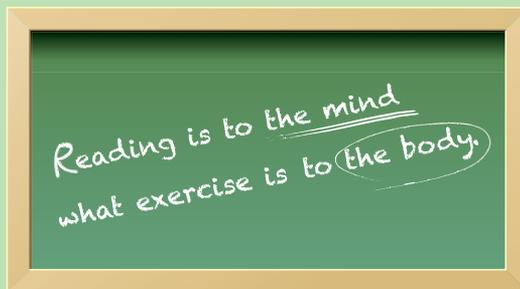


JEI[®] Reading & Writing



The Stories Julian Tells

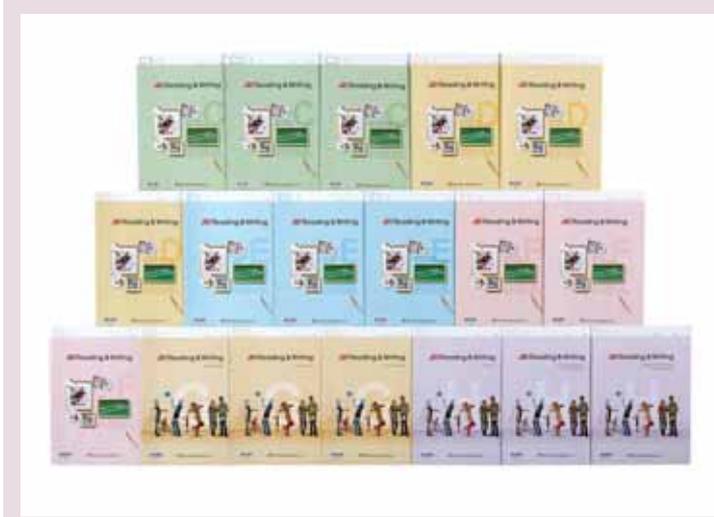


Literature-based Reading Enrichment Program
Features fiction, non-fiction, and other genres
Builds strong vocabulary and critical thinking skills



JEI Reading & Writing

A literature-based enrichment program which promotes analytical reading and writing skills!



JEI Reading & Writing is a literature-based enrichment program that reinforces reading comprehension and writing skills. Consisting of 40 weekly workbooks, each grade level features fiction and nonfiction literature as well as other genres of writing. Students in 2nd through 8th grade who possess basic language arts skills and are interested in exploring various literary genres are encouraged to enroll in the JEI Reading & Writing program.

Features of JEI Reading & Writing

- 1 Exploring various types of literary genres through ten monthly units in each grade level.
- 2 Intensive 4-week program that progresses naturally with the introduction of ten books - both fiction and nonfiction.
- 3 Systematically foster reading comprehension, writing, proofreading, and editing skills.
- 4 Every fourth week is a lesson on a specific genre or aspect of writing, which teaches students how to work within the parameters of different forms.
- 5 Aligned with the State Standards, this unique reading program helps build critical thinking and analytical skills.



Jump Start

Take a look at the front cover and browse the entire book.
Read each chapter title and look at the pictures.
What is the story going to be about?

Have you ever told make-believe stories to little
brothers or sisters or friends to fool them?

What characteristics do you like in a friend?



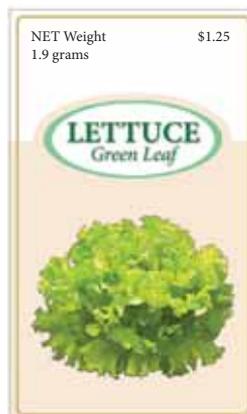
How Does Your Garden Grow?



All plants grow from seeds. The seeds must be planted in soil and then watered. Gardening supply stores carry seed packets. Seed packets can also be ordered from catalogs. The seed packet gives a lot of useful information about the seeds and how to take care of them.

Directions Look at the pictures of a seed packet. Use the information to complete the following page.

Front



Back

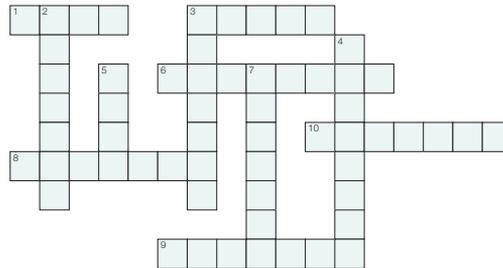


Activate prior knowledge and build background related to the contents of a fiction or nonfiction book. Books are selected with care to be non-gender biased, high-interested, and leveled reading.



Crossword

seize keen skipper skillet trundle
merchant declare minister idle inkwell scowled



Across

1. Since I don't like to be _____, I always keep myself busy.
3. _____ that criminal before he gets away!
6. The _____ of the church asked his congregation to rise.
8. Jerry rolled out the _____ bed for his guest.
9. Make sure the _____ is hot before you cook the hamburgers.
10. The grumpy old man _____ at me because I accidentally kicked a ball into his yard.

Down

2. One, two, three, four. I _____ a thumb war!
3. "All aboard!" bellowed the _____.
4. Since business was slow, the _____ decided to lower his prices.
5. Sally's _____ eyes found the hidden object.
7. Uh-oh! My _____ is almost empty and I haven't finished writing my letter!

Directions Circle the letter of the word that is missing.

1. Villagers have lived in fear since last week when the _____ reached the countryside.
a. expedition c. epidemic
b. liniment d. mischief
2. Audrey became _____ when I asked her nicely to vacuum the house.
a. indignant c. bashful
b. sufficient d. seldom
3. Kirsten offered us a hot cup of tea made from _____.
a. liniment c. treaty
b. epidemic d. saffras
4. We _____ check out books these days since the library now closes an hour earlier.
a. earnest c. kindling
b. seldom d. stammer
5. After frightening the poor kitten, Morris could not _____ it from its hiding place in the garage.
a. astonish c. quarantine
b. earnest d. coax

Understand and practice new words or phrases that are used in the book through meaningful activities.



Reading comprehension

The contents from JEI R&W D6 & F8

Directions Answer the questions.

1. What was John's greatest fault?

2. John's parents took him to the doctor for the strange symptoms he had from eating too much chocolate. What was wrong with John?
 - a. He had a toothache.
 - b. He started acting funny.
 - c. He got spots on his nose.
 - d. He got a stomachache.
3. John found an unusual coin on the way to Susan's house. The coin was unusual because it had John's _____ on one side of it.
4. Why is it surprising that John went into the chocolate shop and bought the chocolate box?
 - a. John took a different route to Susan's house and just happened to pass the store.
 - b. John didn't have any money to purchase the chocolate with.
 - c. Both a and b
 - d. None of the above
5. Cross out the items that John did not turn into chocolate:

toothpaste	dad	toast	glove	trumpet	medicine
desk	mom	water	flute	pencil	bacon

Dialect



In the book, Philip meets a man named Timothy who is from St. Thomas in the Virgin Islands. People from St. Thomas have their own **dialect**, which is a way of speaking that uses different sounds, vocabulary, and grammar rules.

Example: Timothy calls Philip "young bahss". This means "young boss". The meaning is the same, but the sound and spelling are slightly different.

Philip notes that the way Timothy speaks is "musical", and it may be helpful to sound out his words as you read them. Paying attention to the context of these words will also assist you.

Look at some of Timothy's words in bold below. Can you figure out what they mean by sounding them out and looking at the rest of the sentence?

Directions In the blank, write what the word would be if you or Philip said it.

1. We took that **raff** to the **islan** and had an amazing time. _____
2. My **fatha** and **mut-thur** were excited about the reunion. _____
3. Our game was canceled because of the **veree** bad **starm**. _____
4. We talked **'bout** the weather as **d'waves** hit the beach. _____
5. He ordered a pizza **wid** pineapple after a long day at **wark**. _____
6. Her parents went to **dis** meeting **ovah** at her school. _____
7. She **mus** **'ave** changed her phone number. _____

Analyze the theme or central idea of a text and how it is conveyed through particular details of the book.



Extra genres of writing

The contents from JEI R&W C02 , D02, E04, G09

What do all of these passages have in common?

Billy Button

Billy Button bought a buttered biscuit.
Did Billy Button buy a buttered biscuit?
If Billy Button bought a buttered biscuit,
Where's the buttered biscuit Billy Button bought?



A Fly and a Flea in a Flue

A fly and a flea in a flue
Were so imprisoned, so what could they do?
Said the fly, "Let us flee!"
"Let us fly!" said the flea,
And so they flew through a flaw in the flue.

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.



WHAT IS A COMIC STRIP?



A **comic strip** tells a short story with pictures and speech bubbles. These mini stories have a simple plot. In just a few frames, you will find the exposition, problem, and solution.
The simple plot usually leads to a punch line to make you laugh!

Directions Read the comic strip below and identify the plot elements.

A "Pleasant" Experience



Setting: _____

Characters: _____

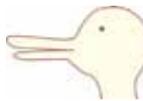
Problem: _____

Solution: _____

What is the punch line?

Why is it funny?

POINT OF VIEW



Duck? Or, Rabbit?



The following three sentences are about Lindsey and her trip to the supermarket last week:



1. Last week, I went to the supermarket to buy milk, eggs, and sugar.
2. Last week, you went to the supermarket to buy milk, eggs, and sugar.
3. Last week, Lindsey went to the supermarket to buy milk, eggs, and sugar.

Each sentence is worded differently, but how is each one similar to the others? That's right! They all tell the same story about Lindsey.

So, if the three sentences *describe* the same exact thing, what is it exactly that is *different* about them?

Answer: Their **POINTS OF VIEW** are different.

Sentence 1 is in the **FIRST person**; that is, Lindsey herself is telling us what she did last week. Sentence 2 is in the **SECOND person**; that is, someone else is telling Lindsey what she did last week (maybe Lindsey forgot!). Sentence 3 is in the **THIRD person**; that is, a narrator is telling us what Lindsey did last week.

Every sentence has a *point of view*. Our *perspective*, or the way we see things, depends on who we are, what we see, and where we stand.

Question: From what Point of View is *Benjamin Franklin: Young Printer* told? (first, second, or third?)

Poetic Devices: Personification and Point of View

Do you think every person has a unique vision of the world?



Do you think that poetry is one of the ways that you can share your unique vision?

Are there any objects or animals that seem almost human to you?



Explore and apply other genres of writing such as elements of poetry, articles, speeches, essay, and more.