



**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

CONTEMPORARY FICTION: *LETTERS FROM HEAVEN*



GRADE 4 UNIT 3 | ACTIVITY BOOK

EDITION 1

Grade 4

Unit 3

Contemporary Fiction:
Letters from Heaven

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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Unit 3

Contemporary Fiction:

Letters from Heaven

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 3 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

1.1

DATE: _____

Describing Celeste

Write a short 3-5 sentence paragraph describing Celeste. Use specific details in your descriptions. Remember that your goal is to help your reader imagine Celeste in a way that matches what you have read in *Letters from Heaven*.

[illegible]

NAME: _____

DATE: _____

Drawing an Interaction

Draw a picture of Celeste and another character from the text interacting together. Then annotate, using information from the text to show why you drew Celeste and the second character the way you did. If you are using words and phrases that appear in the text, enclose them in quotation marks.

1. Draw your picture here.

2. Write your annotations here.

NAME: _____

DATE: _____

Revising Your Description

Refer back to Activity Pages 1.2 and 1.3 and Excerpt 1: “*Café con Leche*”. You and your partner will provide feedback on each other’s descriptions on Activity Page 1.3 to make them better. Have your partner look at your drawing of Celeste interacting with another character on Activity Page 1.2. Then read your description of Celeste on Activity Page 1.3 to your partner. Ask your partner the following questions and listen carefully to their answers. Write your partner’s answers below to the questions.

1. Was there anything in my description that was confusing or that you weren’t sure of?

2. What could have made my description clearer? Are there any details from the text I can add to improve my description?

Now go back to your writing and revise your work based on your partner’s feedback.

You may wish to add words or sentences to the bottom, or cross out words or sentences to replace them.

NAME: _____

DATE: _____

Celeste's Feelings

Excerpt 1: “*Café con Leche*”

Read and answer the questions below about Celeste's feelings in Excerpt 1. Use evidence from the text to support your responses. You may use one or more quotes from Excerpt 1 to justify how Celeste feels about something and why.

1. How does Celeste feel about her relationship with her grandmother?
2. How does Celeste feel about her grandmother's cooking?
3. How does Celeste feel about the *café con leche* that she makes for her grandmother?

NAME: _____

DATE: _____

Patterns in the Excerpt

Think about the patterns or big ideas you noticed in Excerpt 1, “Café con Leche.” Draw a picture of the main character, Celeste, as she moves through the day that is described in the excerpt. Illustrate any patterns or big ideas that you notice in the excerpt. Then write a caption to describe the patterns or big ideas you have drawn. Share your work with a partner.

NAME: _____

DATE: _____

Theme in “Cangrejitos de Guayaba y Queso”

Using your knowledge of patterns or repeating big ideas, think about a theme described in Excerpt 2. “Cangrejitos de Guayaba y Queso.” Draw a picture of Celeste after she opens the package and reads the letter from her grandmother. Then write what you think the theme is at this point in the narrative. Share your work with a partner.

I think the theme of this excerpt is _____

because _____

_____.

NAME: _____

DATE: _____

2.5

ACTIVITY PAGE

Compare and Contrast Excerpts 1 and 2

Compare and contrast the two excerpts, “*Café con Leche*” and “*Cangrejitos de Guayaba y Queso*.” Think about the following:

- What happens in each excerpt
- Celeste’s actions or responses in each excerpt
- How the character’s actions and responses are related to patterns, or big ideas in the excerpt
- Explain at least one theme that exists in each excerpt and why you think so using evidence from the text

What Happens

Excerpt 1	Excerpt 2

Celeste’s Action or Responses

Excerpt 1	Excerpt 2

Theme

Excerpt 1	Excerpt 2
-----------	-----------

Dialogue and Action in Excerpt 3

Answer the following questions.

1. Who are the characters in the scene that makes up the first part of Excerpt 3?

_____ and _____

2. Underline the dialogue in the paragraphs below.

Mami gets home from the factory exhausted, like always. She opens the door, throws her bag on the floor, takes off her shoes, and falls onto the couch.

“Mami, Mami! Close your eyes!” I say eagerly.

“Ay, *cielo*. I’m so tired that if I close my eyes I’ll fall asleep right here.”

“No, Mami, close your eyes for a second,” I tell her, “and smell.”

I watch her close her eyes and her lips slowly curl up into a little smile.

“Something smells wonderful,” she says.

“Don’t open your eyes just yet,” I say, running to get the tray of *cangrejitos*.

“Now,” I tell her.

When she sees them, the smile is erased from her face and she begins to cry. I start to cry too. I place the tray on the table so that the *cangrejitos* don’t get wet with tears and I hug her. We stay like that for a while until we catch the scent of the *cangrejitos* again and we devour them in silence.

3. Now highlight the actions in the scene—something that is done, such as any movement or activity, by the characters.

Acting and Directing

In your group of three, one of you will be the director, and the other two will play Celeste and her mother in the first scene of Excerpt 3 from Letters from Heaven.

The director's job is to make sure the scene accurately shows what the characters say, do and how they feel. To do that, the director has to concentrate on the text, listen to the actors, and give them feedback. The actors have to make the audience believe they are the mother and Celeste and accurately convey their feelings.

Read and think about the following questions to prepare for your role.

1. As Celeste, think about:
 - How would your character show that she is eager to talk to Mami?
 - Why does your character begin to cry when Mami cries?
 - Why does your character want her mother to close her eyes before your character brings out the tray of *cangrejitos*?
2. As Mami, think about:
 - How is your character feeling when she arrives home? Why?
 - Why does your character curve her lips into a smile?
 - How does your character's feelings change as the scene continues?
3. As the director, think about:
 - Are the characters standing or sitting? Where are they looking?
 - How do they emphasize their words?
 - How does what one character says impact the other character?
4. When listening as an audience, think about:
 - How did the actors show the emotions of the characters?
 - Did what they say and do match the text?
 - Look at the actors' facial expressions. How do they change throughout the scene?

3.3

DATE: _____

Describing Moods: Mami

Describe Mami's moods in Excerpt 3 using details from the text. Explain how Mami is feeling in each part of the excerpt, and how you know. Use complete sentences and quotes from the text to support your response.

[illegible]

NAME: _____

DATE: _____

Brainstorming Your Personal Narrative

Think of an event or series of events you would like to write about in your personal narrative. The event should involve a person with whom you have a special relationship. Write a sentence or two describing the event.

Then fill in the boxes in the graphic organizer to tell about the person involved in the event.

The event I plan to write about is _____

How long have you known this person?

What is your connection to this person?

Name of Person

What makes this person special to you?

Why is this relationship important?

Dialogue and Quotation Marks

Reread the first paragraph of Excerpt 4 and locate the three uses of the word says in the text. In each of these sentences, Celeste is retelling in her own words what Mami and Lisa are saying. Mami and Lisa are not actually speaking.

Suppose that Mami and Lisa were actually speaking. How would you write what they say as dialogue?

The sentences with says are written below. Rewrite each sentence as if Mami and Lisa are actually speaking. Don't forget to begin each sentence with Mami says or Lisa says, followed by a comma. Then write the dialogue, enclosing the spoken words in quotation marks. You may need to change pronouns to match what the speaker would say.

1. She says she doesn't need one, that with her own two feet she can walk or pedal to wherever she has to go.

2. She says that Lisa is like her sister, even though they don't look anything alike.

3. Mami says that Lisa doesn't use makeup because she doesn't need it.

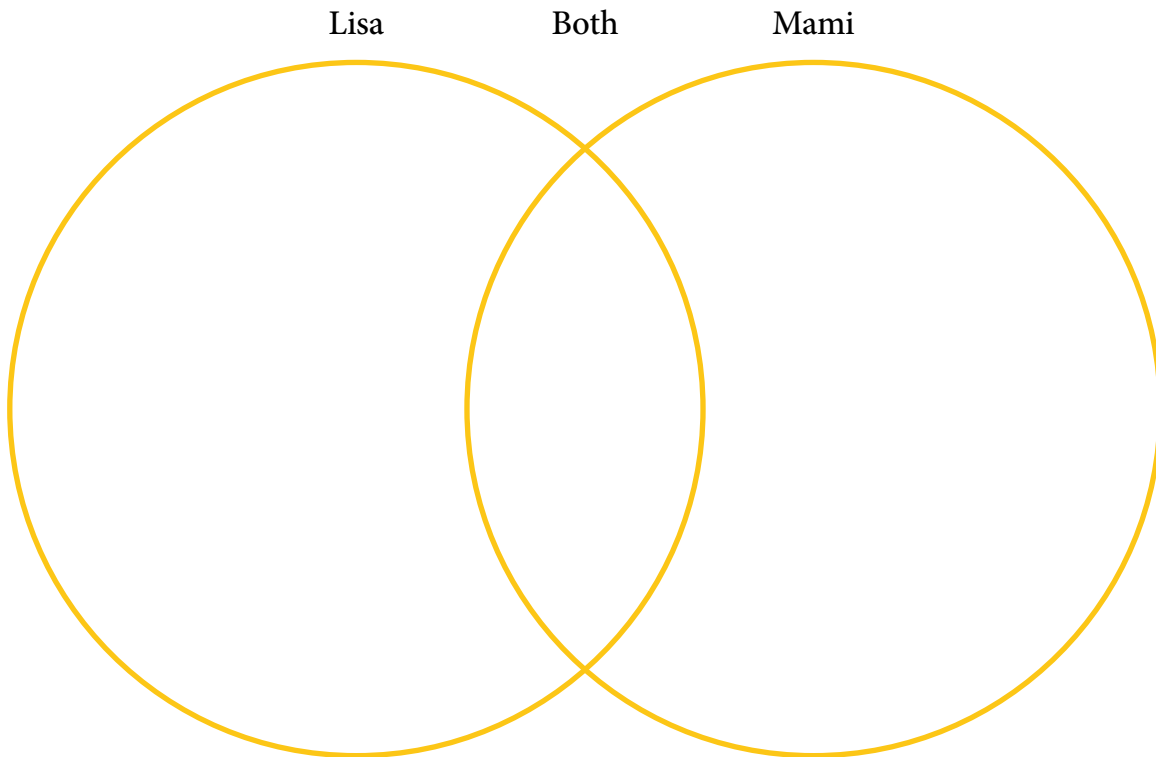
NAME: _____

DATE: _____

Compare and Contrast Lisa and Mami

In the first four excerpts from Letters from Heaven, you have learned a lot about the characters Lisa and Mami. You've learned about how they look, and you've also learned about how they act. In this activity, you will compare and contrast what you know about these two characters.

First, fill in the Venn diagram to tell how the characters are alike and how they are different. You can use words and short phrases. On the left, write information that applies only to Lisa. On the right, place information that applies only to Mami. In the middle, write information that applies to both Lisa and Mami.



Now, write a paragraph using the information in the Venn diagram. Explain how Mami and Lisa are alike and how they are different. Use full sentences with proper punctuation.

NAME: _____

DATE: _____

Planning a Personal Narrative

Letters from Heaven is about Celeste's relationship with someone who is special to her. You will be writing a story about someone who is special to you.

Fill in the chart below to help you plan characterization details and events to include in your personal narrative.

Who are you writing about?:		
Descriptive Details		
Physical Appearance	Personality Traits	
Experience		
What experience are you writing about?		
Beginning	Middle	End

NAME: _____

DATE: _____

Personal Experience

Think about sensory language you could use to help you describe your personal experience. Then use the graphic organizer to record your ideas. Write one or two sentences to respond to each question.

Sense	Question	Answer
Sight	What could you see during the experience? Think about: • what colors you saw • how bright the light was • what you saw that moved or stayed still	
Hearing	What sounds do you associate with this experience? Think about: • whether it was loud or quiet • whose voices you heard • the emotions you felt when you heard these sounds	
Touch	What objects did you touch during this experience? Think about: • whether they were warm or cold • whether they were hard or soft • whether they were bumpy or smooth	
Taste	What foods did you eat during this experience? What did they taste like?	
Smell	What foods or other smells were part of this experience? What did they smell like?	

Personal Narrative Draft

Review your personal narrative plan. Look back at the order of events for your experience under the beginning, middle, and end columns. Use this page to develop the beginning, middle, and end of your experience with descriptive details to explain more about what happened. Use transition words between events. Suggestions for transition words include:

- *First, In the beginning, At the start*
- *Then, Later, Next*
- *Finally, As the day ended*

Each time you mention your special person, add a descriptive detail. This could include:

- *How they speak*
- *How they move*
- *What they look like*
- *What they are feeling*
- *What they liked or disliked about the event or experience*

[illegible]

NAME: _____

DATE: _____

Identify Settings

Excerpt 5 takes place in different settings. Reread the excerpt carefully and use details in the text to determine two of the settings. Below, write the name of the setting and then write two or three sentences describing what happens in that place. Be as specific as possible, including when it took place.

Setting 1: _____

Setting 2: _____

NAME: _____

DATE: _____

Similes

The sentences and phrases below are similes. For each simile, underline the word that lets you know it is a simile. Then, write the meaning of the phrase.

1. The stars look like diamonds tonight.

Meaning: _____

2. She is as hungry as a bear in the springtime.

Meaning: _____

3. The clouds are like marshmallows.

Meaning: _____

4. His laughter was loud as thunder.

Meaning: _____

5. Their kitchen is as small as a doughnut hole.

Meaning: _____

6. Stop sitting there like a bump on a log!

Meaning: _____

Now write a simile of your own. Use an object in the classroom and compare it to something else using like or as.

NAME: _____

DATE: _____

Checklist

Give this page to your partner. Have your partner use this checklist to carry out a peer review on your personal narrative draft. Your partner should check one box in each row and add comments, if necessary.

Statement	Yes	No	Not Sure	Comments
1. The narrative tells a true story.				
2. The narrative uses first-person pronouns, such as <i>I</i> , <i>me</i> , and <i>my</i> .				
3. The narrative involves another important or special person.				
4. It is clear who this other person is and why that person is important to the narrator.				
5. The setting of the story is clear.				
6. The scenes in the narrative will be told in chronological order.				
7. There is a clear conclusion.				
8. The plan makes me want to read the finished story.				
9. The narrative includes sensory and figurative language.				

NAME: _____

DATE: _____

Character Interactions

Think about the relationships between Amanda, Celeste, and Silvia as they are described in Excerpt 7. Then fill out the graphic organizer. Be sure to use evidence from the text.

Question	Answer	Evidence
1. How would you describe the interaction between Celeste and Amanda?		
2. How does Celeste feel about Silvia?		
3. How does Amanda feel about Celeste?		

NAME: _____

DATE: _____

Revising Dialogue and Actions

Now that you have identified the interactions in your narrative, it is time to improve the details that show the personality traits and relationship between people. List the interactions you underlined in the left column. Add dialogue and action details to the middle and right columns. Ensure the details you add help the reader to further understand people's personalities or the relationship between them. In the final row, add any additional revisions needed based on your peer review.

Interaction	Dialogue Details	Action Details
Additional Peer Review Revisions		

NAME: _____

DATE: _____

Perspectives

Think about the perspectives or points of view of the different characters in this excerpt. Then write a description of what they think in response to each question. Remember to include evidence from the text to determine their perspective

Question	Response	Textual Evidence
1. What is Celeste's perspective regarding the argument she is having with Silvia?		
2. What is Lisa's perspective regarding the letters Celeste is receiving from her grandmother?		
3. What is Celeste's perspective regarding the letter she receives from her grandmother?		
4. What is Doña Esperanza's perspective regarding this letter?		

NAME: _____

DATE: _____

Editing Checklist

Use this checklist to help you edit your personal narrative.

1. I have used capital letters at the beginning of sentences. Yes ☐ No ☐
2. I have used capital letters to begin proper nouns. Yes ☐ No ☐
3. I have used periods appropriately at the ends of sentences. Yes ☐ No ☐
4. I have used question marks appropriately at the ends of sentences. Yes ☐ No ☐
5. I have used exclamation marks appropriately at the ends of sentences. Yes ☐ No ☐
6. I have put dialogue inside quotation marks. Yes ☐ No ☐
7. I have used correct spelling. Yes ☐ No ☐
8. I have used pronouns appropriately. Yes ☐ No ☐

NAME: _____

DATE: _____

Relationships

You and your partner will choose three of the following characters: Doña Esperanza, Mami, Lisa, and Silvia.

Describe the relationship between Celeste and each of these people. Explain how the relationship changes over time in the novel. Write what you think, and write what your partner thinks, too. Annotate by using quotes and other evidence from the novel to support your ideas.

Character	What I Think	Textual Evidence	What My Partner Thinks

NAME: _____

DATE: _____

Presentation Checklists

Fill out the Preparation checklist to show that you are prepared for your own presentation.

Fill out the Listening checklist to evaluate another student's presentation.

Preparation		Listening (Presenter Name: _____)	
I completed my personal narrative.	Yes ☐ No ☐	The presenter spoke clearly and not too fast.	Yes ☐ No ☐
I am able to show examples of thoughtful word choice.	Yes ☐ No ☐	The presenter connected with the audience often.	Yes ☐ No ☐
I am able to show examples of characterization details.	Yes ☐ No ☐	The presenter described the experience effectively.	Yes ☐ No ☐
I am able to show examples of first-person perspective in my writing.	Yes ☐ No ☐	The presenter used time effectively.	Yes ☐ No ☐
I will remember to speak clearly and connect with the audience.	Yes ☐ No ☐	The presenter expressed a connection with their special person.	Yes ☐ No ☐

NAME: _____

DATE: _____

Discussion Questions

Talk about the following questions with your partner using Excerpt 10 to help you. Then write your answers below. Use complete sentences with appropriate capitalization and punctuation.

1. What does Celeste say she wants?

2. What else does Celeste want, even if she doesn't say it to the reader?

3. How has Celeste changed in the story so far? What has helped her change?

4. How has Mami changed in the story so far? What has helped her change?

5. In what ways is Mami supporting Celeste, even though she works so much?

6. Choose two or three words to describe the relationship between Celeste and her mother. Tell your partner why you chose those words.

NAME: _____

DATE: _____

Planning an Opinion Statement

You are now going to plan an opinion statement. In an opinion statement, you state your opinion in answer to a question and then use evidence from the text to back up that opinion.

The question you will answer is:

In your opinion, why did Celeste choose to keep the letters a secret from her mother?

You may wish to start your sentence with the following:

Celeste kept the letters a secret because _____.

As you plan your opinion, think about the following questions:

- 1. How does Celeste feel about the letters?*
- 2. What kind of relationship does Celeste have with her mother? With her grandmother?*
- 3. How could these two relationships have influenced Celeste's decision to keep the letters a secret?*

Use quotes from the text and explain what you think those quotes mean.

[illegible]

Author's Purpose

Authors have different purposes for writing that may include ideas, topics, messages, or opinions they want to share with the reader through their writing.

Authors of fiction often use characters to support the purposes of their writing, including the purposes to persuade, inform, or entertain.

*Think about your reading of *Letters from Heaven*. Then answer the questions below about the author's purpose:*

1. What do you think the author's purpose is in *Letters from Heaven*? If you think the author had more than one purpose, explain them all. Explain your thoughts with evidence from the text.

2. What is an idea, topic, message, or opinion included in the reading that you think is connected to the author's purpose in *Letters from Heaven*? Explain your thoughts with evidence from the text.

3. How does the main character, Celeste, support the author's purpose? Explain your thoughts with evidence from the text.

Write a Summary Paragraph

Write a paragraph summarizing the changes you see in Celeste over the course of Excerpts 10 and 11. Use textual evidence to explain what happened.

NAME: _____

DATE: _____

Author's Message

Answer these questions. Think about the messages the author wants the reader to understand.

1. In Excerpt 12, what messages do you think the author wants the reader to understand? Be as specific as possible and use evidence from the text to support your answer.

2. Now think about the novel as a whole. What messages does the author try to convey in the whole story? Use textual evidence to support your thinking.

3. Which of these messages do you think is the most important? Explain your answer, and use evidence from the text.

NAME: _____

DATE: _____

Unit Assessment–Personal Narratives

Reading

Excerpt 13, "Family Dinner"

Please answer questions in complete sentences and use evidence from the text to back up your answer. If possible, quote directly from the text, using quotation marks.

1. Look at the three quotes from this excerpt below. Underneath each quote, write down who is speaking, and, in one sentence, summarize what is happening in the quote.

- a. “Remember: everything serves a purpose.”

The person speaking: _____

Summary: _____

- b. “Don’t tell me you’re waiting for your grandma to show . . . ”

The person speaking: _____

Summary: _____

- c. “Before she died, your grandma left me a pack of letters, each of them sealed and addressed to you.”

The person speaking: _____

Summary: _____

2. What does Karen do to Silvia when they are sitting at the table?

3. In this excerpt, Celeste has a vivid memory of her grandmother’s instructions on how to set a table. Read that memory in the second paragraph of the excerpt.

- a. What are the similarities between this memory and the memory of how Celeste’s grandmother taught her to make *café con leche* in the first excerpt you read? You may refer back to the original text to help you.

- b. What are the differences between this memory and the memory of how Celeste’s grandmother taught her to make *café con leche* in the first excerpt you read? You may refer back to the original text to help you.

NAME: _____

DATE: _____

13.1

CONTINUED

ASSESSMENT

4. What does Celeste wonder if she will ever find out about her grandmother?

5. Does she eventually find out?

6. Using textual evidence, provide one theme and your thoughts about the author's message in the novel *Letters from Heaven*. Be sure to cite evidence for your answer using the excerpt you just read.

NAME: _____

DATE: _____

13.1

CONTINUED

ASSESSMENT

Writing

Read the following excerpt from “Family Dinner.” After reading, underline all the dialogue in the excerpt. Circle all the personal pronouns.

We all sit down at the table: Mami at the head, Lisa and Doña Esperanza on one side and Karen and Silvia on the other. I bring a chair in from the kitchen and sit between my friends, leaving the other end of the table open for Grandma because I know she’s here with us.

Question 1

Respond to the following question by stating your opinion and providing quotes from the text to support that opinion.

Why do you think Excerpt 13 is called “Family Dinner”?

As you write your response, think about the following questions:

- a. How would you define the word *family*?
- b. How do you think Celeste would define the word at the beginning of the story? You may look back at other excerpts as needed to gather evidence for your response.
- c. Do you think the definition of *family* has changed by the end of Excerpt 13? Why or why not?

Remember to use quotes from the text and to explain what those quotes mean.

[illegible]

NAME: _____

DATE: _____

Revise the order of events of your personal narrative using the graphic organizer below. Fill in what has happened in your story so far in the first squares, the last squares, and the squares in the middle. Think about what might have happened in between. Revise what happens in the beginning, the middle, or the end if you think it no longer makes sense.

BEGINNING



MIDDLE



ENDING

NAME: _____

DATE: _____

Complete the lines below, and then use the space here or in the back of your Activity Book to create a new scene for your personal narrative.

My favorite excerpt is

The summary of what happened is:

I think the events of this excerpt are similar to an experience I had with:

I am going to use what happened in that excerpt in my personal narrative by:

Use the next page and the back of the Activity Book to create a new scene for your personal narrative.

NAME: _____

DATE: _____

Use the following prompts to think about what your narrative looks like now and how you may wish to revise it.

Setting

1. Where?

2. When?

Relationships

1. My relationship with _____

- a. Physical appearance:

- b. Personality:

- c. Example of dialogue:

2. My relationship with _____

- a. Physical appearance:

- b. Personality:

- c. Example of dialogue:

3. My relationship with _____

- a. Physical appearance:

- b. Personality:

- c. Example of dialogue:

You can continue this exercise in the back of your Activity Book if you have written about more relationships with people in your life.

Summarizing

1. Summarize your personal narrative.

NAME: _____

DATE: _____

2. What experience does your personal narrative explore?

3. What makes the relationship with the person you wrote about special?

4. How do your thoughts and feelings change as your narrative develops?

Title:

1. I chose this title because . . .

NAME: _____

DATE: _____

Excerpt 13: “Family Dinner”

Look at the excerpt “Family Dinner.” Place the events in the story in the chart below.

The diagram consists of a central yellow triangle. Surrounding the triangle are five rectangular boxes, each containing a label and four horizontal lines for writing. The boxes are arranged as follows:

- Climax** (top box)
- Rising Action** (middle-left box)
- Falling Action** (middle-right box)
- Introduction/Beginning** (bottom-left box)
- Resolution/Ending** (bottom-right box)

Biography

Lydia Gil was born to Cuban parents in Mayagüez, Puerto Rico. She has published one bilingual children's book, *Mimi's Parranda / La parranda de Mimi*, and one bilingual novel, *Letters from Heaven / Cartas del cielo*. She holds a PhD in Spanish from the University of Texas at Austin.

Glossary

A

action, n. something that is done, such as any movement or activity

addressed, v. wrote instructions for delivery

advertisement, n. a notice or announcement, especially one intended to sell a product or service

afar, n. far away

anecdote, n. a short narrative that describes an interesting incident or event

annotate, v. to add notes to a text or drawing to explain it or comment on it

appointment, n. a pre-set time and place for a meeting

aroma, n. an often pleasant smell that one notices

arrangement, n. a plan or agreement between people or a group, usually for something to happen in a certain way

author's purpose, n. the author's reason for writing a text, which may include ideas, topics, messages, or opinions they want to share with the reader through their writing

B

brainstorm, v. to come up with new ideas, often by having a discussion

broadcasting, v. sending a signal

C

café con leche, n. a drink made by mixing coffee with hot milk

cangrejitos de guayaba y queso, n. croissants made with guava and cheese

characterization, n. a description of someone's features, including their thoughts and feelings, personality, perspective, and physical attributes

cheerfully, adv. happily

cielo, n. darling

condolences, n. ways of showing sympathy

congrí, n. a Cuban dish made from black beans and rice

croissants, n. a soft half-moon shaped pastry

D

dialogue, n. words or sentences spoken by characters to one another in a poem, play, or story

drenched, v. filled or covered by liquid

E

elegant, adj. stylish and of high quality in appearance or manner

embarrassed, adj. a feeling or state of being extremely self aware about one's behavior, usually resulting in stress or shame

emphasis, n. extra stress added to words to indicate importance

F

figurative language, n. words or phrases that mean more than their dictionary definition; similes and metaphors are two examples of figurative language

flan, n. a sweet dessert made out of custard with caramel glaze

furiously, adv. angrily, or in a hurried or intense manner

G

guava, n. a tropical fruit

H

hilarious, adj. very funny

hyperbole, n. an exaggerated statement not meant to be taken literally; for example, "I've been waiting forever" uses hyperbole to state that the speaker has waited a long time

I

imagery, n. descriptive language in which the author creates images in a reader's mind often figuratively through comparison, symbols, or exaggeration

immediately, adv. without waiting for any time to go by

inference, n. a conclusion or opinion not stated directly in the text, based on evidence

L

literal language, n. words and phrases that mean the dictionary definition of the words

M

mantra, n. a word or motto that serves as a guide to action

mariquitas, n. Cuban dish made with green plantains

N

nostalgia, n. wishing for a past period of time

novela, n. a Spanish television soap opera show, short for “telenovela”

P

perspective, n. a way of looking at something

plantains, n. a tropical green fruit that looks similar to a banana

plastered, v. fixed in place

presentation, n. the act of showing or explaining something to an audience

protesting, v. disapproving or objecting of something

Q

qué bueno, adj. how wonderful!

R

recital, n. a performance, usually by music or dance students

rehearse, v. to practice

rotisserie, n. a cooking appliance on which food is turned over a fire or other heat source

S

salutation, n. a way of greeting someone

scene, n. unit of division of an act

script, n. handwritten letters

sensory language, n. language that appeals or refers to the five senses: taste, smell, sight, hearing, and touch

setting, n. the time and place when and where the events in a piece of literature happens

simile, n. a type of figurative language that compares two things using the words *like* or *as*

summary, n. a brief statement that explains the main points of a literary work

suspects, v. believes to be true

T

theme, n. a universal idea presented in a text that speaks to a common human experience

tone, n. the attitude that a character, narrator or author conveys through their words, expressed through style and word choice

tornado, n. a high-speed wind in a funnel-shaped cloud that often destroys property and plant life

tostaditas, n. a dish containing toasted tortilla chips

U

unexpectedly, adv. in a way that is not anticipated

V

visualization, n. the act of forming, or the images that have been formed, in one's mind

voice, n. the attitude, word choice, and point of view that distinguishes a piece of writing

NAME: _____

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