believable.
- If two responses sound the same, ask how a different relationship would change one.
- In a poem, ask what emotion and attitude the words communicate.

response

what someone says, thinks, or does after an event

Example, my response to the problem was to ask for help.

relationship

the way people are connected to one another

Example, their relationship affects how each one responds.

evidence

facts or details that support an idea

Example, the evidence shows what the character believes.

voice

the speaker's attitude and perspective

Example, the speaker's voice sounds hopeful.

action

what a character does

Example, the action was checking the soil before planting.

thought

what a character thinks inside

Example, the thought showed the character's doubt.

dialogue

the words a character says aloud

Example, the dialogue was, "Let me look at the roots."

perspective

a character's way of seeing a situation

Example, each character's perspective comes through the words.

character

a person in a story or poem

Example, two characters respond differently to the same problem.

stanza

a group of lines in a poem

Example, the poem has two rhyming four-line stanzas.

attitude

the way a speaker feels and thinks about something

Example, the attitude of caution shows in the word choice.

tone

the feeling the words carry

Example, a questioning tone makes the speaker sound unsure.

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 middle letters of each framework.

TRAILS for the narrative, next letters

Letter	Part	What the writer does
R	Relationship	Shows how the characters are connected.
A	Actions, Thoughts, and Dialogue	Shows what each character does, thinks, and says.

LEAVES for the poem, next letters

Letter	Part	What the writer does
E	Emotion/Experience	Lets the feeling of the experience come through.
V	Voice	Makes the speaker's attitude and perspective recognizable.

Mini version to use at home

Try it together

Name a small problem and invite your student to give an action, a thought, and a line of dialogue for two different people. Ask what relationship, belief, or evidence makes each response believable. Then say one sentence twice, once with a confident voice and once with an uncertain voice, and ask what changed.

Answer for families. For a messy kitchen, one person might say, "I will wash the dishes now," while another says, "Maybe someone else can do it later." The first person's action and dialogue show responsibility, and the second person's words show hesitation.

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

- How do two characters facing the same problem show different responses through their actions, thoughts, or dialogue?
- Which response in the poems seems connected to a relationship, belief, or piece of evidence? What makes you think so?
- How can a speaker's voice sound confident, uncertain, hopeful, or concerned without changing the situation?

How Would We Respond?

Name a small shared problem, such as organizing a busy space. Each person chooses a role and states an action, a thought, and one line of dialogue. Discuss why each response fits that person's perspective.

Voice Switch

Say the same sentence twice, once with a confident voice and once with an uncertain or questioning voice. Ask what changed and which word choices or tone made the speaker's perspective clear.

6 What Strong Work Looks Like

Here is a strong response to this week's writing task. The response uses exact words from the poems and explains what they show about different voices and responses.

Response model.

What the response says

The Level 2 civic poem demonstrates that a shared concern can lead to different actions. Some colonists wrote petitions, met, or protested, while later citizens say, "We vote, we serve, we read, we weigh." These details show that a voice can respond through more than one form of civic participation.

Evidence and revision

From "Try, Learn, Change," the poem shows how evidence leads to a changed response. "She checked the soil and changed her plan, / And healthier growth at last began." The action of checking the soil earns the change.

Why it works

The response uses exact source words, connects them to different responses, and explains the larger meaning instead of stopping at a retell.

Checklist for strong work

- ☐ Two characters respond differently to the same problem.
- ☐ Each response shows an action, a thought, or a line of dialogue.
- ☐ The relationship or belief makes each response believable.
- ☐ The poem has two rhyming four-line stanzas from one character's point of view.
- ☐ The speaker's voice sounds recognizable through word choice and tone.

7 Progress at Home

My student can...

- ☐ name how two characters respond differently to the same problem
- ☐ show a response through action, thought, or dialogue
- ☐ explain how a relationship or belief makes a response believable
- ☐ use TRAILS R and A in a narrative
- ☐ use LEAVES E and V in a poem
- ☐ make a speaker's voice recognizable through word choice and tone

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.