



# VOLUME 2

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## MIDDLE SCHOOL TEACHER'S GUIDE

**Must-Do/May-Do List for**

***Sent***

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# Sent

## Must-Do List

*To be used as seat work on book club meeting days or as an entry task.*

### 1. Important Quotes

\_\_\_\_\_ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

\_\_\_\_\_ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

### 2. Vocabulary Practice

\_\_\_\_\_ Complete the vocabulary assignment for quadrant 1.

\_\_\_\_\_ Complete the vocabulary assignment for quadrants 2 and 3.

## May-Do List

*To be used when the above MUST-DO tasks are complete.*

### 3. Fluency Practice

\_\_\_\_\_ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

\_\_\_\_\_ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

### 4. Outside Text

\_\_\_\_\_ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

\_\_\_\_\_ Visit the school or classroom library and select a book or magazine to read independently.

### 5. Write

\_\_\_\_\_ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

\_\_\_\_\_ Other:

# Important Quotes

## *Sent*, Quadrant 1

### Quote 1

Put the quote in your own words by paraphrasing.

“The whole reason they were in this mess was that a group of people from the future had gone through history plucking out endangered children. This would have been very noble and kind, except that they began carrying off famous kids, kids whose disappearances were noticed” (p. 8).

In your own words/paraphrase:

### Quote 2

Put the quote in your own words by paraphrasing.

“. . . my whole life I felt out of place, like I didn't belong, like I belonged someplace else. Only, I guess it was some*place* and some*time* else . . .” (p. 14).

In your own words/paraphrase:

**Quote 3**

Put the quote in your own words by paraphrasing.

“Time knows how it’s supposed to flow. There’s a persistence in the very nature of time, always trying to get back to its original outcomes . . .” (p. 27).

In your own words/paraphrase:

**Quote 4: Choose an important quote from Quadrant 1.**

Quote:

In your own words/paraphrase:

# Important Quotes

*Sent*, Quadrants 2 and 3

## Quote 5

Put the quote in your own words by paraphrasing.

Chip says to Richard III, “You don’t deserve to be King . . . All this pomp and ceremony—bah! It is for naught. The crowd may cheer you now, but they will jeer you when they know your sins . . .” (p. 140).

In your own words/paraphrase:

## Quote 6

Put the quote in your own words by paraphrasing.

Jonah says to Katherine, “But this is no different from regular life . . . When have you ever known what’s going to happen in the future?” (p. 184).

In your own words/paraphrase:

**Quote 7**

Put the quote in your own words by paraphrasing.

JB says to Jonah, “If you’re going to do much time traveling, you’re going to have to stop thinking of time as a line . . . And you’re going to have to stop thinking of your experience of events as the only sequence . . . Time is what keeps everything from happening all at once” (pp.196–97).

In your own words/paraphrase:

**Quote 8: Choose an important quote from Quadrant 2 or 3.**

Quote:

In your own words/paraphrase:

# Vocabulary Practice

## *Sent*, Quadrant 1

**Choose 2 nouns from the list.**

**Use the noun definition stem:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

- Cohorts (p. 8)
- Ramifications (p. 14)
- Indignation (p. 16)
- Paradox (p. 23)
- Motives (p. 25)
- Sanctuary (p. 35)
- Fate (p. 49)

**Choose 2 adjectives from the list.**

**Use the adjective definition stem:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

- Distorted (p. 3)
- Noble (p. 7)
- Superhuman (p. 13)
- Eerie (p. 23)
- Solemn (p. 24)
- Scandalous (p. 51)
- Incredulous (p. 61)

**Choose your own new and interesting word from the text.**

**Use the appropriate definition stem:**

**Noun:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

**Verb:** *To \_\_\_\_\_ means to \_\_\_\_\_.*

**Adjective:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

**Adverb:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

# Vocabulary Practice

## *Sent*, Quadrants 2 and 3

**Choose 2 nouns from the list.**

**Use the noun definition stem:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

- Crisis (p. 91)
- Blemishes (p. 124)
- Hubbub (p. 127)
- Usurper (pp. 128 and 133)
- Imposter (p. 129)
- Revenge (p. 131)
- Tact (p. 132)
- Illusion (p. 144)
- Heretic (p. 161)
- Prosperity (p. 221)

**Choose 1 adjective from the list.**

**Use the adjective definition stem:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

- Frantic (pp. 87 and 188)
- Doleful (p. 99)
- Ambitious (p. 102)
- Anguished (pp. 132 and 142)
- Feeble-minded (p. 160)
- Indomitable (p. 210)
- Rueful (p. 227)

**Choose 1 adverb from the list.**

**Use the adverb definition stem:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

- Uncharacteristically (p. 113)
- Emphatically (p. 97)
- Meekly (p. 97)
- Grudgingly (p. 136)
- Forlornly (p. 165)

**Choose your own new and interesting word from the text.**

**Use the appropriate definition stem:**

**Noun:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

**Verb:** *To \_\_\_\_\_ means to \_\_\_\_\_.*

**Adjective:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

**Adverb:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*



Word: <b>1.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>2.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>3.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>4.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>5.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>6.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>7.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>8.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>9.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>10.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

# Fluency Practice

## *Sent, Quadrant 1*

**Directions:** Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

### **Excerpt from pages 7–8:**

Distantly, / as if he was trying to retrieve a memory from centuries ago— // no, / he corrected himself, / centuries *ahead*— // Jonah puzzled over what Chip meant. // *Who we're supposed to be* . . . // Oh, / yeah. // The whole reason they were in this mess / was that a group of people from the future had gone through history / plucking out endangered children. // This would have been very noble and kind, / except that they began carrying off famous kids, / kids whose disappearances were noticed. // JB, / who seemed to oppose any tampering with history, / was convinced that all of time / was on the verge of collapse because of the rescues. // He and his cohorts / had managed to freeze the effects of the rescues— // “the ripples”, / as they called them— // and gone after the missing children. // There'd been a battle, / and thirty-six kids from history / had crash landed at the very end of the twentieth century. //

Chip was one of those kids. //

So was Jonah. //

For the past thirteen years, / though, / they'd known nothing about their true identities. // They'd been adopted by ordinary American families / and grown up in ordinary American suburbs, / playing video games and soccer, / trading Pokémon cards, / shooting hoops in their driveways. // They had no way of knowing their ordinary lives / were ordinary only because they were in Damaged Time— // time itself, / trying to heal, / had kept both sides of the battling time travelers out. //

But Damaged Time had ended. // And JB and his enemies, / Gary and Hodge, / immediately swooped in, / each side eager to finish what they'd started. //

*And that, / boys and girls, / is how I came to be lying in the dark in the fifteenth century,* / Jonah thought, / his mind working a little better now. //

# Fluency Practice

## *Sent, Quadrants 2 and 3*

**Directions:** Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

### **Excerpt from pages 200–203:**

“It was about a week ago,” / JB began, / “when the queen heard that Richard had been proclaimed king and was planning his coronation . . .” //

“ . . . When the queen heard that Richard had claimed the throne for himself, / she knew that her sons’ lives were in danger . . .” //

“ . . . She had her people infiltrate the plot against her sons’ lives,” JB said. // “In the room that night, / those men you saw? // The window-throwers? // One of them thought there was another man on the ground / waiting to bash the boys’ brains in, / to make it look like they died trying to escape . . . // The other window-thrower thought that there was a man waiting below / to spirit the boys away to safety,” / JB said. // “But he knew he had to act like a murderer, / to convince his partner.” //

“And *were* the men on the ground?” // Jonah asked. //

JB nodded grimly. //

“Two were there, / planning to catch the boys, / if they could, / or bind up their broken limbs / and carry them off if they hit the ground and were injured,” / JB said. // “You see how desperate the queen was, / that she would agree to such a dangerous plot?” //

“I guess it’s better than letting your sons be killed,” / Katherine muttered. //

“But / there were other men on the ground / whose job it was to claim that they’d seen the boys jump / and innocently discovered their bodies afterward,” / JB said. // “They were the ones who mistakenly called out, / ‘Where are the bodies?’ // when they didn’t see the boys— / they were so stunned / they forgot that *that* / wasn’t information they should broadcast.” //

“So / in the original version of history . . .?” // Jonah asked. //

JB chuckled. //

“In the original version of history / both boys landed in the bushes and took off running / before any of the men on the ground saw them, / friend or foe,” / he said. // “This left both sides in confusion.” //

## Outside Text/Culminating Project

*If you could go back in time to meet an important person from history, who would you want to meet?*

This question will be the focus of a culminating research project. To help start you thinking about who you might choose for this project, here is a list of **twenty-five important and diverse people** from history who have changed the world in different ways—through **courage, creativity, science, leadership, and kindness**. Read about several of these people and add some of your own to the list.

### Leaders Who Changed the World

1. **Nelson Mandela (1918–2013)**—Spent twenty-seven years in prison fighting for equality in South Africa. Later became president and helped unite his country.
2. **Harriet Tubman (ca.1822–1913)**—Escaped from slavery and led hundreds of others to freedom through the Underground Railroad.
3. **Abraham Lincoln (1809–1865)**—U.S. president who ended slavery and kept the country together during the Civil War.
4. **Mahatma Gandhi (1869–1948)**—Used peaceful protest to help India gain independence from Britain.
5. **Rosa Parks (1913–2005)**—Refused to give up her seat on a bus, inspiring the Montgomery bus boycott and the civil rights movement.
6. **Queen Elizabeth I (1533–1603)**—One of England’s most powerful rulers, she encouraged exploration and the arts during the Renaissance.
7. **Malala Yousafzai (born 1997)**—Spoke out for girls’ right to go to school in Pakistan and became the youngest person ever to win the Nobel Peace Prize.

### Scientists and Inventors

8. **Marie Curie (1867–1934)**—The first woman to win a Nobel Prize, she discovered the elements radium and polonium and helped develop X-rays.
9. **Katherine Johnson (1918–2020)**—Her math skills helped NASA send astronauts into space and return them safely to Earth.
10. **Leonardo da Vinci (1452–1519)**—A true “Renaissance man,” he was an artist, scientist, and inventor who dreamed up flying machines long before airplanes existed.
11. **Albert Einstein (1879–1955)**—A brilliant physicist whose ideas about space and time changed science forever.
12. **Galileo Galilei (1564–1642)**—Used a telescope to prove that Earth moves around the Sun—an idea that shocked people in his time.

### Writers and Thinkers

13. **William Shakespeare (1564–1616)**—Wrote famous plays such as *Romeo and Juliet* and *Hamlet* that are still performed today.
14. **Maya Angelou (1928–2014)**—Poet and author whose books and poems inspire people to be strong and proud of who they are.
15. **Frederick Douglass (1818–1895)**—Escaped slavery and became a powerful speaker and writer fighting for freedom and equality.
16. **Jane Austen (1775–1817)**—Wrote clever stories about young women learning to think for themselves, such as *Pride and Prejudice*.
17. **Confucius (551–479 BCE)**—A Chinese teacher and philosopher who taught that respect, kindness, and honesty make a strong society.



### Artists and Musicians

18. **Frida Kahlo (1907–1954)**—Mexican artist known for her colorful and emotional paintings that show strength and identity.
19. **Ludwig van Beethoven (1770–1827)**—Created some of the world’s most famous music—even after he lost his hearing.
20. **Michelangelo (1475–1564)**—Painted the Sistine Chapel ceiling and sculpted *David*, works that still amaze people today.
21. **Aretha Franklin (1942–2018)**—The “Queen of Soul,” whose powerful music inspired hope and pride during the civil rights movement.

### Explorers and Adventurers

22. **Amelia Earhart (1897–disappeared 1937)**—The first woman to fly solo across the Atlantic Ocean; a brave pioneer for women in aviation.
23. **Neil Armstrong (1930–2012)**—The first person to walk on the Moon, he said these famous words: “That’s one small step for man, one giant leap for mankind.”
24. **Cleopatra (69–30 BCE)**—The last pharaoh of ancient Egypt, known for her intelligence, leadership, and ability to speak several languages.
25. **Sally Ride (1951–2012)**—The first American woman to travel to space, showing that women could be astronauts, too.**Add a few more important people to the list.**26.

### Notes:

### Important Quotes

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
Total:	/16

0 = no attempt  
1 = incomplete  
2 = complete

### Vocabulary

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
9	/2
10	/2
Total:	/20

0 = no attempt  
1 = incomplete  
2 = complete

### Quadrant 1 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

### Quadrant 2 and 3 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

#### Quadrant 4 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

0 = no attempt

1 = incomplete

2 = complete