

Grade 5

You Don't Know Everything, Jilly P!

by Alex Gino

Novel Guide

ISBN 978-1-68391-735-9

© 2019 Amplify Education, Inc., and its licensors
www.amplify.com

All Rights Reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any other language in any form or by any means without the written permission of Amplify Education, Inc.

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

You Don't Know Everything, Jilly P!

by Alex Gino

You Don't Know Everything, Jilly P! tells the story of Jillian Pirillo, a twelve-year-old girl from California. Jilly is excited to become a big sister, but when the baby arrives, she brings some unexpected challenges. Meanwhile, Jilly experiences her first crush, who helps her realize that the world doesn't view—or treat—everyone the same way. As Jilly learns about racism and other kinds of discrimination, she also discovers what it means to be a good friend and advocate, especially when your friends and loved ones have different experiences from yours.

Additional Resources

- If you like this book, you might also like...
 - *Blended* by Sharon M. Draper
 - *Song for a Whale* by Lynne Kelly
 - *The Way to Bea* by Kat Yeh
 - *Fish in a Tree* by Lynda Mullaleay Hunt
 - *Stef Soto, Taco Queen* by Jennifer Torres
 - *Counting by 7s* by Holly Goldberg Sloan
- To learn more, you might look at these resources. Remember to get permission from an adult before using the Internet.
 - To see a video of someone signing American Sign Language and learn some differences between various sign languages around the world, visit AI Media's page Sign Language Alphabets from Around the World.
 - To get inspired by other kids around the world who are working to stop racism, visit Racism—Stop It! a series of videos by Canadian students.

Reading: Chapters 1-2

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Jilly waits to see when the baby “will . . . vacate Mom’s body.” Think about the word *vacate* and why Jilly might use it instead of other descriptions. Based on Jilly’s use of *vacate*, how might she feel about her sister or her mom’s pregnancy?
- 2) Macy and Jilly’s dad use initialisms, or abbreviations, to communicate with each other. Based on this, how do you think they get along?
- 3) What is Jilly’s favorite book series, and why does she love it?
- 4) Jilly says that if someone claimed that “your mom being pregnant is no big deal,” they would not be truthful. What details from the book show that Jilly’s mom’s pregnancy is a “big deal”?
- 5) How does Jilly feel about her parents’ affection for each other?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Jilly is named after a family member, while Emma’s name seems to come from a book of names. Learn about your own name, either by asking family members about how you got it or by using resources to discover your name’s history, its meaning, or other people who have shared your name.
- 2) Jilly and Macy create “the Baby Sister Slide,” a special dance to celebrate Emma’s arrival. Research other times when people have created or performed dances for a special occasion.

Imagine

- 1) Jilly says she can tell when someone too young is on the Young Vidaliens chat room because of the way they type. What clues would you look for to know that someone ten years old or younger was at the keyboard?
- 2) If you were to join Young Vidaliens, what handle or username would you create for yourself, and what would you want it to say about you?
- 3) Jilly has an interesting way of describing people around her. For example, she says that "Macy has black hair in a pixie cut, green eyes, sand-colored white skin, and has been my best friend since first grade." Consider this description and the others Jilly provides, then describe yourself the way she might describe you.

Observe

- 1) List the members of Jilly's family introduced so far in the book, including 1–2 important things about each one.
- 2) When Jilly logs into the chat room, four other people are there already. List the five usernames or handles, then write down how at least two of those names reflect the people who use them.

Understand

- 1) After hearing a disturbing news account about a shooting, Jilly's dad turns off the television, and Jilly says, "As if it doesn't happen if we don't mention it." When would you rather talk about difficult topics? In what circumstances would you prefer not to talk about them?
- 2) After hearing about the shooting, Jilly's dad says that things are "scarier and scarier." What are some ways to deal with scary things?
- 3) Jilly describes how the characters in Vidalia have an aura, or a particular color that shows their character traits or qualities. Based on your actions today, what color would your aura be?

Reading: Chapters 3-4

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What do profoundinoaktown and Aunt Alicia have in common?
- 2) Why do Joanne and Alicia laugh when Jilly asks about life returning to “normal” after a baby’s birth?
- 3) What problem will PureGreenElvenGrl have with her username next year?
- 4) How do Jilly’s parents act when they bring Emma home?
- 5) Jilly thinks Emma is perfect at first. What changes her mind?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Research different techniques for making a peanut butter and jelly sandwich, then decide which technique you would choose, giving reasons for your choice.
- 2) Jilly estimates her climb home from school has “a hundred-degree incline.” Using the tools your teacher provides, draw an angle that is one hundred degrees. Based on your drawing, do you think Jilly’s estimate is right? Why or why not?
- 3) Jilly’s family thinks about how best to conserve water during a drought. What are some methods they could use to save water?

Imagine

- 1) In Chapter 3, Jilly uses a simile to describe the dessert her aunt makes to celebrate Emma's birth. She says it "is like diving into a chocolate sea with a graham cracker beach and fluffy meringue waves." Think about one of your favorite foods and write an original simile that describes it.
- 2) Jilly and Profound give "shout-ins" during their conversation. List a few things you would like to give a shout-in, making sure to include reasons for your choice.

Observe

- 1) Reread Jilly's description of how to make her favorite sandwich. What transition words does she use in this description, and how do those help the reader?
- 2) When Jilly describes her dad's voice mail, she reports what he says. She also uses italics and brackets to describe the way he said it. What do these bracketed words and phrases reveal about Jilly's dad and the message he leaves?

Understand

- 1) Profound and Jilly complain that they must make their beds each day, even though they will just get undone later. What are some things worth doing even when you know they will be undone?
- 2) Jilly imagines teaching Emma to make the "perfect JP PB&J." What important things do you wish a family member had taught you when you were younger?

Reading: Chapters 5-6

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What does Jilly think Profound will feel when he learns her sister has hearing problems? What is Profound's actual reaction?
- 2) How does Profound explain the difference between *deaf* and *Deaf*?
- 3) Why does Emma visit an audiologist?
- 4) What words does Jilly learn to sign?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Jilly searches online for many signs, but she does not find the sign for *turquoise*. Use an ASL dictionary to research this sign.
- 2) Research Lyon, France, and decide if you believe, like Jilly's Aunt Joanne, that it is "like no other city in the world."

Imagine

- 1) Imagine that, like Jilly, you want to learn new things about someone. Brainstorm questions you might ask to discover more about them.
- 2) When Jilly joins the chat, it mentions a "mercreature." Imagine what this kind of creature might be and create a description or drawing of it.
- 3) When Jilly asks Profound to guess her news, he suggests some wild possibilities. Brainstorm other crazy ideas for how you might respond when someone tells you to "guess what."

Observe

- 1) The word *appendix* (plural: *appendices*) has a few different meanings, but one of them refers to special kinds of information collected at the back of a book. *You Don't Know Everything, Jilly P!* has two appendices. What information do they contain?
- 2) Compare and contrast the way Jilly's parents enter the house after Emma's appointment and the way they enter upon bringing Emma home from the hospital for the first time.

Understand

- 1) Reread the description of "Mount Coffee Table" at the start of Chapter 5. How does the table reflect how Jilly's family is feeling?
- 2) Why might Profound feel upset about the way Jilly shares the news about her sister? How could she approach this topic better?
- 3) Jilly promises to learn one more thing about Profound that weekend. Why might this be important?
- 4) Jilly sets a goal of learning a new sign every day. Name something you would like to be able to do in one year, and establish a plan for how you might accomplish this.

Reading: Chapters 7-8

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) How does Macy describe Profound?
- 2) How do Jilly's parents react when she mentions James Dupree?
- 3) What does Alicia tell Jilly about how Black and white parents have different situations?
- 4) What does the "Mount Coffee Table Barometer" show Macy about how Jilly's family is doing?
- 5) Macy observes that Jilly's parents have lost something. What does she mean?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Aunt Alicia's rearview mirror holds a birdcage, and in it is a bird named Maya. How does the name *Maya* connect to a caged bird, and why might this remind Aunt Alicia that "we all have a song to sing"?
- 2) Research how a barometer works and in what situations someone would use a barometer.

Imagine

- 1) Jilly describes her school day in three words: “*teachers, texts, and textbooks.*” What three words describe your day at school?
- 2) Jilly says her dad and Macy exchange initialisms as if their meaning were “obvious,” but those meanings are not so clear to her. What are some things others seem to understand differently from how you see them?

Observe

- 1) Does Jilly seem to have a crush on Profound? Use a T-chart to list evidence that suggests she does versus evidence that she does not.
- 2) Compare and contrast the way Jilly feels about Vidalia with the way Macy feels about the movie *One Last Summer*.

Understand

- 1) What is your “song to sing”? What does it say about you that is unique?
- 2) Alicia shares the news of the shooting with Jilly, though she seems unsure at first about whether to share it or not. When is it important for adults to share hard news with you, and when would you rather not know?
- 3) If you were to pick an object in your home or school to use as a barometer—something that could show the amount of stress your family or class was feeling—what would it be and why?
- 4) Jilly says that Profound prefers stories that are “a little more complicated,” while Macy’s favorite movie ends predictably. Which kind of stories do you prefer, and why is this your choice?

Reading: Chapters 9-10

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What “two terrible things” does Jilly realize during the chat?
- 2) Jilly says her parents take her to Emma’s next audiologist appointment because she “wore them down.” What does this phrase mean?
- 3) What does Ms. Slapp mean when she refers to “manual communication”?
- 4) How do Emma’s family members react when they leave Ms. Slapp’s office?
- 5) Why does the family pause when Jilly’s mom tells her dad to be quiet?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) When someone new joins the Vidalia chatroom, things get a little tense. Luckily, it is just a disagreement. Research Internet safety and how to tell if you should alert an adult to what is happening online.
- 2) One of the toys in the audiologist’s waiting room reminds Jilly of an abacus. What is an abacus, and who would have used it? Explain what it would help them do.

Imagine

- 1) Fans of Vidalia use “newt eye,” which comes from Shakespeare, as an insult. Consider a text you have read and use it to create an original saying, but use this twist: rather than creating an insult, come up with a compliment.
- 2) Jilly distracts herself by playing an online game called *Cactus Smash*. Invent your own online game, describing its name, its characters, how the game works, and how someone wins it.

Observe

- 1) Does Ms. Slapp seem like a fitting name for the audiologist? Use evidence from the text to explain whether or not the name matches her character or her behaviors.
- 2) Ms. Slapp presents two different ideas about how to treat infants with hearing loss: manual communication and spoken language. Use a T-chart to list information about each approach.

Understand

- 1) Consider the question the chatroom's members discuss: would you preview a favorite book or movie before it was released if you were not allowed to discuss it with others?
- 2) Jilly says that when Ms. Slapp uses the term *normal*, she experiences itchiness. Why is it a problem to call people normal or imply that others are not normal?
- 3) Jilly's family enjoys watching a special television show together. Describe an activity your family likes doing together. Make sure to explain why it is special and what you enjoy about it.

Reading: Chapters 11-12

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What kind of cake does Profound want to be, and what does this choice say about him?
- 2) How are Jilly's feeling about Profound changing?
- 3) Jilly says her cousins "spill" inside. What does this suggest about how they enter the house?
- 4) During Thanksgiving, Jilly notices some problems with the way her relatives communicate. Describe some of them, and explain why they are problems.
- 5) What do the relatives say about Emma using sign language, and what do these reactions reveal about them?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) One of the chatroom members, Botswanahavefuntoo, is originally from Botswana. Explore this country to learn about its geography, climate, people, and their cultures.
- 2) Jilly tells her aunt that she does not want to be racist. Use the resources your teacher shares to learn how you can prevent racist behaviors in your community.

Imagine

- 1) Consider the chatroom's question about fighting "100 duck-sized horses or 1 horse-sized duck." Which would you prefer, and why would you make this choice?
- 2) Jilly grows bored on the drive to her relatives' house. What are some ways you pass the time on a long trip or in other situations when you feel bored?

Observe

- 1) Compare and contrast the way Uncle Mike greets Jilly and her family with the way Gram welcomes them. Which greeting is more kind?
- 2) Alicia gets upset when Gram asks her to make a sweet potato pie, and Profound got upset when Jilly told him that her sister is Deaf. What connects these two conversations, and why might they upset Alicia and Profound?

Understand

- 1) Jilly is starting to understand that some kinds of communication do not require sound. What are some ways you communicate with people without speaking?
- 2) Why is it misguided for Aunt Lou to prefer Jamila's hair a certain way? What is a better compliment Aunt Lou could have given Jamila or Aunt Alicia?
- 3) Jilly says she wants to forget about her family for a while and think about other things. When you feel disappointed or upset with your loved ones, how do you respond?

Reading: Chapters 13-14

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) How is the new audiologist's recommendation different from Ms. Slapp's?
- 2) Jilly's parents have different reactions when Emma does not hear with her hearing aid. What are they?
- 3) How does Alicia describe the difference between Mike's comment and Gram's question? You may use a T-chart to record details about each one, putting information about Mike's comment on one side and information about Gram's question on the other.
- 4) According to Jilly, what is the difference between feeling uncomfortable and being unsafe?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Jilly's family starts considering whether or not Emma should have cochlear implant surgery. Research this surgery to learn more about how it helps people with hearing loss.
- 2) Joanne and Alicia help their family have some uncomfortable but important conversations. What are some ways to have a calm, safe conversation about something uncomfortable?

Imagine

- 1) Jilly describes *surgery* as “a sharp word.” Pick a word that has a strong feeling or connotation for you, then describe what that word looks, feels, sounds, or tastes like.
- 2) Jilly watches a television show about a teenager who is also the mayor. If you became mayor of your town, what changes would you make? What would be important to keep the same as it is today?

Observe

- 1) Jilly makes a joke using the word *candidate*. Explain the two different ways that *candidate* is used in this scene: first the way her parents use it, then the way Jilly uses it.
- 2) Profound tells Jilly about different kinds of treatment Deaf people have experienced through history. How do these treatments show different attitudes people have had toward deafness?

Understand

- 1) Jilly cares about Emma and wants her to receive the best treatment. But what happens to Emma is not up to Jilly. What are some ways to deal with a situation that is very important to you but that you cannot control?
- 2) Alicia says that “nothing changes if we don’t talk.” What is one thing you would like to change? How might talking about it create the kind of change you hope to see?
- 3) Think about how Alicia says some people hurt on purpose, while others do it without meaning to be hurtful. How could you change the way you speak to or act around others to avoid hurting them without meaning to do so?

Reading: Chapters 15-16

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) How does Profound feel similar to the characters in Vidalia? How does he feel different?
- 2) What does Profound mean when he says he is always Black? How does this shape the way he experiences things?
- 3) What does Profound invite Jilly to do?
- 4) What is Profound's real name, and why is it important for Jilly to learn it?
- 5) Describe the three Deaf students whose families attend the family event. What do they have in common, and how do they differ from each other?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Jilly's mom is a professor at the University of California, Berkeley. Research this school to learn more about it, such as its mascot or important people who attended it.
- 2) Emma's hat makes Jilly think about Amelia Earhart. Who was Earhart, and why is she important?

Imagine

- 1) If you could live in a fictional place from a book, where would it be and why?
- 2) Jilly's dad watches a lot of online reality shows. Make up your own reality show, and explain why people would watch it and what it would be about.

Observe

- 1) Several members of the chatroom explain why it might be wrong to say that you do not see someone as Black. What are the reasons for this?
- 2) Jilly learns some ways of interacting with a group of people who have different hearing abilities. What are some of the ways Karina and others adapt to include everyone in the meeting?
- 3) Jilly says that after meeting Derek, she feels like her "inner organs" are "trying to play musical chairs." What does she mean by this?

Understand

- 1) Jilly's mom worries about her meeting people online. This is a good thing for a mom to do, but it may feel annoying to her children! How do you know if it is okay to talk to someone you meet online, and what signs should you watch out for?
- 2) Jilly and Macy make a new dance to celebrate Jilly's chance to meet Profound. What is an event so special that you would create a dance to celebrate it?
- 3) Karina explains that the students gave her permission to ask about their "assistive devices" at the meeting. Why would it be inappropriate to ask this in a different situation?

Reading: Chapters 17-18

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) How does Jilly's friendship with Derek change after they meet?
- 2) How does Karina treat Jilly differently from Ms. Slapp?
- 3) Why does Jilly's family feel less happy after arriving at her aunt and uncle's house?
- 4) Why is Vidalia stationery not the best gift for Jilly?
- 5) How does Jilly make her parents proud at Christmas dinner?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Derek tells Jilly to look up Deaf dancers online. Look this up yourself to learn more about it.
- 2) Gram mentions two people—Rodney King and Martin Luther King, Jr.—when the family argues about racism at Christmas. Who are these men, and why are they important?

Imagine

- 1) Jilly's family enjoys listening to holiday songs, including some that are very silly. Write your own holiday song that you would enjoy sharing with family and friends.
- 2) Imagine you were Adriana and had a parent who said racist things. How would you react?

Observe

- 1) Karina says she would enjoy “some joe” when visiting Jilly’s house. Think about the context clues that surround the word. What does she mean?
- 2) Think about the gifts each family member receives for Christmas. What do they say about the character who receives them?

Understand

- 1) Jilly’s family is behaving a bit differently for Karina’s visit. How has your family changed its appearance or behavior for a visitor?
- 2) Why might it be important that a Deaf person receives his or her name sign from another person in the Deaf community?
- 3) Jilly stands up at her family’s Christmas dinner. Describe an issue so important that you would speak up about it. Why is this issue so important to you?

Reading: Chapters 19-20

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Derek and Jilly have different perspectives of what happens to him at breakfast. Describe both their points of view.
- 2) What does Derek ask Jilly to do?
- 3) What are Alicia and Joanne signing up for?
- 4) How do Jilly's parents change after they take a sign language class?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Jilly thinks about the career she might like to have as an adult. Pick a job or career that interests you, then research it to learn more about what kind of skills or training it requires.

Imagine

- 1) Throughout her conversation with Derek, Jilly reminds herself of things she is doing wrong or things she should change. But she seems not to be able to take her own advice. Imagine how the conversation could go if Jilly changed her behaviors.

Observe

- 1) Jilly does not mean to hurt Derek, though she keeps doing it. Compare the things she says to Derek with the things Gram says to Alicia. Are Gram and Jilly more different or more alike?
- 2) How have Jilly's feelings about Derek changed since she met him? How do her behaviors reflect this change?
- 3) Jilly's parents have ideas about what career she might have someday, but Jilly has her own ideas. List the different professions the family discusses and name the person who suggests each job.
- 4) Compare and contrast how Jilly's parents act after Emma's appointment in this section with how they acted after Emma's appointments earlier in the book.

Understand

- 1) Jilly knows when talking to Derek that she is not helping things by continuing to talk about her perspective. How do you know when to keep talking about something and when to listen quietly?
- 2) Why might Derek feel frustrated when Jilly tells him what she has read about being Deaf? What might be a better way to connect with him?
- 3) Derek says he is not going to stop being friends with Jilly yet, even though she will mess up again. Is it always the right choice to keep being friends with people who make mistakes?

Reading: Chapters 21-22

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What happens to Jessica Johnson?
- 2) What are some of the things people say Jessica should have done differently? Does Jilly believe these things matter?
- 3) During the seven-minute silence, Jilly starts to think about who she means when she uses the word *us*. Why is this suddenly a confusing question?
- 4) Jilly did not really know Jessica, but she believes that going to the vigil is important. Why?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) At the vigil, the minister reminds people of resources that can help in hard times. Research things you can do to help a friend who is grieving.
- 2) The vigil for Jessica takes place at Lake Merritt, a real lake in California. Investigate this lake, including looking at images of it, to learn more about it.

Imagine

- 1) Jilly says that no one at her school discusses what has happened to Jessica. How could she explain what happened or talk about this at school?

Observe

- 1) Each time Derek and Jilly enter the private chat, the program picks a setting from Vidalia for them. This time, they are in “the Desert of Desolation.” Why might this be an appropriate setting for their conversation about Jessica?
- 2) Jilly describes the vigil as a “constellation of grief.” Think about the meaning of the word *constellation*, then explain why she might use this word to describe the people at the vigil.

Understand

- 1) Upon hearing about Jessica, Jilly decides to wear black clothes to school, and Derek begins posting on his profile page. What are some other ways that people can express their grief?
- 2) Jilly does not know what to say or do to help Derek, so she asks if she can share “a virtual hug” with him. Why is it important to ask people who are hurting for permission to help?

Reading: Chapter 23 & “Nine Months Later”

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) How does Alicia respond when Jilly’s mom tells her to “Stay safe,” and why might she respond this way?
- 2) Jilly notes that she has learned one hundred signs, but she does not seem very excited about this accomplishment. Why might she feel different about this goal now than she did when she set it?
- 3) Emma’s cousin Adriana attends her birthday party. What do she and Gram reveal about Adriana’s dad?
- 4) How has Gram changed since the holidays?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Jilly and her family post a Black Lives Matter sign in their yard. Research this movement to learn more about it.

Imagine

- 1) Jilly wonders what mistakes are in her future. Do you think her mistakes will be different from now on, or do you think she will keep making the same mistakes?
- 2) Jilly’s story jumps ahead nine months. Imagine what your life will be like nine months from now. What would you like to change? What will stay the same?

Observe

- 1) Jilly notes that her life has been very different since Emma was born. List the ways she says things have changed.

Understand

- 1) Jilly's parents say they do not talk about difficult things because they do not want her to feel worried. What would you say to parents who felt this way? Would you encourage them to talk with their children about uncomfortable things, like Jilly does, or would you do something else?
- 2) Jilly and her family decide to take an action in addition to talking. What is something you would like to act on, and how can you demonstrate that?

Reading: “Three Months After That” & “Three Years After That”

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) At the end of the book, over four years have passed. How old is Jilly now?
- 2) Why might Alicia approve of Jilly’s conversation in the car with Derek?
- 3) Throughout the book, Jilly has been very concerned about Gwenella’s fate, convinced she will have a green aura by the end. How does the book compare to what Jilly expected?
- 4) How does Emma change Jilly’s process for making a sandwich?

Explore

Use the resources your teacher provides to investigate the following items.

- 1) The bookstore clerk teases Jilly and Derek by asking them if they want a philosophy book instead of *Roses & Thorns*. What is philosophy, and what kinds of things might appear in a philosophy book?
- 2) What do Jilly and Gwenella have in common? How are they different?

Imagine

- 1) Jilly describes the cover of *Roses & Thorns*. Create your own image based on her description.

Observe

- 1) The title of the final Vidalia book is *Roses & Thorns*. What do roses and thorns have in common, and how might they relate to what Jilly has experienced in the last year?
- 2) Compare Jilly's brunch with Derek and Alicia to the questions Jilly asked Derek earlier in the book about how he eats out. How is the experience different from what she imagined?

Understand

- 1) Alicia says that "Everybody has a role to play." How might remembering this change the way you treat people in your everyday life? Is there anyone whose role you sometimes overlook?
- 2) At the beginning of the book, Jilly seems like she will never change the way she makes a sandwich. By the end, she decides that sharing the process with Emma has improved it. When is it best to change the way you do something, and when is it best to stick with an old way?
- 3) In the author's note at the end of the book, Alex Gino describes themselves and why they wrote this book. Why might it be important for the author, who is hearing and white, to explain how they were introduced to the Deaf community and why they decided to write about racism in this way?

Dear Family Member,

Your child has been assigned a Fluency Performance Passage in conjunction with the texts we are studying in class. This passage will be introduced in class, and students will spend several lessons practicing reading this passage aloud. On the fifth day, students will perform a reading of this passage. We follow this routine because repeated readings of text help build reading fluency, which includes automatic word recognition, expression, accuracy, and speed. Additionally, over one hundred studies have shown that deep reading, in which students spend time reading and rereading a single text, has a dramatic impact on reading comprehension. In fact, it is such an important impact that it helps students better comprehend the passage they have practiced as well as passages they will read in the future.

As part of our in-class practice, students study and discuss this passage. I will demonstrate different ways of reading it aloud, and students will analyze what makes a good reading. They will also practice reading this passage aloud in various ways.

You can assist your child by asking him or her to read the passage aloud at home. Even if your child remembers some or all of the words, remind him or her to read the passage rather than recite it from memory. Children may practice by reading to family members, caregivers, or even the family pet. Please log each reading your child completes in the Happy Hearers Log, which accompanies this letter.

Thank you for your help!

Happy Hearers Log

An important way to prepare for your Fluency Passage Performance is to practice reading the passage to others. They may be your parents, your siblings, another family member or friend, or even the family pet. Whoever they are, they're sure to be a Happy Hearer when they get to listen to you read your passage!

Each time you practice reading your Fluency Passage to a listener at home, record it in the Happy Hearers Log.

Day of the reading	Name of the Happy Hearer	Notes

Core Knowledge Language Arts Amplify.

Senior Vice President and General Manager, ELA

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Editorial

Elizabeth Wade, PhD, Managing Curriculum Developer

Patricia Erno, Managing Curriculum Developer

Kristen Kirchner, Content Writer

Amber McWilliams, Product Manager

Christina Cox, Copy Editor

Project Management

Jennifer Skelley, Director, K-8 ELA Print Production and Operations

Leslie Johnson, Associate Director

Zara Chaudhury, Associate Project Manager

Design and Production

Erin O'Donnell, Art Director

Contributors

Bill Cheng

Ken Harney

Molly Hensley

David Herubin

Ian Horst

Sara Hunt

James Mendez-Hodes

Christopher Miller

Tory Novikova

Sheri Pineault

Diana Projansky

Todd Rawson

Julia Sverchuk

Elizabeth Thiers

Jeanne Thornton

Amanda Tolentino