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Note: Add more bubbles as needed.
Note: Add more boxes as needed.
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Note: Add more boxes as needed.
Note: Add more legs to your spider as needed.
Who?

What?

Where?

When?

Why?

How?
Note: Add more bones to your fish as needed.
Note: Add more bubbles to your clusters as needed.
Home Connection Interviews
Share with your parents and/or family members what you have learned about roles and communities. Then, ask the following questions:

1. What roles do people play in communities in your family’s country of origin?

2. What laws exist in communities in your family’s country of origin? Who enforces these laws?

3. What organizations provide goods and services to members of communities in your family’s country of origin?

4. In what ways can people interact in communities in your family’s country of origin?
Share with your parents and/or family members what you have learned about stereotypes, prejudice, and discrimination. Then, ask the following questions:

1. What are common stereotypes in our country?

2. How do prejudice and/or discrimination affect life in our country?

3. What groups of people do you think are most affected by prejudice and/or discrimination? Why?

4. What can we do to help those groups, and to protect them from prejudice and discrimination?
Share with your parents and/or family members what you have learned about religions of the world. Then, ask the following questions:

1. What religion does our family practice, if any?

2. What religions are commonly practiced in our family’s country of origin?

3. How does our family worship?

4. What practices or rituals does this religion involve?
Share with your parents and/or family members what you have learned about maps, globes, remote images, and other representations of Earth. Then, ask the following questions:

1. What kind of map do you use most often?

2. What do you use maps for?

3. What does your country of origin look like on a map? What shape does it have?

4. What can people learn about your country of origin by looking at it on a political map?

5. What can people learn about your country of origin by looking at it on a satellite picture?
Share with your parents and/or family members what you have learned about the United States government. Then, ask the following questions:

1. What type of government exists in our family’s country of origin?

2. How was this type of government introduced to our family’s country of origin?

3. What kinds of rights and laws exist under the government in our family’s country of origin?

4. How does this government serve the citizens of our family’s country of origin?
Share with your parents and/or family members what you have learned about the Roman Empire and how it acquired its lands. Then, ask the following questions:

1. Has our family’s country of origin ever acquired land through conquest? Explain.

2. Has our family’s country of origin ever acquired land through annexation? Explain.

3. Does our family’s country of origin have land that has ever been part of another country? Explain.

4. Is the land in our family’s country of origin divided into the same areas as it was when it first became a country?
Share with your parents and/or family members what you have learned about supply and demand in the United States. Then, ask the following questions:

1. With what other countries does our family’s country of origin trade?

2. What goods and services does our family’s country of origin provide for export?

3. What goods and services does our family’s country of origin import?

4. Do any trade agreements exist between our family’s country of origin and the United States or other countries?

5. How do the trade agreements positively and negatively affect the economy of our family’s country of origin?
Share with your parents and/or family members what you have learned about the system of government in the United States. Then, ask the following questions:

1. What system of government is used in our family’s country of origin?

2. How many branches does the government in our family’s country of origin have? Explain.

3. How does that system of government work? Explain.
Checklists
Remember to do the following:

☐ Choose a protagonist and supporting characters.
☐ Determine the setting.
☐ Organize the plot in a sequence of events.
☐ Decide on a point of view: first person or third person.
☐ Include dialogue and suspense.
☐ Write in complete sentences. Fix any fragments.
☐ Use homophones and homographs correctly.
☐ Combine words to form contractions.
☐ Use compound words appropriately.

Vocabulary Words:

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Remember to do the following:

☐ Focus on a main topic.
☐ Include supporting facts.
☐ Use different kinds of sentences.
☐ Use end punctuation correctly.
☐ Use words with prefixes and suffixes.
☐ Use synonyms and antonyms.

Vocabulary Words:
Remember to do the following:

- Express your emotions and feelings about the article.
- Discuss your interpretation of the literary elements in the article.
- Evaluate the author’s purpose.
- Explain your opinion about the topic in the article.
- Vary the types of sentences in your writing.
- End each sentence with the appropriate punctuation.
- Change any fragments into sentences with complete thoughts.
- Use commas and semicolons appropriately.

Vocabulary Words:

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Remember to do the following:

☐ Create a title that explains what the instructions are.
☐ Put the information in a logical order.
☐ Use words such as first, second, next, and last to connect your sentences.
☐ Use nouns, articles, and adjectives appropriately.
☐ Make sure that most of your sentences are in the active voice.

Vocabulary Words:
Remember to do the following:

- Include the cast and scenery of the play.
- Divide the story into acts appropriately.
- Detail stage directions for the characters.
- Write speech for the narrator or chorus that gives background information for each act.
- Include dialogue between characters that helps the plot move along smoothly.
- Use quotation marks only where they are required, and use commas appropriately.
- Use pronouns in place of nouns where necessary.
- Use apostrophes to show possession appropriately.
- Use prepositions to explain location or time.

Vocabulary Words:
Remember to do the following:

☐ State your argument clearly and directly.
☐ Give strong reasons to support your argument.
☐ Include specific facts and examples to convince the reader to accept your position.
☐ Use verbs and adverbs appropriately.
☐ Make sure that subjects and the verbs in your sentences are in agreement.

Vocabulary Words:
Remember to do the following:

☐ Focus the poem around the topic.
☐ Write couplets that rhyme and have the same meter.
☐ Organize groups of lines into stanzas.
☐ Establish clear rhyme schemes.
☐ Consider denotation and connotation in your diction.
☐ Create imagery with your choice of words.
☐ Include alliteration and assonance effectively.
☐ Use present, past, and future verbs in their correct tenses.

Vocabulary Words:
Remember to do the following:

- Make an outline to organize your ideas.
- Explain your ideas with information or examples.
- Check that your research report does what it promises in the introduction and conclusion.
- Include a bibliography that lists all your sources of information.
- Make sure that your bibliography entries are written in the indicated format.
- Use the verb “to be,” auxiliary verbs, and modal verbs appropriately.

Vocabulary Words: