

My Journey Home Family Connection

This week your child is reading "A Package for Mrs. Jewls," a humorous story about what happens one day at a very unusual school.



Vocabulary on the Go In the story, a character has to carry a heavy box up thirty flights of stairs. With your child, recall an experience when you or your child had a hard time carrying or transporting something from one place to another. See how many of these words you can use.

staggered wobbled shifted struggled collapsed



What's the Story? Have your child play the role of Louis the yard teacher to tell about his day. Ask questions like the ones below to find out more about the unbelievable school where he works.

- What is Wayside School like?
- Who is Mrs. Jewls? What is she like?
- What problem did you have to solve?
- What happened when you delivered the package to Mrs. Jewls?



Home, Tall Home Together, imagine what homes would be like if every room was on a separate floor. Then talk about where each room would be located and what life in a house like that would be like.

CHALLENGE

Help your child draw a picture of a house with a different room on every floor. Ask your child to label each room.

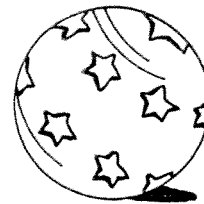
What's Up with Gravity? Mrs. Jewls explains gravity to her class in an unusual way. Read and try this experiment with your child.

An Experiment with Gravity

What You'll Need

- a small rubber ball
- a clean, empty mayonnaise jar
- a tabletop, floor, or other flat, smooth surface

1. Put the ball on the tabletop and place the jar over the ball. The mouth of the jar should be flat on the table.
2. Spin the jar in a small, fast, circular motion, keeping its mouth flat on the table. It may take a few tries to get the ball spinning in the jar, but keep trying.
3. When the ball is spinning in the jar, lift the jar above the table.



What happens? The ball should continue to spin in the jar until it loses speed and gravity pulls it back down.

Famous Scientists Did Sir Isaac Newton really “discover” gravity from an apple? Did Galileo really drop cannonballs from the Leaning Tower of Pisa? Together, find more information about these scientists.

CHALLENGE

Help your child make a poster that tells about something they learned about Newton or Galileo.



Book Links

- *Smart Dog*, by Vivian Vande Velde
- *Millicent Min, Girl Genius* by Lisa Yee **CHALLENGE**



Internet Challenge “A Package for Mrs. Jewls” is a story from the Wayside School series by Louis Sachar. Check out Sachar’s books online together, including *Dogs Don’t Tell Jokes* and *Holes*.

**A Package for
Mrs. Jewls**
Home Letter

Home Letter

Dear Family,

In this week's humorous fiction selection, **A Package for Mrs. Jewls**, we'll read about a school where the students and teachers are unusual and the teaching methods are even stranger! Still, Mrs. Jewls's class learns an unexpected lesson. We'll find an answer to the question "How can an experiment clarify an idea?" We'll also read the readers' theater selection **Questioning Gravity**, about a science-related interview.

This week's...

Target Vocabulary: disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted

Vocabulary Strategy: Using context

Comprehension Skill: Story structure—examine details about characters, setting, and plot

Comprehension Strategy: Summarize—briefly tell the important parts of the text in your own words

Writing Focus: Narrative writing—short story

Activities to Do Together

Vocabulary

How many of this week's **Target Vocabulary** words can your child define? Help your child look up any unknown words in a dictionary.

Favorite Subject

Talk to your child about his or her favorite subject at school. What makes that subject interesting and fun? Then tell your child what your favorite subject was, and why.

What's So Funny?

Ask your child to write a short story telling about the funniest or most unusual thing that ever happened in his or her classroom.



Go to the *eBook* to read and listen to this week's selection.

A Package for Mrs. Jewls

- | | |
|--------------|--------------|
| 1. breath | 22. distress |
| 2. wobble | 23. summit |
| 3. blister | 24. massive |
| 4. crush | 25. physical |
| 5. direct | |
| 6. promise | |
| 7. grasp | |
| 8. numb | |
| 9. hymn | |
| 10. shovel | |
| 11. gravity | |
| 12. frantic | |
| 13. swift | |
| 14. feather | |
| 15. comic | |
| 16. bundle | |
| 17. solid | |
| 18. weather | |
| 19. energy | |
| 20. stingy | |
| 21. instruct | |

Name _____ Date _____

**A Package for
Mrs. Jewls**

Vocabulary Word Cards

disturbing

staggered

interrupted

wobbled

squashing

collapsed

specialty

numb

struggled

shifted

Name _____ Date _____

Target Vocabulary

Sports and Motion
Target Vocabulary

Fill in the Flow Chart with sentences using each of the remaining Target Vocabulary words. Your sentences should tell a story in the order that the events happen. The first events in the story are done for you.

Vocabulary

disturbing	interrupted	squashing
specialty	struggled	staggered
wobbled	collapsed	numb
shifted		

I was about to shoot a free throw when a loud noise interrupted my concentration.

I focused so I could block out the noises that were disturbing me.

Flow chart template with 10 empty boxes for writing sentences, connected by downward arrows.

Using Context

**A Package for
Mrs. Jewls**
Vocabulary Strategies:
Using Context

Read each sentence. Think about the meaning of the underlined word. Circle the letter next to the word or words that tell about the underlined word.

Word Bank

hobby shattered bothering
paused discarded

1. The window shattered with a loud crash.
A broke
B opened
2. Thomas discarded the boxes in the recycling bin next to the garage.
A threw out
B moved
3. Tina paused her speech to answer a few questions.
A listened to
B stopped
4. Baking cakes is my mother's hobby. She enjoys it very much.
A pastime
B nightmare
5. The loud noises are annoying me so much that I'm unable to study.
A bothering
B soothing

A Package for Mrs. Jewls

Vocabulary Strategies: Using Context

Word Bank

- noise
solve
lonely
cause
control

Vocabulary Strategies

Using Context

A Package for
Mrs. Jewis

Vocabulary Strategies:
Using Context

Read the sentences below. Use context clues in the sentences to help you figure out the meaning of each word in dark print. Then draw a line connecting each word in Column 1 to its correct meaning in Column 2.

1. I can never **decide** which movie to see. I have a hard time making up my mind!
2. It is **irritating** when my sister doesn't share the computer. It makes me feel angry.
3. She said she was **definitely** coming to the party. She was sure of it.
4. We **combined** two chemicals in science class. It was fun to see what happened when we mixed them together.
5. I **pondered** the meaning of the story. I thought about it for a long time.

Column 1

Column 2

- | | |
|---------------|----------------------------|
| 1. decide | annoying; bothersome |
| 2. irritating | for sure |
| 3. definitely | choose; select |
| 4. combined | wondered about; considered |
| 5. pondered | added together |