Pre-Reading

Define without Dictionary

Without allowing any resources, have students write their own definitions for these words: home, time, lost. (See attached student page.) Have students combine their ideas with others in a small group or with the class. Look for a variety of definitions. (These words are defined at the beginning of the book.) Students could also compare their definitions to those in the book.

Word Web

Have students do a word web of things associated with “home”. Cross off everything that would be gone if you had to leave home suddenly with only what you could carry. Discuss the items that are left. What do they have in common? (They are likely to all be small and important OR intangible.) Students could keep these lists and add to them after reading the book. The letters from children near the end of the book might give them more ideas.

OR

Have students brainstorm/word web things associated with libraries.

Favorite Quotations

Assign before unit/book starts if possible. Have students bring in a favorite quotation. Discuss reasons for their choices. Compare/contrast/sort the different quotations. (This could be an activity for the following week if you type the quotations so that they can be cut apart and sorted.) They can become part of an ongoing class quotation book or class PowerPoint. Each page or slide could have the quote, the author of the quote, what the author was saying in the student’s words, and why it is meaningful to the child. Suggested resources for quotes: Bartlett’s Familiar Quotations, brainyquote.com, quotegarden.com, bartleby.com, song lyrics.

Research in Common

This is a good activity to get students thinking about some words and concepts that are important to the book and what these words and concepts might have in common. (See attached student page.) When students are finished, they may discuss how they found answers, discovering that there are different paths based on prior knowledge, resources, and search terms. They may find some ways to be more efficient than others.

Drawing Words

This may help start students thinking about the symbols at the beginning of each chapter, which stand for the words (many of which are onomatopoetic). (See attached student page.)

After students have completed “Research in Common” and/or “Drawing Words”, tell them that the answers to “Research in Common” are all related to the book and that the words are the chapter titles from the book, Hold Fast by Blue Balliett. Have them write or discuss some predictions for what the story will be about.

After they begin reading, they can also compare their drawings to those in the book.

Another idea is to write each word and draw each symbol from the book on a large piece of paper. Students can then cut out and add their drawings to the paper.
Name Origins

Have students investigate the meanings of their own names or those of family members. Later, when reading about Belinda changing her name to Aisha, revisit this. Students might write about whether they would change their own name, given the opportunity. What name would they choose and why?
Define without a Dictionary

Think carefully about each of the words below. Write your own definition for each. Be thorough and clear, but also concise. Think about how a real dictionary definition is written as you create your definitions.

home

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Be prepared to discuss your reasons for defining these words the way you did.
Research in Common

Find out what each of these groups of names or words have in common. Use many sources to gather information. Be as specific as you can.

1) Benjamin Franklin  Andrew Carnegie  John Jacob Astor  Clementine Peterson

2) Harold Washington  Cubs  Lab School  Woodlawn District  Hull House

3) binding  spine  leaves  condition  provenance  issue  edition

4) ice  carbon  carat  cut  Antwerp

5) tent  house  Jireh House  apartment  lean-to  Lincoln Park Community

Choose one of the above and explain how you determined the answer. Include your thinking process, what you did (search terms, questions asked, etc), and the sources used.
<table>
<thead>
<tr>
<th>Name :</th>
<th>Research in Common</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td><strong>G1 - Critical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Students will utilize higher order reasoning and reflect upon their thinking. (analysis, synthesis, transferring, metacognition)</td>
<td></td>
</tr>
<tr>
<td><strong>G6 - Relationships &amp; Connections</strong></td>
<td></td>
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<tr>
<td>Students will make relationships and connections among various topics and disciplines. a. Explore and demonstrate an understanding of the relationships within and connections across topics and disciplines. c. Research topics or real-world problems to develop a body of knowledge and depth of understanding beyond the grade level CCGPS.</td>
<td></td>
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<tr>
<td><strong>G7 – Communication</strong></td>
<td></td>
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<tr>
<td>Students will interact and exchange ideas, feelings, information, thoughts, and knowledge with others. e. Use knowledge of language and appropriate conventions when writing, speaking, reading, and listening.</td>
<td></td>
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</tbody>
</table>
Find out what each of these groups of names or words have in common. Use many sources to gather information. Be as specific as you can.

1) Benjamin Franklin      Andrew Carnegie      John Jacob Astor      Clementine Peterson

All people who contributed in some way to public libraries in America.

2) Harold Washington      Cubs      Lab School      Woodlawn District      Hull House

All are in or have to do with Chicago.

3) binding      spine      leaves      condition      provenance      issue      edition

All have to do with books and book collection, especially old or rare books.

4) ice      carbon      carat      cut      Antwerp

All have to do with diamonds.

5) tent      house      Jireh House      apartment      lean-to      Lincoln Park Community

All are shelters.

Choose one of the above and explain how you determined the answer. Include the your thinking process, what you did (search terms, questions asked, etc), and the sources used.
**Drawing Words**

Draw a symbol (not a picture) illustrating each word. Your symbol should represent the word—so that it makes you think of the word when you see it.

<table>
<thead>
<tr>
<th>ice</th>
<th>crimp</th>
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<tbody>
<tr>
<td>click</td>
<td>crack</td>
</tr>
<tr>
<td>crash</td>
<td>chase</td>
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<tr>
<td>cling</td>
<td>catch</td>
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<tr>
<td>clutch</td>
<td>cover</td>
</tr>
<tr>
<td>circle</td>
<td>cast</td>
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</table>

Compare these with other students’ drawings. Discuss similarities and differences. Be able to explain why certain symbols made you think of certain words.
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</tbody>
</table>
| **G7 – Communication** Students will interact and exchange ideas, feelings, information, thoughts, and knowledge with others.  
  a. Effectively communicate both verbally and nonverbally using a variety of modalities.  
  e. Use knowledge of language and appropriate conventions when writing, speaking, reading, and listening. | | |