

# Grade 4 Reading Fall Semester - CCSS



**50 Daily Learning Opportunities**

***“Linking Reading  
and Writing”***

**Fall Semester**

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## A Guide to Using this Resource for Active Student Reading

The teacher's guide is formatted differently from the student guide. For starters, each teacher page has relevant state learning standards listed in the top right corner. Students will have to flip the page to pre-read their questions because this is a habit they will need to practice during independent activities like tests. However, the teacher's guide is conveniently formatted as an outline or script that can be read from top to bottom. Teachers won't have to flip their page back and forth while effectively guiding students through their reading comprehension practice. When printing, Amara recommends making sure the scale option is set to "print actual size" instead of "fit to the page".

### Features

The teacher's guide utilizes different fonts to provide teachers with optional prompting, questions, and sentence stems that they can use as they read. **Bold** font indicates an optional statement that can be spoken out loud to students; these might be questions to present to students, or modeled "think-alouds" to show students how strong readers think about a text as they read. *Italicized* text indicates possible answers or reactions to given prompts.

### TPQRRAP - Active Student Reading and Engagement

The teacher's version of each activity is formatted to guide students through a mnemonic procedure that sets them up for success when it comes to reading comprehension. Students should write "TPQRRAP" at the top of the page near the title and check off each letter upon completion of that part. Each part of the TPQRRAP procedure is marked with a star on the teacher's guide:

- ★ (Title/Text features): Read the title together and review text features.
- ★ (Pre-reading- predict and connect): The teacher might give some information before reading. This is an opportunity to access prior knowledge, build that background knowledge, and make connections and predictions.
- ★ (Questions): Read the questions together. Ensure students understand what they will be required to answer later. This also helps to build students' background knowledge before they begin reading the text. They will be aware of some story elements they are about to read, or some content vocabulary.
- ★ (Read): To help students become strong readers, we must model how to think about a text as we read and how to annotate. Students can read these texts independently, but each activity in the teacher's guide provides occasional prompts that are meant to be used during a group reading. These prompts not only model how to think about a text, but also provide the teacher with informal assessments of student comprehension along the way. The space labeled "Reader's Notes" is intended to be used for annotations. The teacher can model how to break a text up by drawing a line after a few paragraphs and summing up what is happening so far, or this space can be used to write a key word or phrase periodically as students read. The teacher will need to decide how much guidance students need in comprehending the text, and how much annotation will set them up for success.
- ★ (Reflect and connect): After reading the text, teachers can prompt students to summarize the text. This is

(Continued on next page)

also the opportunity to correct misconceptions about the text, build connections to the text and take note of student interest in order to extend learning.

★ (answer questions): After guiding students through the questions and text, students answer the handful of questions independently.

★ (Prove answers and discuss): After answering the questions, there is another opportunity to correct misconceptions and solidify comprehension by encouraging students to prove their answers. To facilitate discussion, encourage students to mark in the text where they found evidence for a question by marking Q1, Q2, etc. The teacher's guide provides a rationale for correct and incorrect answers, along with suggested responses and sentence stems for open-ended questions.

### Drawing Conclusions

Drawing conclusions and making inferences requires reading text and assigning meaning where the author does not provide explicit meaning. A common anchor chart used is that of a detective's lens. Readers, acting as detectives, search for clues that can shed light on some element of the text. Clues, or evidence, might be presented as actions, thoughts, or feelings. Below are some sentence stems that readers can use to verbalize their inferences:

Based on the text, [inference].

The author wrote that...

When the character [action/thought/feeling], I can infer that...

### Context Clues for Unfamiliar Words

Using context clues to define unfamiliar words is another form of drawing conclusions. To assign meaning to an unfamiliar word, students should look for clues in the sentence with the unfamiliar word, along with the sentences prior to and immediately following the unfamiliar word. The paragraph that contains the unfamiliar word can also provide context. These clues might be the tone or mood presented around an unfamiliar word, repeated vocabulary, or actions, thoughts, and feelings of a character around the unfamiliar word.

Here are some forms of context clues where the structure of sentences can help a reader define an unfamiliar word.

Synonym or Restatement Context Clues: The author uses the unfamiliar word, followed by a more common synonym. Sometimes the author might explicitly define an unfamiliar word, using a phrase such as "in other words", or "which means".

*Examples*: The man was trying to understand the story but he was very **bewildered**, or confused.

A library can help you **expand your understanding of the world**, which means it can help you learn something new.

Antonym or Contrast Context Clues: The sentence or sentences might set up a contrast using a simpler word.

*Examples*: She thought these new dogs would be more **rambunctious**, but they were quiet and calm.

She was **suspicious**. She didn't know who she could trust.

**Some tips to approach vocabulary**

Each text (student and teacher versions) has a few words that are ***bolded and italicized***. These words are anticipated to be tier 2 or tier 3 words for students, meaning that these words might be grade-level or content-specific words, or they might be words with multiple meanings. There are also underlined phrases which are idioms or figurative language. If a teacher scans this text, they can begin to use these words and phrases ahead of time with the students to promote a sense of familiarity when students encounter these words and phrases in the text. Below are a few ways that teachers have suggested working with this vocabulary. Please feel free to send us your vocabulary ideas as well!

- When introducing vocabulary to students, explicitly state the meaning but then give several examples of how the word can be used in a sentence. Visuals often help– they can be little drawings next to the words or body movements that illustrate the word.
- Have a word wall with a handful of vocabulary for the week. Introduce the words to students each morning, and give each word a point as students notice it during the week, or if students use the word correctly.
- Use vocabulary words in a “mystery word”/“taboo” game. Have a student give clues to the class about a word. They just can’t say the word. They can even give a sentence with the word, as long as they don’t say the word. When students guess the word, the student starts giving clues about a new word. Give the student 2 minutes or so to get as many words guessed as they can, and then give one more student a chance. If you only have 10 or so words, they might get repeated but that helps students remember the meaning and their usage!

**Summarizing a Text**

A simple frame for summarizing a story that is easy to repeat and remember is:

**Somebody...Wanted...But...So...Then...** This frame includes the key elements of a narrative story: the main character, the goal, the problem or conflict, the solution, and the resolution of the story.

For nonfiction texts, the structure of the text might indicate a more effective form of summarizing to promote reading comprehension.

Description - each paragraph is extended information about one topic. This might be visually depicted as a bubble map with several details extending off of one central idea or topic. To summarize would be to take the most important sentence of each paragraph (most likely the first sentence, which often contains the main idea of a paragraph) *For example: The Backwards Frog, activity 61*

Compare/Contrast - The central topic of the text might be comparing 2 or more objects or ideas. To summarize would be to capture the most important information presented about each object of comparison, whether they be similarities or differences. *For example: Leave the Bees in Peace, activity 75*

Sequence, Problem/Solution, Cause/Effect– This text might provide a nonfictional account of a life or event, or it might be informational accounts of causes and effects around a certain topic (for example, the effects of pollution). To summarize this type of story, you might be able to use the summarizing frame for stories. You could also write the summary as a timeline that mentions the key events of the text. *For example: Koko, the Amazing Gorilla, activity 34*



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# ★ Martina's Family Reunion

★ **Prior to reading:** Sometimes, many relatives gather together for a family reunion. What do you imagine happens at a family reunion? How do you feel when a family reunion is about to happen?

## ★ Questions

### Notes for the teacher

1. What do you predict the **clatter** was? Why do you think that?

Introduce/review the word **clatter**.

**This must mean that something falls and makes a sound during the story... maybe that is the interesting part, or the problem?**

2. What is the setting of this story?

Students might predict ahead of time.

3. What did Martina have to do before working in the kitchen?

**It sounds like Martina must have a task. Maybe she has to do something to get ready for the reunion. What might she have to prepare for the reunion?**

4. "Martina **hastily** deposited the tray on the table and ran to the door." **Hastily** means doing something in a rush. Which answer describes how the reader can use **context clues** to guess the meaning of **hastily**?

Introduce/review the word **hastily**.

Guide students through finding context clues when answering the question *after* reading text.

5. Which of the following is the best summary for this story so far?

**"So far" means they must not give us the end yet! We will start putting together a summary with what we know after we read the story today.**

★ **Read** out loud. Pause to react and discuss.

Martina was fast asleep when she heard her father knock on her bedroom door.

"Martina, it's time to get up. We have to get ready for the reunion."

Martina quickly sat up when she heard her father mention the reunion. Her heart was beating. She smiled and imagined all her cousins, aunts, and uncles coming to her home. Every year her father invited the family over. Everybody would bring their favorite food, and the cousins would bring their favorite toys and games.

Martina jumped out of bed. She got dressed, made her bed, and organized her toys and games. She was so excited to show her cousins her new favorite board game.

Martina practically inhaled a bowl of cereal. Her father was already vacuuming the house. He gave Martina a list. First, she had to clean her room. Next, she had to wipe the table. Lastly, she had to make her favorite food to share with the family.

Martina ran upstairs to finish cleaning her room. Next, she quickly wiped off the kitchen table and then began making her favorite food, fruit salad. Martina sliced the bananas, washed the cherries, and peeled the oranges. She picked the grapes off their stems and cut the apples into small pieces. She carefully placed the fruit in small cups. Martina wanted to eat it all now, but she knew she should be patient and wait until her family arrived.

**What do we already know about this story?** (Setting; Characters) **What is about to happen?** (a reunion, a party)

**"Martina inhaled her cereal."** Imagine a vacuum cleaner picking up crumbs. The author is comparing Martina eating cereal to a vacuum. How is she eating?

Martina quickly sat up. Her heart is beating. She's smiling. What can we infer about how Martina is feeling?

You can have fun helping readers visualize this scene. As you read out loud, have a student act out what Martina is doing.

Martina was putting the tray of fruit on the kitchen table when she heard the doorbell ring. Here they come! Martina ***hastily*** deposited the tray on the table and ran to the door.

Martina's father opened the door and they saw the smiling face of aunt Lydia. Lydia and her two children happily walked inside. Matthew was 9 years old, just like Martina, and Lizzie was 2 years old. "Welcome to our family reunion," Martina shouted ***gleefully***. As Martina gave her guests a hug, they heard something ***clatter*** to the kitchen floor.

**Hasty** means to do something in a rush. What is Martina rushing to do here? (Put her tray on the table)

Martina is **gleeful**! She's so happy to be having her reunion!

TO BE CONTINUED...

**★ Reflect:** Review predictions from before reading. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences.

Summarize: **Who is the main character in this story?** (Martina) **What does the character want?** (wants to get ready for her family reunion, wants to have a good time with her family) **But... what is the problem so far?** (something fell down, there was a **clatter**)

**★ Answers and ★ Proof**

**1. What do you predict the *clatter* was? Why do you think that?**

*Emphasize writing in complete sentences. Suggested frame: I think the clatter was \_\_\_\_\_ because in the story it said...*

*Example: I think the clatter was Martina's fruit salad falling to the floor because in the story it said that Martina was rushing around in the kitchen to get ready. Maybe she was careless and didn't put the bowl down right.*

**2. What is the setting of this story?**

- A. *Martina woke up in her bedroom, but she goes to a lot of other places in the house as well.*
- B. *Martina works in the kitchen, but that is not the only place she goes in the story.*
- C. *Martina spends the whole story in her house.*
- D. *M. doesn't spend the whole story in the living room.*

**3. What did Martina have to do before working in the kitchen?**

- A. *This takes place in the kitchen. The question says **before** M. goes*
- B. *This also takes place in the kitchen.*
- C. *Martina's dad gave her a list in order, in paragraph 4.*
- D. *Martina's father was vacuuming in paragraph 4.*

**4. "Martina *hastily* deposited the tray on the table and ran to the door." *Hastily* means doing something in a rush. Which answer describes how the reader can use context clues to guess the meaning of *hastily*?**

- A. *Context clues are clues around a new word. Look in the sentence before the word. Read the sentence with the word. Read the sentence after the word. They will give you clues for what a new word means. This answer makes the most sense. The story shows that M. was already rushing to do things, so she will*
- B. *These two statements do not make sense together.*
- C. *These two statements do not make sense together.*
- D. *These two statements do not make sense together.*

**5. Which of the following is the best summary for this story so far? If you have already made a summary, see which answer matches best. If you haven't made a summary yet, do so now.**

- A. *This summary has too much extra information, and doesn't mention a problem.*
- B. *This summary mentions the main character, what she wants, and the problem.*
- C. *This story mentions the main character, but it has a lot of extra details. It doesn't tell us what the character wants, or what the problem is.*
- D. *This summary mentions a character and a problem, but it*

★ **Martina's Family Reunion, part 2**

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.10

★ **Prior to reading:** Review yesterday's text: **Martina was excited for her family reunion. She helped her father prepare the house for the reunion, and she made a special snack. However, when Martina ran to greet guests, they all heard something *clatter* to the floor. What do you think the *clatter* was? What do you think will happen next?**

★ **Questions**

Notes for the teacher

1. What caused the <i>clatter</i> in this story? Why did it happen?	-When we find out what caused the clatter, we can circle it in the story. That will make this question very easy to answer.
2. The author wrote that Matthew helped Martina to clean up the fruit and look for the missing game pieces. This evidence shows that...	-We will learn about a character named Matthew. We will have to make an inference about him.  -If necessary, very quickly review how we make inferences based on clues we see.
3. Which of these statements sums up the lesson aunt Rebecca gave Martina?	- <b>"Sums up"</b> means a super short summary. We will keep an eye out for a lesson that Martina learns.
4. What do you predict will happen next in the story? How do you know?	-This question is for students to draw a conclusion. They will use clues from the story to decide what will happen next.

★ **Read** out loud. Pause to react and discuss.

So what caused the *clatter* in the kitchen?  
(Martina's fruit salad fell)

"Oh no, my fruit salad!" Martina's tray of fruit salad had fallen off the table. She was in a rush when she put it down, and now it had made a mess on the floor. Martina stared at all the delicious fruit that was now wasted.

Would you have offered to help Martina clean up? Why? It probably did make Martina feel a little better.

"Don't worry, Martina, I'll help you clean it up," offered Matthew.  
  
Martina gave her cousin a weak smile. "Thanks, Matthew." They worked together and soon the whole floor was clean.

Matthew loved board games, so Martina knew that he would enjoy the game she was ready to share with the family. "Matthew, I will be right back! I want to show you my new game," Martina called over her shoulder.

Martina ran back into the living room, opened the game box, and began taking out the pieces. She explained the rules to Matthew. They were just about to begin playing when the doorbell rang again! This time it was Martina's uncle Victor. Martina and Matthew gave Victor a big, joyful hug and then returned to their game. When they sat back down, Martina realized that something was wrong. "All the game pieces are missing!"

"Uh oh," Matthew responded, "I bet my baby sister put them somewhere. She always picks things up and puts them somewhere else. I'll help you look for them." Matthew and Martina began their search.

The doorbell rang again. Martina opened the door and greeted her aunt Rebecca. "Hi, Martina! Well, you're looking a bit *glum*," Rebecca said while hugging Martina.

Rebecca can tell that Martina's feeling *glum*, or unhappy. I would be too, if I dropped my food and lost my game pieces.

"I am a bit glum," responded Martina. "I wasn't able to share my favorite fruit salad at the family reunion, and now I can't share my favorite game, either." Martina looked down.

"But Martina," started aunt Rebecca, "that doesn't mean you can't have a good time with your family. We're all here to enjoy each other. There is going to be plenty of good food and fun games for you to enjoy with your aunts, uncles, and cousins. Just wait and see!"

Matthew walked up to Martina. "I'm sorry that you can't share your favorite food or game, Martina. Do you want to play the game that I brought instead?"

Martina smiled at her cousin. "That sounds like a great idea, Matthew!"

What do we see in this photo? Who could these people be? Why did the author include this image? (It helps us imagine the characters; we see that everybody looks happy)



If Martina smiled, she must be feeling better!

**★ Reflect:** Review predictions from before reading. Did we correctly predict what the *clatter* was? What about our predictions for what would happen next? Point out any similarities in students' prior knowledge and the characters' experiences. Summarize: Who is the main character in this story? (Martina) What does the character want? (wants to have a good time with her family) But... what is the big problem in the story? (Martina's food fell, and she lost her game pieces) So... how do characters try to solve the problem? (Martina's aunt reminds her to have a good time, and Matthew helps her clean and search for her pieces) Then, what happens in the end? (Martina feels better and starts to have a good time)

**★ Answers and ★ Proof**

1. What caused the *clatter* in this story? Why did it happen?

- A. *This isn't correct because nobody dropped the fruit salad. Also, Martina wiped off the table before making her fruit salad.*
- B. *Martina rushed to put the tray down, so it probably wasn't secure.*
- C. *The tray was all the way in the kitchen. How could M's father make it fall when he opened the door?*
- D. *This cause/effect sentence is out of order. Martina can't share*

2. The author wrote that Matthew helped Martina to clean up the fruit and look for the missing game pieces. This evidence shows that...

- A. *If we are dropping food and losing things, it probably doesn't feel fun.*
- B. *We don't know if M. is usually careless and clumsy. We just know what is happening on this one day.*
- C. *Matthew won't be excited about eating food that fell on the floor.*
- D. *Matthew didn't have to help Martina. He just offered to. We*

3. Which of these statements sums up the lesson aunt Rebecca gave Martina?

- A. *This means Martina should be **glum** because she can't share her food or game.*
- B. *Aunt Rebecca doesn't scold Martina for rushing.*
- C. *Aunt Rebecca said that Martina could still have fun with her family.*
- D. *Aunt Rebecca doesn't mention cleaning to Martina.*

4. What do you predict will happen next in the story? How do you know?

Emphasize writing in complete sentences and using clues from the text. Suggested frame: Next, Martina will \_\_\_\_\_. I think so because...

Example: Next, Martina will enjoy time with Matthew and the rest of her family. They will play games and eat food. I think so because Matthew offered to play his game with Martina, and Aunt Rebecca reminded Martina to enjoy being with her family.

# ★ Anita and Arthur Go Birthday Shopping

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.9, RL.4.10

★ **Prior to reading:** Establish background knowledge/connections: **If these two are going birthday shopping, what do you think they will buy? What have you noticed in the stores when you go shopping for a party? Who is celebrating a birthday? What might be a problem in this story?**

## ★ Questions

### Notes for the teacher

- |   |   |
|---|---|
| 1. Select the main characters below.                                      | -Usually, if a character is listed in the title they will be important, but not always! Main characters drive the action. |
| 2. Based on the text, the reader can infer that...                        | - <b>We will have to look for clues and make an inference in this story.</b>  |
| 3. Underline sentences in the story that prove your answer to question 1. | -If necessary, very quickly review how we make inferences based on clues we see.  |
| 4. What is the main conflict in this story?                               | - <b>The conflict is the problem in the story. When we read, we will be searching for the problem.</b>                    |
| 5. Write the ending for this story. Make sure to include the solution!    | - <b>We will have to be problem solvers today. We'll use details from the story to write our own solutions!</b>           |

★ **Read** out loud. Pause to react and discuss.

Anita and Arthur have a mission in this *bustling*, busy store. What is it? (gather items on the shopping list)

Anita and Arthur were walking through the *bustling* store with their father. They were on a mission to gather supplies for their mother's birthday. "Alright, you two," said their father. "I'm going to make a call to the flower shop. You two should begin gathering the items on our shopping list."



"This will be a piece of cake" means Anita thinks their mission will be easy.

Anita and Arthur skimmed the shopping list: balloons, streamers, birthday candles, and napkins. Anita smiled. "This will be a piece of cake!"

Uh oh, this has happened twice now. Plus, Anita and Arthur are *frowning* and *scowling*. (model frowns and scowls) What is the problem that Anita and Arthur are having? (They aren't agreeing on what to buy)

The two siblings began walking down the aisle, pushing a shopping cart. "Let's start with the balloons," Arthur said. They stopped in front of the packages of balloons. There was a large *variety* of colors and sizes. "This pack is perfect," Arthur said, picking up a bag that had 20 purple balloons. "These balloons are the same color as the card I bought for Mom."

"No way," Anita said. "We should get these!" In her hand, Anita held a pack of 20 orange balloons. "Orange is a happier color for a celebration."

Anita and Arthur *frowned*. Neither of them wanted to put their balloons back. "I guess Dad can decide which color balloon we should get." Both children shrugged and tossed their balloons in the shopping cart.

The siblings stopped in front of the streamers. "These streamers will go perfectly with the birthday sign I made for Mom," Anita said while she reached for a box of blue paper streamers.

However, Arthur picked up a box of shiny foil streamers. "I think these are a better choice," Arthur stated. Both children *scowled*. "I guess Dad can decide on the streamers, too," he

muttered. They both put their choice of streamers in the cart.

Anita silently led the cart to the candle section. "Let's get these," Arthur and Anita said at the same time, reaching towards the candles. Anita grabbed a box with pink candles. Arthur grabbed a box with yellow candles. Anita and Arthur were **fuming!**

Anita and Arthur aren't just *mad*, they're *fuming!* (Other synonyms: furious, in a rage) However, the author didn't give us a solution.

**★ Reflect:** Review predictions from before reading. **Did any of our experiences match what happened with Anita and Arthur? Have any of us had this problem?** Point out any similarities in students' prior knowledge and the characters' experiences.

Summarize: **Who is the main character in this story?** (*Anita and Arthur*) **What do the characters want?** (*to buy nice decorations for their mom's birthday party*) **But... what is the big problem in the story?** (*they can't agree on what kind of decorations to buy*) **The author didn't give us a solution. We will have to be problem solvers. We will write the "So" (the solution) and the "Then" (the ending events).** You may choose to brainstorm a list of possible solutions with the students if they need more support.

**★ Answers and ★ Proof**

**1. Select the main characters below:**

- A.  Arthur and Anita are controlling the action in the story.
- B.
- C.  Arthur and Anita's mom is mentioned, but she doesn't do any-
- D.  Arthur and Anita's father doesn't control any of the action in

**2. Based on the text, the reader can infer that...**

- A.  There are no clues that support these answers.
- B.
- C.  See evidence in answer 3.
- D.  There aren't any clues that they are twins.

**3. Underline sentences in the story that prove your answer to question 1.**

Encourage students to read out proof in complete sentences.  
**In paragraphs 3 and 4, Anita and Arthur chose different colored balloons.**  
**In paragraph 5, it says "neither of them wanted to put their balloons back."**  
**In paragraphs 6 and 7, they chose different types of streamers.**  
**In the last paragraph, the siblings chose different candles.**

**4. What is the main conflict in this story?**

- A.  There is no proof that the siblings are lost.
- B.  Anita and Arthur don't agree on something. That is a person-to-
- C.  They can't get the materials they need, but it's because they
- D.  This is not true—their father gives directions to choose decora-

**5. Write the ending for this story.**

Encourage students to write in complete sentences. They should continue writing in the same point of view about Anita and Arthur. Writers must include a solution and the ending events of the story. The author already mentioned clues that help in writing the ending:

- the siblings mention that their father can make the final decision;
- the siblings can take turns picked a decoration;
- they can buy both colors

★ **Matthew Grows a Green Thumb**

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** A person with a "green thumb" takes care of plants very well. Their plants are always very healthy. What do you predict Matthew will be doing in this story? Establish background knowledge/connections: **Have you taken care of plants before? What did you have to do? Do you have a green thumb?**

★ **Questions**

Notes for the teacher

- |   |   |
|---|---|
| 1. What do you know about plants after reading this text?   | - During the readthrough, students can use their margin to write notes of plant facts and what plants need, or they can underline sentences.  |
| 2. The author's last sentence is an example of foreshadowing. What do you predict will happen in part 2 of the story?   | - <b>Foreshadowing is when the author gives a clue that something is about to happen. It might not be a good thing. We'll look and listen for clues.</b>                              |
| 3. What was Matthew's favorite part of visiting Grandma Emma's house?   | - This is a question that can be answered by going back in the text and finding the detail.   |
| 4. One reader infers that Matthew is feeling happy and confident about his new plant. What evidence from the text supports this? There might be more than one answer. | - <b>What clues tell us somebody is feeling confident?</b> ("I know I can do it"; "I'm going to do great")<br>- <b>What clues tell us somebody is feeling happy?</b> (smiles, laughs) |

★ **Read** out loud. Pause to react and discuss.

Pause to identify characters and setting.

Matthew loved spending time at Grandma Emma's house every other Sunday. Grandma Emma was a kind woman who told a lot of jokes. She always made delicious food. And best of all, Grandma Emma's house was full of all sorts of plants.

"This is called a coral cactus, because it looks like the coral that grows in the sea," Grandma Emma said while pointing to a potted plant. "This one is aloe vera. You can cut a piece off and drink the juice or use the juice to soothe your skin." Grandma Emma carefully pulled off the tip of an aloe vera leaf. A thick juice oozed out of the green tip.

Matthew stared at all of Grandma Emma's plants. He was amazed at all the different shapes and colors. Plants can be green, but they can also be white, pink, yellow, and even black! His favorite was the pot of African violets. The flowers were a bright purple, and the leaves felt soft and velvety.



**Grandma Emma described 2 different plants when she was talking. Which plants did she describe? (coral cactus, aloe vera) Point to the coral cactus. How do you know? Repeat with aloe vera, and identify the 3rd plant (African violets)**

Remember that we are looking for what plants needs as we read.

Matthew helped Grandma Emma water the plants. "Careful, Matthew. These potted plants don't need too much water. If we overwater them, they can get unhealthy." Matthew watched Grandma Emma as she used a small watering can to carefully trickle water onto the plant's soil.

for CGSS/PARCC

If you neglect a plant, you are not taking care of it.

Matthew is looking down at his new plant and smiling. We can use these clues to infer how Matthew is feeling.

When it was time to go home, Matthew gave Grandma Emma a big hug. "Before you leave, I want to give you a little gift," Grandma Emma said with a smile. She walked over to a table and picked up a small pot. She held the pot out for Matthew. Inside was an African violet! "This is for you, Matthew. You can put this in a window at your house and watch it grow. Just make sure not to **neglect** it! Check on it. Water it once a week."

"Thank you, Grandma Emma! I can't wait to show you how big my plant gets!" Matthew smiled the whole way home, **gazing** down at his beautiful new plant.

When Matthew got home, he put his African violet on his bookshelf. He gently stroked one of the plant's leaves. He imagined his plant growing big and strong, just like the plants at Grandma Emma's house. However, Matthew would soon learn that was easier said than done.

Matthew thinks his plant is going to grow big and strong, but "it's easier said than done." It's easy to say something, but it's harder to do it.

TO BE CONTINUED...

**★ Reflect:** Review predictions from before reading. **Did any of our experiences match what happened in this story?** Point out any similarities in students' prior knowledge and the characters' experiences in the story.

**Summarize: Who is the main character in this story? (Matthew) What does the character want? (to take care of the African violet; to make his plant big and strong) But... the ending of this text hints that taking care of the plant will be hard to do. What do you predict the problem will be?**

**★ Answers and ★ Proof**

**1. What do you know about plants after reading this text?**

*Emphasize writing in complete sentences. Suggested frame: In the text, we read that...*

*Example: In the text we read that plants can have lots of different shapes and colors. You can drink the juice from aloe vera. Plants need water, but you can't give them too much water.*

**2. The author's last sentence is an example of foreshadowing. What do you predict will happen in part 2 of the story?**

*Emphasize writing in complete sentences. Suggested frame: In part 2, I predict that...*

*Example: In part 2, I predict that Matthew will not take care of the plant. His plant won't grow big and strong like he thought.*

**3. What was Matthew's favorite part of visiting Grandma Emma's house?**

- A.
- B. *These are true facts, but they are not Matthew's favorite part.*
- C. *This question requires going back in the text (paragraph 1).*
- D. *In paragraph 1, "best of all" means Matthew thinks this is the*

**4. One reader infers that Matthew is feeling happy and confident about his new plant. What evidence from the text supports this? There might be more than one answer.**

- A. *"When a person smiles, we can infer they are happy."*
- B. *This sentence hints that something difficult will happen soon.*
- C. *"When a person says they can do something, we can infer they are feeling confident."*
- D.

★ **Matthew Grows a Green Thumb, part 2**

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10

★ **Prior to reading:** Review with a short summary of part 1: **Previously: Matthew enjoyed spending time with his grandmother. He helped with the plants and learned about them. Matthew’s grandmother gave him a plant to take home. He put the plant on his bookshelf.** Guide students to predict what will happen next. **What does Matthew want to happen?** (*he wants his plant to grow and stay healthy*) **But, that will be “easier said than done” - this is going to be difficult for him.**

★ **Questions**

Notes for the teacher

1. Which of the following is the best summary for this story so far?

-Review a basic stem/list for summaries: Somebody; Wanted; But; So; Then  
**-Summaries don’t have to be long. They just need these most important details from the story.**

2. Fill in the cause and effect boxes from this story:

-The teacher can take quickly check if students already have strong understanding on cause/effect, but don’t explain right now.

3. Why did the author add details about things plants need?

**-You will have to think: How does that information help me, the reader? How does it help characters?**

★ **Read** out loud. Pause to react and discuss.

Every evening, Matthew would walk to his bookshelf and check his plant before starting his homework. On Saturday, Matthew noticed that something was different about the plant. The leaves appeared to be sagging, and they were turning yellow on the edges. Maybe that means the plant needs water, he thought. Matthew carefully poured water on the soil, just like Grandma Emma taught him.

Unfortunately, the water did not seem to help the plant. The leaves were still drooping and were still turning yellow. Matthew didn’t know what to do to make the plant look healthy again. He decided to call Grandma Emma and ask for advice.

The phone rang, and Matthew felt nervous and embarrassed. What would Grandma Emma say? Would she be mad that Matthew hurt the plant? Would she be disappointed that he couldn’t take care of his African violets?

“Hi Matthew,” Grandma Emma said cheerfully, “How is your plant?”

Matthew gulped. “Well Grandma Emma, it’s not doing too well. I’m sorry. I thought I could take care of it like you do but I don’t think I’m doing a very good job.”

“Don’t give up yet, Matthew,” Grandma Emma replied. “Does the plant still have green leaves? Is the soil still a little **damp**?”

“The soil is damp, but the leaves are turning yellow,” Matthew said.

“Here’s what we’ll do, Matthew. I am going to tell you the most important things plants need to be healthy, and you are going to write them down in a list. Then you can decide what you need to do to make your plant healthy again.”

**More water did not help the plant. Can you predict what the plant needs? How do you know?** (Find evidence in the text)

**I have empathy for Matthew. I know what it feels like to struggle. I know it can feel embarrassing if I don’t know what to do. If I were Matthew, I would ask for help too.**

Matthew listened carefully and wrote down what Grandma Emma said.

**How to Keep African Violets Healthy**

- Water the soil once a week so the soil stays damp.
- Don't pour water on the leaves.
- Keep the plant near a window so it will get sunlight every day.

What was Matthew already doing on this list?

"Grandma Emma, I figured it out! My plant isn't getting enough sunlight on my bookshelf. I need to move it closer to the window," Matthew explained. "Do you think that I will be able to make my plant healthy again?"

"Matthew, I believe that you are going to take great care of your plant. I am so proud of you for searching for a solution when you noticed the plant was unhealthy."

"Thank you for your help, Grandma," Matthew said with a smile.

Matthew felt nervous and embarrassed about asking Grandma Emma for help. But how did Grandma Emma respond? (positively; she was proud)

**★ Reflect:** Review predictions from before reading. **Did any of our experiences match what happened in this story?** Point out any similarities in students' prior knowledge and the characters' experiences in the story. Summarize: **Who is the main character in this story?** (*Matthew*) **What does the character want?** (*to take care of the African violet; to make his plant big and strong*) **But... what was the problem?** (*the plant leaves were turning yellow*) **So...** (*Matthew asked Grandma Emma for help*) **Then...** (*Matthew discovered that he needed to give the plant more sunlight*) **What do you predict will happen next in the story? Why did the author choose this title?** (*Matthew doesn't start with a green thumb. He has to learn more about plants first*)

**★ Answers and ★ Proof**

**1. Which of the following is the best summary for this story so far?**

- A. *This answer has some of the elements of the story summary, but it doesn't tell us about the problem or solution.*
- B. *This answer is not in order.*
- C. *If students check the class-created summary against this one, they will see it has all the same information.*
- D. *This answer has the problem and solution of the story, but it doesn't tell us the main character's goal, or what happens in the*

**3. Why did the author add details about things plants need?**

**Suggested frame: The author wrote about what plants need to.../because...**

Example: The author wrote about what plants need to help the reader learn. When the author wrote the list, readers could see what was helping Matthew's plant and what was hurting Matthew's plant.

**2. Fill in the cause and effect boxes from this story** (*italicized text is a suggested correct response*)

CAUSE (action)	⇒	EFFECT (consequence)
Matthew placed his plant on a dark bookshelf.	⇒	The plant's leaves started to turn yellow.
<b>Matthew placed his plant on the dark bookshelf, so the leaves started turning yellow. Each action has a consequence.</b>		
Matthew watered his plant regularly.	⇒	<i>The soil stayed damp.</i>
Repeat stem again, or reverse: <b>Why did the soil stay damp? Because Matthew watered the plant regularly.</b>		
Matthew told Grandma Emma about the unhealthy plant.	⇒	Matthew learned what his plant needed to get better.

Use either stem to make students share their original answers in complete sentences.

★ Sarah and the Bean Seed

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** It sounds like this story might be about plants as well. Guide students to establish prior knowledge and predictions. Check for understanding of a plant's life cycle. (seed, germination, sprouting, making a flower) **What do you observe in the pictures?**

★ **Questions**

Notes for the teacher

- |   |   |
|---|---|
| 1. Complete the sequence for Sarah's experiment.  | - "Sequence" means putting events in order.   |
| 2. Put Sarah's observations in the correct order.   | -This is another sequence question. We can look back in the text and find the answer to question 1 and 2. |
| 3. Based on what you know about plants, draw a conclusion.  | - Drawing a conclusion means making meaning out of facts. It is making an inference.                      |
| 4. Compare this story to Matthew's story. Put a check in the box if the statement is true. Write a statement that is true for both stories. | - For this answer, we will be comparing and contrasting.  |

★ **Read** out loud. Pause to react and discuss.

We can tell that Sarah is full of anticipation because she doesn't want to stop watching the plant. She's excited to see something happen.

"Sarah, why don't you wash up for breakfast instead of sitting there watching your seed?" Sarah turned to see Mom smiling. "It probably won't change in the next few hours."

Sarah responded, "Okay...if you're sure it won't start growing yet!" Sarah's mom nodded her head.

This was the first time Sarah had ever tried to grow a plant from a seed, and she was full of **anticipation**. Her mom had helped her set up their experiment. First, they folded up a paper towel and dampened it with water. Then, they placed that paper towel inside of a plastic sandwich bag. Next, they carefully placed a pinto bean on the paper towel. After that, they sealed up the sandwich bag and taped it to the sunniest window in the house. Now, Sarah knew it was only a matter of time until the seed changed!

You can help students visualize setting up the experiment by encouraging a student to act out the steps.

Right after breakfast, Sarah went to carefully examine the bean. Was anything growing yet?

To Sarah's disappointment, the seed still looked exactly the same! She wondered if she made a mistake. "Mom, did we pick a bad seed?"

Did you have the same question as Sarah about the word germinate? If so, you were probably a little confused. That's what **quizzically** means. The author explains what the word means in the dialogue.

"No, the seed is probably just fine. It might take a few days for the seed to **germinate**, though," Sarah's mom replied.

"What does 'germinate' mean," Sarah asked **quizzically**.

"When a seed germinates, you see the tiny plant starting to grow out of the seed."

Encourage students to give a silent signal if they have observed the following details as well.

So, Sarah waited. Every morning and afternoon, she carefully observed the seed. One day, she noticed that the skin of the seed was very wrinkly and looked like it might fall off. The next

for CGSS/PARCC

Why do you think the plant roots are spreading across the paper towel? (The roots can sense the water)

For extra comprehension practice, have student draw an arrow from each description to the correct image.

day, Sarah saw that the seed had started to germinate! A tiny, pale green sprout was poking out of the seed. Sarah drew a picture of what she observed.

The next day, Sarah observed that the tiny sprout was a darker green, and the sprout had grown even more! The seed was split in half, and little leaves were opening up. Sarah could see plant roots spreading across the paper towel. Sarah drew another picture.

After a few days, the sprout was so long that it was pushing against the top of the bag. Sarah's mom suggested they move the plant to a pot with soil. Sarah carefully opened the sandwich bag, removed the sprout, and placed it in a small pot with soil. Sarah gently covered the roots with soil.

"What a great experiment," Sarah said proudly. "I can't wait to see how tall our bean sprout grows!"



**★ Reflect:** Review predictions from before reading. **Did any of our experiences match what happened in this story?** Point out any similarities in students' prior knowledge and the characters' experiences in the story.  
 Summarize: **Who is the main character in this story?** (Sarah) **What does the character want?** (to observe a plant grow from a seed) **But...** (the plant takes a long time) **So...** (Sarah's mom tells her the seed will take a while to **germinate**) **Then...** (Sarah can observe the plant growing after several days) **There were different sequences in this story.** Have students replay experiment set-up, and how the plant grew.

**★ Answers and ★ Proof**

**1. Complete the sequence for Sarah's experiment.** (Encourage students to revisit text for answers and use sequencing words. *Italicized* text is a suggested correct response)

- First**, fold up a paper towel and dampen it with water.
- Next**, place the damp paper towel in a small plastic baggy.
- Then**, place a bean on the paper towel.
- Finally**, close the bag and put it somewhere with sunlight.

**2. Put Sarah's observations in the correct order.** (Encourage students to revisit text for answers. After all steps are numbered, have students say the correct sequence using sequencing words.)

The sprout is so long that it's pushing against the top of the bag.	4
A tiny, pale green sprout is pushing out of the seed.	2
The skin of the seed is very wrinkly and looks like it might	1
Plant roots are spreading across the paper towel.	3

**3. Based on what you know about plants, draw a conclusion.**

*Emphasize writing in complete sentences. Given frame: Sarah and her mom put the pinto bean on the sunniest window because...*  
*Example: Sarah and her mom put the pinto bean on the sunniest window because plants need sunlight to grow.*

**4. Compare this story to Matthew's story. Put a check in the box if the statement is true. Write a statement that is true for both stories.**

Comparison Statements	Matthew Grows a Green Thumb	Sarah and the Bean Seed
The main character wants a plant to grow.	✓	✓
A character has to figure out what is harming the plant.	✓	
An adult helps the main character.	✓	✓
<i>Suggestions: The character learns about what plants need to grow. The character is excited about their plant. The character has to work to make their plant grow.</i>	✓	✓

# ★ The Perfect Attendance Celebration

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.10

★ **Prior to reading:** In this story, a student must be celebrating perfect attendance. Look at the picture. Can you describe a connection you have? (*winning awards/medals, perfect attendance*) Students can make predictions for what the problem/conflict might be.

## ★ Questions

### Notes for the teacher

- |   |  |
|---|--|
| 1. What do you predict will happen in the second part of this story?  | - <b>This means we will not read the ending of the story today! Maybe part one will stop at the problem.</b> |
| 2. Draw a conclusion about Rebecca based on the story.  | - Drawing a conclusion means making meaning out of facts. It is making an inference.                         |
| 3. What is your evidence? What did you read in the story that helped you answer question 1?                           | - <b>We will have to find clues in the story that prove our answer to question 2.</b>                        |
| 4. Pick the correct part of the sequence.   | - <b>"Sequence" means putting events in order. We will find this answer in the text.</b>                     |
| 5. Make a connection to the text. Write about a time when you were very excited for something happening the next day. | - Open-ended response. Have students wait to answer this one until you have finished reading the story.      |

★ **Read** out loud. Pause to react and discuss.

It sounds like the school awards ceremony is happening tomorrow! As we read, think about how our school's ceremony compares to Rebecca's.

In 5 years, Rebecca has never missed a day of school! Raise your hand if this is true for you, too. What does this say about Rebecca? We're modeling drawing conclusions. (*She must be responsible, she must like school*)

Rebecca had been looking forward to Friday all week. On Thursday evening, Rebecca could hardly sit still to eat her dinner. "Mom, Dad, which one of you is going to come to the awards **ceremony**?"

"Rebecca, please don't talk with your mouth full. Dad will be there. He will take lots of pictures for me to see as well," Rebecca's mom replied. Rebecca smiled, nodded, and kept eating. This was going to be Rebecca's fifth celebration for perfect attendance. Rebecca had never missed a day of school! Students with perfect attendance were invited to this special awards ceremony, and the fourth-grade ceremony was tomorrow. They would have pizza, cookies, punch, and take lots of pictures. As soon as Rebecca finished her meal she raced to her room.

Rebecca paused to **admire** her collection of perfect attendance trophies. Each trophy was the shape of a golden star. On the bottom of each trophy Rebecca could see her name, the school year, and the words PERFECT ATTENDANCE. Rebecca had a trophy for kindergarten, first grade, second grade, third grade, and she was getting her fourth-grade trophy tomorrow!

Rebecca pulled out her clothes for the ceremony. She brushed her teeth and got under her blankets. She tried to read herself a story before bedtime, but she was too excited. She tossed and turned, and finally she was able to go to sleep.

The next morning, Rebecca could tell something was wrong the moment she opened her eyes. Her throat was sore and scratchy. Her muscles **ached**. Her head was pounding. She sniffled and threw off her blanket. Maybe I just need to go wash my face and drink some water,



Allow students to share similarities and differences between their ceremony's and Rebecca's. **How is Rebecca feeling?**

for CCSS/PARCC

Scratchy  
throat, sore  
and aches  
muscles,  
coughing and  
sniffing... I  
can guess  
what's wrong  
with Rebecca.

she told herself.

However, that didn't help. "But I can't be sick," Rebecca said out loud with a little cough.

She couldn't miss the day of her perfect attendance celebration! "Maybe I just have a little cold,"

Rebecca said to herself. She sniffed, coughed, and got dressed for school.

TO BE CONTINUED...

**★ Reflect:** Review predictions from before reading. Point out any similarities in students' prior knowledge and the characters' experiences in the story.

Summarize: **Who is the main character in this story?** (*Rebecca*) **What does the character want?** (*to attend her perfect attendance ceremony*)

**But...** (*she is sick*) **We don't know how the story is going to end yet. What do you predict will happen? Will Rebecca get to go to the ceremony? Put yourself in Rebecca's shoes—pretend you are Rebecca. What do you hope will happen for Rebecca?**

## ★ Answers and ★ Proof

### 1. What do you predict will happen in the second part of this story?

Emphasize writing in complete sentences. Suggested stem: **Next, I predict that...**

Example: Next, I predict that Rebecca is going to miss her awards ceremony. She isn't going to get her trophy. However, she is going to have a great time at home.

### 2. Draw a conclusion about Rebecca based on the story.

During the school year, Rebecca most likely...

- A. There is no proof that Rebecca is forgetful.
- B. There are no clues about Rebecca eating lunch at school.
- C. There are clues that Rebecca is a responsible person.
- D. There are clues that Rebecca does care about what she wears.

### 3. What is your evidence? What did you read in the story that helped you answer question 1?

Emphasize writing in complete sentences, referring to paragraph numbers. Suggested stem: **In paragraph \_\_ it says \_\_. This shows that...**

Example: In paragraph 3, it says that Rebecca has never missed a day of school. This shows that Rebecca is responsible.

### 4. Pick the correct part of the sequence. "After Rebecca finished eating, she raced to her room. Next..."

- A. This answer skips a lot of the events in the sequence.
- B. This answer is found at the beginning of paragraph 3.
- C. This event came **before** Rebecca raced to her room.
- D. This answer skips a lot of events in the sequence.

### 5. Make a connection to the text. Write about a time when you were very excited for something happening the next day.

Emphasize writing in complete sentences with a beginning, middle, and end. You can extend this into a longer writing assignment as well. Suggested frame: **One time, I was looking forward to...**

Example: One time, I was looking forward to my team's basketball tournament. It was hard for me to fall asleep that night. I kept imagining playing against all the teams. The next morning, we went to the tournament and had a blast!

★ The Perfect Attendance Celebration, part 2

★ **Prior to reading:** Previously: Rebecca was excited for her perfect attendance awards ceremony. She prepared the night before. However, she felt sick the following morning. The teacher can point out the Somebody/Wanted/But pieces in this summary so far. Revisit student predictions. Ask why they think that will happen.

★ **Questions**

Notes for the teacher

- |   |   |
|---|---|
| 1. Choose the best summary for this story.  | - Quickly revisit the elements of a story summary.  |
| 2. "Rebecca's mouth opened in <b>dismay</b> ." <b>Dismay</b> is the feeling of being upset from a bad surprise. Which answers describe how the reader can use context clues to guess the meaning of <b>dismay</b> ? | - <b>Context clues means looking at the sentences around a new word to figure out what the word means.</b><br>- Model pausing to circle this bolded word in the text.           |
| 3. "Rebecca's mom and dad looked up at her with <b>concerned</b> looks on their faces." <b>Concerned</b> most likely means ____ because Rebecca's parents said she sounded sick.                                    | - This question gives the context clues, but the reader has to figure out the meaning of the word <b>concerned</b> .<br>- Model pausing to circle this bolded word in the text. |
| 4. In the rough draft, this story's author did not have the last 3 paragraphs. Why do you think the author wrote about the card, trophy, and pizza that Rebecca's class sent her?                                   | - <b>For this question, we will be thinking about the author's purpose. We have to think about why the author included this information.</b>                                    |

★ **Read** out loud. Pause to react and discuss.

Model **trudging** around. **What does this body language tell us about how Rebecca feels?**

Rebecca **trudged** into the kitchen to get some breakfast. "Good morning," she called out with her scratchy voice. "I'm not very hungry. I think I'll just skip breakfast."

Rebecca's mom and dad looked up at her with **concerned** looks on their faces. "Good morning, Rebecca. You sound like you're sick." Rebecca's mom stood up and felt Rebecca's forehead. "Goodness! You're burning up. We need to check your temperature."

Rebecca's dad shook his head. "It looks like you might have to go back to bed instead of to your awards ceremony, Rebecca."

Rebecca's mouth opened in **dismay**. "No way! I just have a little cold, that's all!" Talking made Rebecca cough. Coughing made her head pound. Rebecca sat down with a sigh. "Okay, maybe it's not such a little cold. But my trophy! Our pizza party!" Rebecca put her head down on the kitchen table.

Rebecca's mom put the thermometer in Rebecca's mouth. When the thermometer beeped they looked at the temperature. "Just as I thought," Rebecca's mom said with a frown. "You have a 100-degree fever."

"That means I can't go to school," Rebecca said sadly. Rebecca thought of her beautiful little horse trophy. All the other students with perfect attendance would get their trophy and have their pizza. I'll be stuck in bed feeling **miserable**, Rebecca thought. Tears began to well up in her eyes.

"I'm sorry, Rebecca," said mom while stroking Rebecca's head. "I know how much you wanted to attend your ceremony. Right now, your body needs to rest to fight this sickness. We're going to get you some medicine."

I marked the word **concerned** because it was in a question. I will mark some clues I read that tell me what **concerned** means.

We were told **dismay** means feeling upset. What clues do we see here that Rebecca is upset? Mark them on your page as you read/hear them.

for CGSS/PARCC

The author almost didn't include these next few paragraphs. As we're reading, you should be thinking about why these paragraphs are important for the story.

After the medicine, Rebecca trudged back to bed. She felt **awful**, through and through. "Well, I hope the rest of the students enjoy getting their trophies," Rebecca said with a little cough. She closed her eyes and fell back asleep.

Hours later, Rebecca opened her eyes. She felt better! Unfortunately, she had already missed the ceremony and pizza party. Rebecca sat up, stretched, and walked into the kitchen. Something shiny caught her eye. She walked closer and saw that it was a little horse trophy! On the bottom of the trophy, Rebecca saw her name, the school year, and the words PERFECT ATTENDANCE.

Next to the trophy was a card with her friends' names written on it. "Dear Rebecca," the card read. "We missed you at the ceremony! Get well soon. P.S.: We sent some pizza home with your dad. Hopefully he didn't eat it all himself!"

Rebecca's face lit up in a smile. She missed the ceremony and pizza party, but it warmed her heart to know her friends cared about her. Plus, she could add her beautiful new trophy to her collection!

Rebecca was sad about missing her ceremony. But the gift made her smile, and it warmed her heart. It gave her a feeling of joy in her heart.

**R Reflect:** Review predictions from before reading. Point out any similarities in students' prior knowledge and the characters' experiences in the story.  
 Summarize: **Who is the main character in this story?** (*Rebecca*) **What does the character want?** (*to attend her perfect attendance ceremony*) **But...** (*she is sick and can't attend the ceremony*) **So...** (*Rebecca takes medicine and stays home, and her classmates give her a gift*) **Then...** (*Rebecca feels cheered up and she still gets her trophy*) **Rebecca's classmates practiced empathy and compassion. They knew Rebecca would be upset about missing the ceremony, so they decided to do something kind for her to lift her spirits and make her feel better.**

**A Answers and P Proof**

**1. Choose the best summary for this story.**

- A. *This option was the summary for part 1 of the story.*
- B. *This option only has the story's problem.*
- C. *This option has all the elements of a story summary.*
- D. *This option is out of order and doesn't have all the elements.*

**2. "Rebecca's mouth opened in *dismay*." *Dismay* is the feeling of being upset from a bad surprise. Which answers describe how the reader can use context clues to guess the meaning of *dismay*?**

- A. *The reader knows staying home is bad news for Rebecca.*
- B. *This option mentions "surprise", which is in the definition.*
- C. *Coughing shows Rebecca feels ill, not dismay.*
- D. *This clue tells us Rebecca is upset.*

**3. "Rebecca's mom and dad looked up at her with *concerned* looks on their faces." *Concerned* most likely means \_\_\_\_ because Rebecca's parents said she sounded sick.**

- A. *This option makes the most sense because R.'s parents start to*
- B.
- C. *There are no words, actions, or thoughts that hint Rebecca's parents are showing anger, sickness, or silliness.*
- D.

**4. In the rough draft, this story's author did not have the last 3 paragraphs. Why do you think the author wrote about the card, trophy, and pizza that Rebecca's class sent her?**

*Emphasize writing in complete sentences. Suggested frame: The author wrote the last 3 paragraphs because...*  
*Example: The author wrote the last 3 paragraphs because they give the story a happier ending/they show that Rebecca has friends who care about her/the reader can learn what happens to Rebecca's trophy.*

# ★ Summoned by the Dentist

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.10

★ **Prior to reading:** Summoning somebody means calling them to do something. The dentist might summon you to... (their office). How do you feel when you are summoned by the dentist? What does the dentist usually help us with?

## ★ Questions

### Notes for the teacher

- |   |  |
|---|--|
| 1. Based on the text, the reader can infer that Emmanuel is feeling ___ about his appointment with the dentist.   | - <b>Making an inference means looking in the story for clues about how Emmanuel feels.</b>                            |
| 2. Which evidence from the text supports your answer to question 1?   | - For this question, readers will need to find the rest of the evidence that is actually about Emmanuel’s appointment. |
| 3. “However, he thought wrong.” The last sentence of the first paragraph is an example of <b>foreshadowing</b> . When you read this paragraph, how do you predict Emmanuel’s day will go? | - <b>Foreshadowing</b> is a clue that something is about to happen.  |
| 4. Do you know what happens during a tooth cleaning? What do you predict will happen during Emmanuel’s appointment?   | - <b>For this question, we will be using our background knowledge and clues in the story to make a prediction.</b>     |

## ★ Read out loud. Pause to react and discuss.

“However, he thought wrong.” So far, does this sound positive or negative?

Emmanuel thought it would be a normal day, but that’s not going to happen.

This sentence gives us a strong clue about Emmanuel. This saying is when your stomach has a sudden, ugly feeling from fear or nervousness. Some people feel it when they go down on a roller coaster.

If Emmanuel said it *feebly*, it mean he said it with a scared or weak voice.

Emmanuel woke up on Wednesday morning thinking it was going to be a normal day. He would sit at the table with his dad and eat cereal for breakfast. Afterwards, he would go to school for a normal day of classes. However, he thought wrong.

In the kitchen, Emmanuel poured cereal and milk into a bowl. His father was drinking a cup of coffee. Emmanuel munched happily on his cereal. When he was finished, he started **gathering** his homework from the table. He paused to look at a bright yellow flyer. It had a large tooth with a smiling face. The tooth was holding a toothbrush. In bold, blue letters, the flyer said, “Get ready! Dentists on Wheels is visiting your school!”

Emmanuel’s stomach dropped. He had forgotten that today the dentist was going to be at his school. Emmanuel didn’t remember the details of his last visit to the dentist because he was too young. Emmanuel did know his friend Marcus had to get a tooth pulled out the last time he went to the dentist. His other friend Isaac went to the dentist one day and came back to school the next day with braces. The braces were wires that would make Isaac’s teeth move and straighten out. Isaac always complained about his whole mouth being sore.

“Dad,” Emmanuel said **feebly**, “do I HAVE to go to school today? The dentist is going to be there...”

“Of course you do, Emmanuel,” his dad said **sternly**. “We signed you up to get a cleaning with the dentist.”

“But I brush my teeth every night and morning,” Emmanuel replied. “Why does the dentist need to clean my teeth too?”

Emmanuel’s dad shrugged. “The dentist can explain that to you. Finish gathering your

## GET READY!



Dentists on Wheels is visiting your school

Emmanuel is thinking about what other people say and feel after going to the dentist. Are these positive or negative details? So how must Emmanuel feel about the dentist?

for CGSS/PARCC

Is Emmanuel's imagination helping or hurting him right now?

homework, so we can get going."

Emmanuel slowly packed his school bag. His thoughts grew darker and darker. "But what if the dentist pulls my teeth out? What if the dentist..."

Emmanuel's worried thoughts were interrupted by his dad. "Don't worry, Emmanuel. If you are taking care of your teeth, the dentist's visit should go off without a hitch. It should be a very easy visit."

Emmanuel sure hoped his dad was right. He shrugged, put his backpack on one shoulder, and walked with his dad to school.

Emmanuel might be worried, but how is his dad feeling? (confident, normal)

TO BE CONTINUED...

**★ Reflect:** Point out any similarities in students' prior knowledge and the characters' experiences in the story. Summarize: **Who is the main character in this story?** (*Emmanuel*) **What does the character want?** (*a normal day*) **But...** (*he has an appointment with the dentist*) **We will need to predict what happens next.** Emmanuel's dad says the appointment will go off without a hitch—it will be simple and easy. Do you think Emmanuel needs to be worried? Why?

**★ Answers and ★ Proof**

1. Based on the text, the reader can infer that Emmanuel is feeling \_\_\_ about his appointment with the dentist.

- A.
- B. *There are many clues in dialogue, action, and thoughts that*
- C. *Dialogue and thoughts show that Emmanuel wants nothing to do with the dentist. He's not curious or excited.*
- D.

2. Which evidence from the text supports your answer to question 1?

- A. *This evidence was before Emmanuel seeing the flyer for the den-*
- B. *This figurative language means Emmanuel's imagination is*
- C. *With these options, the reader needs to think about the evi-*
- D. *dence in context. What is happening in the story when the au-*

3. "However, he thought wrong." The last sentence of the first paragraph is an example of **foreshadowing**. When you read this paragraph, how do you predict Emmanuel's day will go?

*Emphasize writing in complete sentences. Suggested frame: When I read this paragraph, I predict that...*

*Example: When I read this paragraph, I predict that Emmanuel is not going to have a normal day like he thought. It might even be a surprisingly bad day.*

4. Do you know what happens during a tooth cleaning? What do you predict will happen during Emmanuel's appointment?

*Emphasize writing in complete sentences. Suggested frame: I predict that...*

*Example: I predict that Emmanuel is going to have a scary experience at the dentist. Perhaps the dentist will find a cavity, even though Emmanuel brushes and flosses daily.*

★ **Summoned by the Dentist, part 2**

★ **Prior to reading:** Previously: Emmanuel wanted a normal day, but the dentist was coming to his school. He was nervous about getting his teeth cleaned, but he still had to go to school. Today we are reading for the resolution. Review yesterday's predictions.

★ **Questions**

Notes for the teacher

- |   |  |
|---|--|
| <p>1. Emmanuel was the main character in the story. He is a _____.</p> <p>2. The main problem in the story was that...</p> <p>3. The problem was resolved when...</p> <p>4. Use the answers from questions 1, 2, and 3 to write a summary of the story.</p> <p>5. Based on the text, predict which event happens next in the story.</p> | <p>- These questions focus on the basic elements of a story. Plan remediation for students if you notice a need.</p> <p>- The following questions focus on students identifying key elements to write their own summary.</p> <p>- <b>This question is asking us to draw conclusions.</b></p> |
|---|--|

★ **Read** out loud. Pause to react and discuss.

Encourage students to visualize this scene as Emmanuel. Students can respond with a silent signal if they would act/think/feel the same way.

As we read, we are looking to see if our predictions were correct.

Why did Dr. Yara say "great!" because Emmanuel brushes and flosses daily? Why do you think the cleaning will be easy?

That morning, Emmanuel was **fidgiting** nervously in the classroom. He couldn't concentrate on what the teacher was saying. The dentist knocked on the classroom door. She had on a white lab coat and she was holding a clipboard with a list of names. Please don't pick me first, Emmanuel thought desperately. "Sorry to interrupt," said the dentist, "May I take Emmanuel for his cleaning?"

With a feeling of **dread**, Emmanuel stood up and joined the dentist. She was not much taller than Emmanuel. "Hello Emmanuel," said the dentist. "My name is Dr. Yara." Dr. Yara smiled at Emmanuel, and he could see something shiny on her teeth. She had braces! The dentist noticed Emmanuel looking at her mouth. "Yes, I have braces just like some of your friends!" They started walking down the hallway.

Emmanuel asked shyly, "Do braces hurt?"

"They do at first, but your mouth gets used to them. Don't worry though. You aren't getting braces today! You would need to go to a different dentist for that." Emmanuel and Dr. Yara arrived at the school's door. "We're going to step out of the school, and in to my office!" Dr. Yara **gestured** to a giant blue trailer with the words "Dentists on Wheels" painted in yellow. The truck was also decorated with smiling faces.

When Emmanuel stepped in, he saw another dentist writing at a computer. The dentist smiled at Emmanuel. Dr. Yara gestured to a chair next to a lamp. "Okay Emmanuel, please sit in my **examining** chair," Dr. Yara said. "Do you brush and floss your teeth every day?" Emmanuel nodded his head to say yes. "That's great! Then this should be a really easy cleaning. I'm going to clean off any plaque I find on your teeth. Then, I'm going to polish your teeth with my special brush. Afterwards you will rinse with a liquid that will keep your teeth strong." Dr. Yara was pointing to the tools she would use for Emmanuel's teeth.

Dr. Yara seemed friendly and she was explaining everything. "How does that sound, Emmanuel? Do you have any questions?"

"What is plaque?"

Dr. Yara answered, "Plaque is a sticky film that grows on our teeth. Too much plaque on our teeth can make our gums unhealthy and our breath stinky. Do you have any other questions?"

"Is the rinsing liquid minty?"

Dr. Yara smiled. "You'll have three choices: mint-flavored, cherry-flavored, or cinnamon-flavored."

Emmanuel nodded his head. "Okay. One more question...Is this going to hurt?"

"I will do my best to make sure you're comfortable. When we're all done, you will have a delicious, sugar-free lollipop to look forward to!" Dr. Yara smiled and put a small mask of blue cloth over her mouth. Emmanuel smiled and sat back.

**How would you describe Dr. Yara?**  
**Why?** (focus evidence on actions, thoughts, or dialogue)

**★ Reflect:** Point out any similarities in students' prior knowledge and the characters' experiences in the story. You can also compare the dentist in this story to dentists the students have encountered in real life.  
 Summarize: **Who is the main character in this story?** (*Emmanuel*) **What does the character want?** (*a normal day*) **But...** (*he has an appointment with the dentist and he's scared*) **So...** (*the dentist helps Emmanuel feel more confident*) **Then...** (*Emmanuel has an easy cleaning*) **Emmanuel's dad says the appointment will go off without a hitch—it will be simple and easy. Was his father correct?**

**★ Answers and ★ Proof**

**1. Emmanuel was the main character in the story. He is a \_\_\_\_.**

- A. *Emmanuel is a student. What clues can readers find that prove Emmanuel is a student in this story? Why do we say he is the main character? (the reader is following Emmanuel during the action of the story)*
- B. *Emmanuel is a student. What clues can readers find that prove Emmanuel is a student in this story? Why do we say he is the main character? (the reader is following Emmanuel during the action of the story)*
- C. *Emmanuel is a student. What clues can readers find that prove Emmanuel is a student in this story? Why do we say he is the main character? (the reader is following Emmanuel during the action of the story)*
- D. *Emmanuel is a student. What clues can readers find that prove Emmanuel is a student in this story? Why do we say he is the main character? (the reader is following Emmanuel during the action of the story)*

**2. The main problem in the story was that...**

- A. *Emmanuel was nervous about seeing the dentist. Revisit clues that tell the reader Emmanuel was nervous. Reread sections to show that the other answers are not true.*
- B. *Emmanuel was nervous about seeing the dentist. Revisit clues that tell the reader Emmanuel was nervous. Reread sections to show that the other answers are not true.*
- C. *Emmanuel was nervous about seeing the dentist. Revisit clues that tell the reader Emmanuel was nervous. Reread sections to show that the other answers are not true.*
- D. *Emmanuel was nervous about seeing the dentist. Revisit clues that tell the reader Emmanuel was nervous. Reread sections to show that the other answers are not true.*

**3. The problem was resolved when...**

- A. *Readers can infer that Emmanuel's appointment will go well, but the reader doesn't actually see Emmanuel's appointment.*
- B. *We do read that the dentist explains the procedure, and that makes Emmanuel feels more confident and comfortable.*
- C. *We do read that the dentist explains the procedure, and that makes Emmanuel feels more confident and comfortable.*
- D. *We do read that the dentist explains the procedure, and that makes Emmanuel feels more confident and comfortable.*

**4. Use the answers from questions 1, 2, and 3 to write a summary of the story.**

*Emphasize writing in complete sentences. Remind students of the summarizing framework: Somebody/Wanted../But../So../Then..*  
*Example: Emmanuel is a student who wants to have a normal school day. However, that can't happen because he has an appointment with the dentist and he is nervous. So, the dentist acts friendly and explains everything to Emmanuel. Then, Emmanuel feels a lot more comfortable and confident.*

**5. Based on the text, predict which event happens next in the story.**

- A. *This is most likely to occur next in the story.*
- B. *This dentist is not stern, and there is no reason that Emmanuel will suffer.*
- C. *This will happen, but it is not the immediate next event in the story.*
- D. *This might happen, but it is not the immediate next event in the story.*

# ★ The Treasure Trade

RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.4, RL.4.10

★ **Prior to reading:** This story is about a young man. Based on the title, can you predict what the young man will want to do? (Students can predict what type of treasure the man will be trying to trade. **If you found a treasure, what would you try to trade it for?**)

## ★ Questions

### Notes for the teacher

- |  |   |
|--|---|
| 1. A reader inferred that this story takes place a long time ago. Which pieces of evidence support this inference? | - <b>If we are looking for evidence, that means we are looking for clues, or proof.</b>     |
| 2. Using context clues, the reader can tell that bartering means:  | - <b>Context clues are found in the sentences before or right after an unfamiliar word.</b> |
| 3. Which <u>answers</u> describe how the reader can use context clues to guess the meaning of bartering?           | - There will be more than one answer to this question.                                      |
| 4. What do you predict will happen in Part 2 of this story?  | - <b>In part 1, we will probably discover in the main goal and possibly the problem...</b>  |

★ **Read** out loud. Pause to react and discuss.

Take a moment to explain bartering, or trading, if necessary. In a classroom, could you barter with a nice pencil? You can trade the pencil for an eraser. etc

What will the man do with this treasure? (barter, trade)

Do you agree with the young man? Are a cow or some shoes fair trades? (open-ended—some people might really value these items)

Once, there was a young man who was very strong and **determined**. However, he could also be quite foolish and proud. One day, the young man was chipping away at the stone of a cave. He planned to use this stone to **barter** at the market. Toolmakers would happily trade clothing and food for the stone pieces he was collecting.

As the young man hammered away at the dark gray stone, he noticed a glittering object buried in the rocks. He carefully chipped and brushed away pebbles and dust. He had found a gemstone the size of his fist! The young man admired his treasure in awe. He knew he had found a very valuable treasure.

The next day, the young man rushed to the market. All he carried with him was the large gemstone. In the loudest booming voice he could muster, the young man announced his discovery. "Everybody! I found the most amazing treasure!" He held his gemstone high above his head, and the people in the market gasped when they saw how large and beautiful the treasure was. "I am ready to barter with this gemstone for something equally **precious** and valuable."

All the people of the market rushed to get the young man's attention. "I will offer you a cow for that gemstone," cried out a farmer.

"I will offer you my best pair of shoes for that gemstone," hollered the shoemaker.

"No, no, no," replied the young man, shaking his head. "A cow is not as precious as this gemstone! These are disappointing offers. I will come back tomorrow. Hopefully you can offer me something better tomorrow." With that, the young man returned home.

The next day, the boy arrived at the market. Once again, he announced that he wanted to barter. The jeweler was ready to make an offer. "I will give you my finest gold chain in exchange for that gemstone," she said. The young man **declined** with a shake of his head.

What do you think is as precious as his gemstone? What do you predict he will trade for it?

for CCSS/PARCC

This woman has something amazing to trade. Maybe the young man will want to trade his gemstone with her!

"I will trade that gemstone for my wagon full of spices," offered a merchant. The young man declined again with a shake of his head.

"No, no, no. I suppose I will return tomorrow. Hopefully I will get a better offer," said the young man. He turned around to leave and almost bumped into an old woman.

"Pardon me," the old woman said. "Young man, who weaves the best clothing in this market? I have an amazing trade for the best weaver."

The young man pointed to the best weaver in the market. "That man makes the finest clothing. What are you going to trade?"

"I'm going to offer him the moon in exchange for a few dresses. Thank you for your help," said the old woman as she shuffled away.

The moon! Now *that* was a precious item! "Please wait," yelled out the young man. "Instead of trading with the weaver, trade with me! If you give me the moon, I will happily give you this gemstone!"

The old woman carefully examined the gemstone. She shrugged. "I accept your offer. We can trade tonight, after the sun sets and the moon is seen in the sky." The old woman told the young man where to meet. They shook hands and went their separate ways.

TO BE CONTINUED...

Invite students to react to this. Are students excited? Are they skeptical of this trade?

**★ Reflect:** Summarize: **Who is the main character in this story?** (*the young man*) **What does the character want?** (*to barter with his precious gemstone*) **But...** (*nobody was offering him something equally precious*) **So...** (*an old woman offers the moon in exchange for the gemstone*) **What do you predict will happen next?** Reread the first 2 sentences of this story: "Once upon a time, there was a young man who was very strong and determined. However, he could also be quite foolish and proud." Can the woman really give away the moon?

**★ Answers and ★ Proof**

1. A reader inferred that this story takes place a long time ago. Which pieces of evidence support this inference?

- A. Tools used to be made by hand from stone and metal, but ma-
- B. Merchants used to travel to get spices and sell them to people.
- C. Somebody today can still be strong and determined.
- D. People used to make clothes by hand, but machines do now.

2. Using context clues, the reader can tell that *bartering* means:

- A. Re-illustrate bartering/trading if necessary.
- B. Bartering is done without money.
- C.
- D. People agree to barter with each other, unlike stealing.

3. Which answers describe how the reader can use context clues to guess the meaning of bartering?

- A. The sentence before does not ALWAYS have a clue. Here, there
- B. These sentences all help the reader to imagine that bartering
- C. means giving an object to somebody and receiving something
- D. else.

4. What do you predict will happen in Part 2 of this story?

Emphasize writing in complete sentences and giving evidence. Suggested frame: I predict that in part 2...

Example: I predict that in part 2, the woman is going to trick the young man. Maybe she will give him a painting of the moon. The story said the young man is foolish, so he might be tricked easily.

★ The Treasure Trade, part 2

★ **Prior to reading:** In part 1 of this story, the young man made a decision. (he will make a trade with the woman.) What is the man bartering for? (the moon) Invite some predictions for part 2. Ask students to explain what evidence they have for their predictions. **Look at the image. What do you see?** (nighttime, a moon) **Why did the author include this image?** (It reminds us of the setting— this is where the man is meeting the woman to trade the gemstone)

★ **Questions**

Notes for the teacher

- |  |  |
|--|--|
| 1. Which word is a synonym for “pilfered”?   | - This might be an unfamiliar word for some of us. That means we’ll have to use context clues to figure out what it means. |
| 2. Write a summary for this story. Mention the main characters, the problem, and how the character tries to solve the problem.                         | - Review the elements of a story summary.  |
| 3. Compare the two main characters of this story. Put a check in the box if the statement is true. Write a statement that is true for both characters. | - Students can underline details about the characters as they read.  |
| 4. Which comparing statements are true?  |  |

★ **Read** out loud. Pause to react and discuss.

If students are struggling with summarizing, you can identify the elements of summary here: Somebody/Wanted/But/So

I have a feeling this isn’t going to go well for the young man...

Invite students to reread this paragraph to imagine the woman’s plan. Invite reactions to the plan. If you were there, what would you tell the young man?

*Previously: A young man was working in a cave when he found a large gemstone. He wanted to trade the gemstone for something very valuable. However, nobody could offer him something he wanted. Then, a woman offered him the moon and he agreed to trade.*

As the sun went down, the moon rose high in the sky. The sky darkened, and the moon seemed to grow brighter. The young man **eagerly** set off to meet the old woman and collect his precious treasure. The old woman did not even give the young man a greeting. “Are you ready to trade,” she asked him.

“Yes,” said the young man, “but how are you going to give me the moon when it is still so high up in the sky?” He pointed up at the moon.

“Well, you will have to knock it down of course,” replied the old woman. “Don’t worry. I already planned it out. You will use this rock. Standing in this spot, you must throw the rock up with all your **might!** You’ll knock the moon out of the sky. You will also knock down a lot of dust, so you must wear this scarf to shield your eyes.” The woman put a scrap of cloth over the young man’s eyes. She tied it tightly at the back of his head.

“I can’t really see,” the young man **protested**.

“Don’t worry. Just throw the rock up as hard as you can. You are in the perfect position. The moon will fall right into your hands!”

“Okay....” The young man put his precious gemstone down on the ground. The scarf was covering the young man’s eyes, so he could not see the old woman silently snatch the gemstone and hide it in her cloak. The young man **launched** the rock up as hard as he could. It flew high into the air.



Help students visualize by having them act out the young man at their desk, or by having one student act it out for them.

"Get ready," the old woman called out. "Here comes the moon!" Smiling, she pulled a round white rock from her cloak. She tossed the rock into the young man's waiting hands. Then she snuck away and was lost in the shadows along with the gemstone she had **pilfered**.

The young man could not believe his luck! He removed the scarf that covered his eyes and looked down at the treasure in his hands. "I can't believe the moon is so small," he said, amazed. The young man looked around, but the old woman was gone. He shrugged and returned home, very happy with his trade.

**Pilfered** is the unfamiliar word we have to define. In the margin, write down your own note saying what the woman just did. (She stole the young man's gemstone)

**★ Reflect:** Summarize: **Who is the main character in this story?** (*the young man*) **What does the character want?** (*to barter with his precious gemstone*) **But...** (*nobody was offering him something equally precious*) **So...** (*an old woman offers the moon in exchange for the gemstone*) **Then...** (*the old woman tricked the man into giving her the gemstone. She gave him a regular white rock*) **At the end of this story, how does the old woman probably feel? What evidence do you have for that? How does the young man most likely feel? What evidence do you have? Is there a lesson we can learn from this story? Do you think the characters could still behave this way in a story that takes place in our time?**

**★ Answers and ★ Proof**

**1. Which word is a synonym for "pilfered"?**

- A. Ask students what evidence they have to prove "stole" is the correct answer. Model using context clues: look in the previous sentence, reread the sentence with the unfamiliar word, and
- B. read the sentence after. Look at the action happening when the
- C. author uses the word.
- D.

**2. Write a summary for this story. Mention the main characters, the problem, and how the character tries to solve the problem.**

Emphasize writing in complete sentences. Use all the elements of a story summary.

Example: A young man found a gemstone. He wanted to trade the gemstone for something equally precious, but nobody could offer him something he wanted. So, an old woman offered him the moon in exchange for the gemstone. Then, she actually tricked him and gave him a regular rock in exchange for the gemstone.

**3. Compare the two main characters of this story. Put a check in the box if the statement is true. Write a statement that is true for both characters.**

details to compare	the young man	the old woman
desires valuable, precious things	✓	✓
very clever		✓
confident but foolish	✓	
Suggestions: <b>does a trade; barter; goes to the market;</b>	✓	✓

**4. Which comparing statements are true?**

- A. Encourage students to read the comparing statements as complete sentences for questions 3 and 4. You can have an anchor
- B. chart of sentence frames for statements of similarities and
- C. differences to facilitate this. Draw out a Venn diagram or double
- D. -bubble map to compare the characters as well, if you feel it's necessary.

**★ Prior to reading:** In this story, somebody experiences a heavy thunderstorm. What do you do during thunderstorms? Have you heard of a blackout during a storm? Invite students to share prior knowledge and feelings about thunderstorms and power outages.

**★ Questions**

Notes for the teacher

- |  |   |
|--|---|
| 1. Which of the following is the best summary for this story?  | - Quickly review elements of a story summary.   |
| 2. How do you know that is a good summary of the story?  | - Students might be able to verbally answer this right now, but have them wait to write.  |
| 3. Draw a conclusion about Luna based on the story. "During the next thunderstorm, Luna will most likely..." | - <b>We can infer that Luna is a character in the story. If we are drawing a conclusion, we will use dialogue, actions, and feelings as clues. We will guess what Luna will do in the future.</b> |
| 4. What is your evidence? What did you read in the story that helped you answer question 3?                  | - Remind students: "evidence" means clues taken out of the text.  |

**★ Read** out loud. Pause to react and discuss.

Luna feels a *thrill* when a storm is coming. Based on the rest of the paragraph, is a *thrill* a positive or negative feeling? Encourage evidence.

A lot of people might not like thunderstorms, but Luna actually loved them. She felt a *thrill* when the sky started to darken. She loved watching thick gray clouds cover the sky. She enjoyed being near a window and hearing the first taps of heavy raindrops. Then, when it really started to pour, Luna would get under the covers and play on her tablet.

This evening, the thunderstorm started just like every other thunderstorm. Luna watched the first few raindrops drip down the window. She switched off the light, got under her favorite blanket, and powered up her tablet. She played a puzzle game and watched a couple videos. Outside, the trees were *swaying* in the wind. Lightning flashed and lit up the sky. Thunder crashed so loud that Luna's whole house shook. Under the covers, Luna felt calm, warm, and safe.

Ding! Luna's tablet battery was low. She had to leave her cozy spot to charge her tablet. Luna walked in to the living room. Her dad was sitting on the couch, reading a book. "Isn't this a great thunderstorm, dad?" Luna bent down and plugged in her tablet charger.

Suddenly, everything around Luna seemed to pause. The fan motor stopped whirring. The refrigerator stopped humming. All of the lights turned off. Outside, the rain continued to fall and the thunder continued to rumble.

Luna stood up and looked at her dad. He held up his hands. "I didn't do it! We must have lost power." Luna and her dad looked out the window at their block. None of the houses had lights on. "It looks like the whole street has lost power..."

Luna looked at her dad. "Well, how am I supposed to charge my tablet now?"

Luna's dad shrugged as he lit a candle with a match. He sat back down on the couch. "Sorry, Luna. Hopefully the power will come back soon."

Luna sat down next to her dad. Usually, Luna loved thunderstorms. However, if she couldn't

Imagine Luna. Where is she? What is she doing? Would you feel the same way Luna does right now?

It seems like this is going to be the beginning of the problem for Luna's story.

for CGSS/PARCC

Practice recalling details: **Why does Luna think this will be the worst stormy evening ever?**

use her tablet, this thunderstorm was going to be boring and awful! In fact, this was the worst stormy evening ever.

Luna's dad kept reading his book. Luna looked around. She had sat on this couch a million times before, but this evening it looked different. The light of the candle was a soft, glowing orange. Luna held her hand up to see it in this strange light. The flame of the candle shook, and it made her shadow dance around on the wall.

Luna's dad looked up from his book. "Luna, have you ever made shadow puppets?" He twisted his hands around each other. Luna looked at the shadow on the wall. It looked like a dog! The dog's mouth was open and his tongue was hanging out. Then the shadow **morphed** into a rooster, and then a bull.

"I want to try," said Luna. Her dad taught her how to position her hands. Together, they came up with a very silly and entertaining story about a rooster trying to take a ride on the back of a bull.

It had been an hour, but there was still no power in the house. The storm quieted down, and the sky cleared. Luna and her dad peeked out the window. The sun was setting, but the streetlights were still off. The whole street was full of shadows. Luna noticed fireflies flickering in the darkness. Their glow was very bright in the dark. Luna felt calm, warm, and safe. This was the best stormy evening ever.

If students are unfamiliar with hand shadow puppets, you can model and explain.

**★ Reflect:** Verbally summarize, noting all important story elements. Invite students to make connections. **I had an experience like Luna when my power went out, too.** Ask students if they have observed anything similar to what the author described during/after the storm. **At first Luna said this was the worst stormy evening, but then she changed her mind. Why?**

**★ Answers and ★ Proof**

**1. Which of the following is the best summary for this story?**

- A. *This option doesn't name the main problem in the story.*
- B. *This option has all the correct summary elements.*
- C. *This option doesn't give the main problem or solution.*
- D. *This option doesn't give the story solution.*

**2. How do you know that is a good summary of the story?**

*Emphasize writing in complete sentences. Suggested frame: I know \_\_\_ is the best summary because...*

*Example: I know B is the best summary because it has all the important elements of a story summary. Everything is written in the correct order.*

**3. Draw a conclusion about Luna based on the story. "During the next thunderstorm, Luna will most likely..."**

- A.
- B. *Luna said this was the best stormy evening ever. She also*
- C. *thought the shadow puppet story was silly and entertaining.*
- D.

**4. Which comparing statements are true?**

*Point out that strong writers rephrase the question in their answer. Emphasize writing in complete sentences. Suggested frame: I know that Luna will most likely [answer from question 3] because in the text it said...*

*Example: I know that Luna will most likely make more shadow puppet stories because in the text it said they made a silly story together. Luna also thought this was the best stormy evening ever.*

# ★ Power Outage!

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10

**★ Prior to reading:** The diagram illustrates how power gets to our houses and other buildings. It starts at a power station. Invite students to make connections to background knowledge. Point out the power lines. Students might make a connection to the last story about a power outage. **This is not a story– it's nonfiction, informational text.**

## ★ Questions

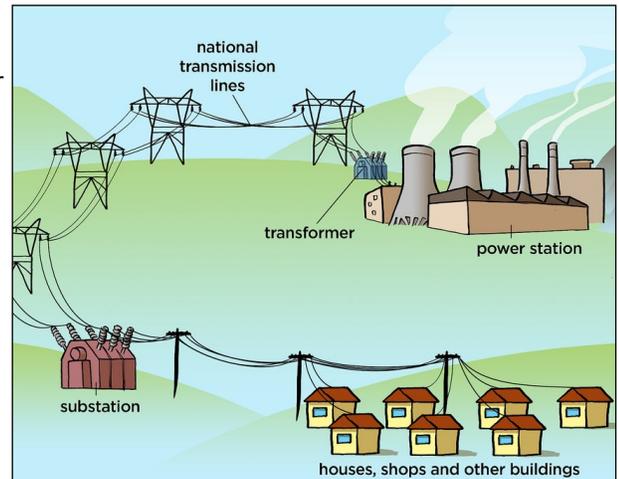
### Notes for the teacher

- |   |  |
|---|--|
| 1. Use the diagram to fill in the blanks.<br>Another name for the power plant is the _____.<br>After the substation, the power goes to _____. | - Students might be able to verbally answer this right now, but have them wait to write.   |
| 2. What usually causes power outages?   | - <b>For this question, we will go back in the text to find evidence.</b>  |
| 3. The author claims that broken power lines can be dangerous.<br>Which sentences below support this statement?                               | - <b>"The author claims" means that the author wrote this idea.</b><br><br>- <b>"Sentences" means there is more than one answer.</b>                                     |
| 4. Which of the following is the best summary for the text?   | - A nonfiction text doesn't have the same elements as a story. This text would be best with a "description" summary frame– the most important details of each paragraph. |
| 5. Finish the statement:  | - This answer will be the student's opinion based on what they read.   |

## ★ Read out loud. Pause to react and discuss.

Students may want to share personal experiences of power outages. If so, ask them what caused the outage, if other houses also lost power.

There is never a good time for the power to go out in your house! Imagine you are in the middle of watching television, you're microwaving some popcorn, or you're reading a book next to a lamp, and suddenly everything around you turns off! What's happened? It might not be a problem with just your house's power. It might be much bigger than that.



Read out loud, and encourage students to point along on diagram as you describe the movement of electricity.

Do you know how your house gets electricity? It all starts at a power plant. A power plant is a building where electrical power is made. If a building pays the power plant, the power plant will send over some electricity. Have you seen the power lines around your neighborhood? They are long, thick cables hanging from tall wooden posts. The power plant uses those cables to send electricity to all the buildings around you.

**What a surprise! Trees cause the most power outages! I thought it would be something else.**

The most common **culprits** of neighborhood power outages are trees! During strong thunderstorms or ice storms, tree limbs can get heavy and break. When these branches fall down, they might take a power line down with them. What happens when you have a lamp turned on and then you pull the plug out of the wall? The same thing happens if a power line breaks outside. All the buildings it was sending power to will lose power.

When a power line breaks, it can be very dangerous. Sometimes, the cable still has electricity. This can cause a fire. A broken power line can injure people and animals if they touch it. If you ever see a broken power line on the ground, stay far away from it. Usually, power plants try to turn off the electricity on that cable so that nobody gets hurt. That means even more houses might lose

**I can make a connection. I saw a broken power line in my neighborhood once. The police blocked the area with a fence so nobody would get hurt.**

for CGSS/PARCC

power for a while too.

**Why shouldn't the items in an emergency kit need electricity?**  
*(if the power is out, the items will be useless)*

Power outages are very **inconvenient**, and sometimes uncomfortable. However, just try to have patience- somebody will be trying to fix the problem as fast as possible! You can keep an emergency kit just in case your home has a power outage. Just make sure none of the items in your emergency kit require electricity to work!

**★ Reflect:** Verbally summarize, which may require the teacher to model. **Let's start by reading the first sentence of the paragraph. "There is never a good time for the power to go out in your house." This is the main idea of this paragraph, so we will include it in the summary.** Do this with each following paragraph. An example summary: *There isn't a good time for a power outage. The power plant sends electricity to buildings using power lines. Trees cause a lot of power outages when they break power lines. If a power line breaks, it can be very dangerous. Power outages from broken lines are inconvenient, but they can be fixed.*

**★ Answers and ★ Proof**

**1. Use the diagram to fill in the blanks.**

Another name for the power plant is the \_\_\_\_\_.

After the substation, the power goes to \_\_\_\_\_.

*Emphasize verbalizing answer in complete sentences. **Bolded** is an optional follow-up response for students.*

*Another name for the power plant is the power station. **I knew this was the power station because...***

*After the substation, the power goes to houses, shops, and other buildings. **I knew the power went there because...***

**2. What usually causes power outages?**

- A.
- B. *Options A, B, and D are not supported by the text. **In paragraph 3, it says that trees are the most common culprits of power outages. Option C is supported by the text.***
- C.
- D.

**3. The author claims that broken power lines can be dangerous. Which sentences below support this statement?**

- A. *This option says how power lines break, but doesn't mention*
- B. *This sentence explains one way that broken power lines can be*
- C. *This option explains how a broken power line is inconvenient or uncomfortable. It does not explain how a broken line is danger-*
- D. *This sentence also explains that power lines can be dangerous*

*Optional activity to practice answering with evidence. Suggested frame: **Broken power lines can be very dangerous. In the text, the author writes that...***

**4. Which of the following is the best summary for the text?**

- A. *This option doesn't mention the danger of broken power lines.*
- B. *This option mentions a detail from each part of the text.*
- C. *This option doesn't mention power outages.*
- D. *This option doesn't mention where electricity comes from.*

**5. Finish the statement:**

*Emphasize writing in complete sentences, based on the text.*

*Example: It is very important to remember that broken power lines are dangerous. They can cause injury or start a fire. If you ever see a broken power line, stay away until it is fixed.*

★ Jené's New Friend

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

★ **Prior to reading:** Based on the title, I can predict that this is a story about a girl named Jené. Based on the image, I can guess the setting is in fall. Encourage students to make predictions about the story based on the title and the image.

★ Questions

Notes for the teacher

1. Which lines from the text give us details about Jené's new friend?

- For this question, we will go back in the text to find evidence.  
- It says "which lines"- this means there is more than one answer.

2. Complete the sentences.

-For each of these sentences, students will need to draw a conclusion. They have a clue and they will need to make meaning from the clue.

3. Imagery is when an author gives extra details about something using the 5 senses. This helps the reader imagine what is happening. Which line from the text is an example of imagery?

- Review the 5 senses if necessary: sight, hearing, tasting, smelling, touching

4. Write 2 or 3 sentences using imagery that can be added to this story. (Some ideas: describe how a character looks, or describe how the setting sounds)

- This is open-ended and draws on student creativity. This question can be extended into a larger imagery activity.

★ Read out loud. Pause to react and discuss.

Explore different ways to make this imagery come alive to students. Close eyes and imagine, model the ruffling/shaking of leaves. Point out the imagery paints a beautiful picture.

What details do we know about Jené now? What do we know about her new friend?

What do these actions and dialogue tell us about Jené's mom?

It was a warm afternoon and Jené was enjoying her walk home from school. The breeze was ruffling and shaking the leaves and grass. A feather danced by in the wind.

Jené had no idea that she was about to meet a new friend.

Jené's soon-to-be friend was sitting on the sidewalk, examining a large leaf. Jené sweetly called out, "Hello. I haven't seen you around here before. You must be new!"

Jené's new friend turned to look at her. She didn't make a sound. Jené continued, "I would love a new friend to play with. My name is Jené. I'm a fourth grader. I like examining leaves and plants too. My older sister will probably love you too! She's in high school, so she comes home later than me."

The wind swept more leaves into the air. Jené and her new friend watched them dance in the air. Jené **resumed** walking. Jené's new friend walked next to her. "Would you like to come over and meet my mom? She is very kind, and she will be so happy to meet you. You and I can eat a snack. I bet you like tuna! Then we can go play in my backyard! We have a vegetable garden and lots of flowers."

Jené happily spoke to her new friend all the way home. Jené opened the front door and called for her mom. "Mom, I'm home... and I brought over a friend for you to meet!"

Jené's mom walked to the front door. Jené presented her new friend. Jené's mom smiled as she looked at Jené's new friend. "Well, aren't you adorable," Jené's mom **cooed**. She kneeled down in front of Jené's friend. "Do you have a name, sweetie?"

Jené's mom picked up the new friend and began petting her head and rubbing behind her



When Jené says this, I can make an inference about her. This dialogue makes me think that Jené is a very friendly and sweet person.

ears. "See," said Jené to her friend, "I knew my mom was going to be happy to meet you!"

Jené's new friend purred and said, "Meow!"

**★ Reflect:** Based on the last line of the text, what can you infer about Jené's new friend? (*the friend is a cat*) Look back in the text (teacher may want to read through text again) **What clues did the author give us that this new friend is a cat?** (*the new friend doesn't talk, is sitting and staring at things; Jené assumes she likes tuna fish; the friend is small so mom has to crouch down; mom picks up the new friend and rubbed behind her ears; the cat says "meow"*) **What was your favorite line of imagery from the text? This is the line that you were really able to imagine because it used one of your 5 senses.**

### ★ Answers and ★ Proof

**1. Which lines from the text give us details about Jené's new friend?**

A. *The reader can't infer details about the new friend from these sentences.*

C. *Readers can infer that the new friend is adorable and small.*

D. *Readers can infer that the new friend is adorable and small.*

**2. Complete the sentences.**

In the story, Jené's mom "kneeled down in front of Jené's friend." This action shows that the friend... is much smaller than Jené's mom.

In the story, Jené's mom says "Well aren't you adorable?" This dialogue shows that... the new friend is very cute, or at least Jené's mom thinks so.

In the story, "the wind swept more leaves into the air". This im-

To continue practicing making inferences, you can use the following pieces of evidence:

- Jené sweetly called out, "Hello. I haven't seen you around here before. You must be new!"

- Then we can go play in my backyard! We have a vegetable garden and lots of flowers.

**3. Imagery is when an author gives extra details about something using the 5 senses. This helps the reader imagine what is happening. Which line from the text is an example of imagery?**

A.

B. *These options do not give extra detail to make it easy for the reader to understand what is happening. Option A does give extra detail for the reader to imagine.*

**4. Write 2 or 3 sentences using imagery that can be added to this story. (Some ideas: describe how a character looks, or describe how the setting sounds)**

*Emphasize writing in complete sentences, based on the text.*

*Example: The air smelled like smoke from fireplaces. When Jené felt the breeze, she shivered and got goosebumps. Jené's new friend had fluffy orange hair that shined in the sunlight.*

# ★ Snow Day Superstitions

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

★ **Prior to reading:** In this story, a girl learns about superstitions. I see there's an image of a spoon...can you predict how the image might be connected to the story? Invite students to make connections to background knowledge about their own superstitions.

## ★ Questions

### Notes for the teacher

- |  |  |
|--|--|
| 1. A student wrote an incomplete summary. (Skip reading the summary for now) What does the student need to do to correct this summary? (Pick all the correct answers.) | - This means there is more than one answer.                            |
| 2. Write a complete summary for this story.  | -Review the elements of a story summary.                               |
| 3. The meteorologist is a person who shares weather predictions on TV. Which parts of the meteorologist's predictions came true?                                       | - Students will be able to go back in the text to find this answer.    |
| 4. What was the lesson that Jessica learned about superstitions?   | - Readers will need to decide what Jessica's lesson was in this story. |

★ **Read** out loud. Pause to react and discuss.

Have you ever had this feeling of excitement in your stomach? (Invite a silent response) The weather reporter, the meteorologist, must be sharing exciting news.

Jessica had butterflies in her stomach as she watched the evening news with her mom. The meteorologist was pointing to symbols and numbers on the screen. Greenish blobs moved across a map of Jessica's state and stayed over her city. "Based on these clouds and the pressure, we are most likely going to see some **precipitation** over these next few days. If Friday night's temperature stays below freezing, there is a chance that this precipitation can turn into snow," the meteorologist stated.

Snow! Jessica's heart started beating quickly. She turned to her mother and eagerly asked, "does that mean we're going to have a snow day on Friday?"

"It's still too soon to tell," Jessica's mom calmly explained with a smile. "Today is only Wednesday. This forecast is a careful prediction... but things can change in 2 days."

Jessica nodded. She knew this forecast was just a prediction, but she strongly wished that it would come true!

The next day at Jessica's school, everybody was excited about the forecast. "My dad said that we'll get a snow day if I sleep with a spoon under my pillow," Jessica heard a student say.

"That's just a **superstition**," his friend said. Jessica was puzzled- What's a "superstition"?

"If we all flush an ice cube down the toilet on tonight, then we will get a snow day tomorrow," another student replied.

I need to make sure we have ice in the freezer, and I need to remember to put a spoon under my pillow tonight, Jessica thought.

Even Jessica's teacher was excited about the possibility of a snow day! "We are going to take our spelling test today in case we don't have school tomorrow. Also, make sure to wear your pajamas inside out tonight to help us get our snow day," said Ms. Stewart with a smile. "That was the superstition my grandpa taught me."



What is the meteorologist's news? (There is a chance for snow on Friday) Would you also have butterflies in your stomach if you heard this news?

Jessica doesn't know what the word **superstition** means. How would you define a superstition?

Jessica is hearing a lot of different superstitions about snow days. What has she heard so far?

Take a vote. How many students predict that Jessica will have a snow day? How many predict she will not have a snow day? Why do they think that?

Jessica’s mind was racing. She was going to follow all the advice she heard! As soon as she got home she put a spoon under her pillow. “Mom, we have plenty of snacks for our snow day tomorrow, right?”

“Jessica, the snow day isn’t a sure thing yet,” her mom replied.

Jessica tossed an ice cube in the toilet. She flushed it with joy. She brushed her teeth and put on her pajamas. They were inside out, of course. She put them on backwards as well, just to make sure. As Jessica closed her eyes, her mind was still racing with excitement. Maybe there would be enough snow to make a snowman! Maybe she could go out and have a snowball fight with her friends! Jessica drifted off to sleep.

“Jessica, it’s time to wake up.” Jessica felt her mom sit on the bed.

Jessica sat up quickly. Snow day! She threw off her blanket and imagined seeing everything outside covered in snow. She ran to a window and threw open the curtain. Jessica saw people walking outside, bundled up in their winter jackets. She looked closely at bushes and lawns... but there was nothing! No snow! The street looked wet, as if it had rained during the night, but there wasn’t even the tiniest bit of ice.

“That can’t be,” Jessica cried out. “I followed everybody’s advice! I flushed the ice cube down the toilet, I slept with a spoon under my pillow, and I even slept with my pajamas inside-out AND backwards!”

“Well that’s the thing about superstitions,” Jessica’s mom said with a little laugh. “Just because people believe they might make something happen doesn’t mean it really will!”

**★ Reflect:** How do you imagine Jessica is feeling at the end of this story? What do you think Jessica will do with all these superstitions the next time there might be a snow day? Verbally summarize this story, including all story elements. Review student predictions from the beginning of the story. **Why did the author include a picture of a spoon with this story?** (*shows one superstition*)

**★ Answers and ★ Proof**

**1. A student wrote an incomplete summary: “Jessica wanted it to snow the next day. She woke up the next morning and saw there was no snow on the ground.” What does the student need to do to correct this summary? (Pick all the correct answers.)**

- A. The summary already has the main character and what she wants.
- B.  Problem: there is only a **chance** of a snow day; Solution: Jessica follows many superstitions; Outcome: There was no snow on the
- C.
- D.

**2. Write a complete summary for this story.**

*Emphasize writing in complete sentences. Jessica wanted it to snow the next day, but there was only a chance of snow. She followed lots of superstitions to get a snow day. When she woke up, there was no snow on the ground.*

**3. The meteorologist is a person who shares weather predictions on TV. Which parts of the meteorologist’s predictions came true?**

- A.
- B.  Reread the meteorologist's prediction. Evidence is found in the
- C.  3rd-to-last paragraph of the story.
- D.

**4. What was the lesson that Jessica learned about superstitions?**

*Emphasize writing in complete sentences. Suggested frame: **In this story, Jessica learned that superstitions...***  
*Example: In this story, Jessica learned that superstitions don’t always make something come true even if people believe they do.*

# ★ Longing for a Snow Day

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** When you "long" for something, you really, *really* want it. What do you predict will be happening in this story based on the title and the image of a girl peering out the window?

## ★ Questions

### Notes for the teacher

1. Based on the action and dialogue in the story, the reader can infer that...

- Clarify: Action=the things characters do; Dialogue=the things characters say

2. Which line from the text supports your answer to question 1?

- **You will choose the piece of evidence that supports the answer to question 1.** It's important students think about these options in the context of the story.

3. A reader used context clues to find that **abundant** means there is a lot of something. Which context clues helped the reader?

- **This question might have more than one answer.**

4. Write statements to complete the comparison chart below. You can use the characters, setting, or summary.

- Readers will need to give comparing statements based on which story is checked off. **Our 1st statement will only be true for Snow Day Superstitions. Our 2nd statement will be true for both texts.**

★ **Read** out loud. Pause to react and discuss.

Why is there an excited buzz in the classroom? (there might be a snow day tomorrow) How are students showing they are excited? (peering out the window, asking for weather updates)

There was an excited buzz in Mr. Gomez's 4th grade classroom today. Students kept turning to **peer** out of the window and up at the sky. Tiny snowflakes were already drifting down. A student raised his hand. "Mr. Gomez, did you check the weather at lunchtime like you said you would? Has school been cancelled for tomorrow?"



What can we infer about Mr. Gomez from his dialogue? How is he feeling about the weather, and the way students are behaving?

"The larger clouds are still approaching our area. It's still too soon to tell though, so please try and stay focused on your assignment," Mr. Gomez responded calmly.

The students whispered among themselves. "I really think we're going to have a snow day tomorrow," Marcus **eagerly** whispered to his partner. His partner peered out the window.

"Marcus and Julia, eyes on your assignment," Mr. Gomez stated **sternly**.

Two students transitioned to reading time, but they took longer than usual picking out books. Mr. Gomez came to investigate what the problem was. Jocelyn calmly explained the situation. "If we have a snow day tomorrow I want to make sure I have a good book with me."

Sage piped up with a smile. "Mr. Gomez, if I don't finish my book report today and we have a snow day tomorrow, is my report just going to be due the next day?"

Mr. Gomez wasn't smiling. "You have the afternoon to finish your book report, Sage. Focus on your task and not on whatever might happen tomorrow," he reminded her. "Get to work, you two." Jocelyn and Sage **scurried** to their desks.

Mr. Gomez sighed and crossed his arms. "Justin and Shreya, if you two keep getting distracted by the window I'm going to have to draw the curtains!" Justin and Shreya snapped their attention back to their books, but they couldn't stop smiling. The snowflakes appeared to be bigger **and more abundant!** Mr. Gomez shook his head.

"Drawing the curtains" means closing the curtains. Why would Mr. Gomez close the curtains? Why are students distracted by the window?

for CGSS/PARCC

**How would you describe Mr. Gomez as a teacher?** (his actions and dialogue show us he is stern, focused, caring)

At dismissal, Mr. Gomez reminded his students that their books reports were due the next day. They had a math test and a science experiment planned as well. Mr. Gomez gave each student a big smile and a high five as they said goodbye.

When the last student left, Mr. Gomez sat in his quiet classroom and finished grading his students' work. He sent two emails. He ordered a new set of books for a novel study. Finally, he turned off the classroom light and closed the door. When Mr. Gomez got in his car, he turned on the radio.

**What can we infer from this action?** Most likely, Mr. Gomez... (is happy about the snow day, will enjoy his snow day)

"Well, it's official," said a voice on the radio. "Schools in the area are announcing closures tomorrow due to the heavy snow we will be seeing through the night!" At that moment, Mr. Gomez's phone buzzed and beeped. It was a message from his principal saying that there would be no school tomorrow. "Stay safe out there," continued the voice on the radio. "And I hope you all enjoy your snow day!"

Mr. Gomez tapped his steering wheel and smiled.

**★ Reflect:** The title of this story is "Longing for a Snow Day". Which characters are longing for a snow day in this story? Review predictions from pre-reading. Invite students to make connections based on background knowledge and personal experiences.

**★ Answers and ★ Proof**

**1. Based on the action and dialogue in the story, the reader can infer that...**

- A. *There are repeated actions that show students are eager for a snow day.*
- B. *Mischievous means naughty, or being a trickster.*
- C. *There isn't repeating evidence that shows Mr. Gomez is more eager than his students. He acts stern and focused during the snow day.*
- D. *There is evidence that Mr. Gomez is happy when he hears that tomorrow is a snow day.*

**2. Which line from the text supports your answer to question 1?**

- A. *This evidence shows that students keep checking on the snow.*
- B. *Students might try to use these as evidence for options B, C, or D on question 1. If the readers looks at the context of each line (reading the paragraph the sentence is in) they will have a better idea of what to infer around that line.*
- C. *Marcus and Julia needed redirection because they got distracted by the snow falling, not because the students are mischievous.*
- D. *This might show Mr. Gomez is eager for a snow day, but not more eager than his students. D– This evidence shows Mr. Gomez is focused.*

**3. A reader used context clues to find that abundant means there is a lot of something. Which context clues helped the reader?**

- A. *The word and suggests that abundant has to do with growing.*
- B. *The word and suggests that abundant has to do with growing.*
- C. *The word and suggests that abundant has to do with growing.*
- D. *At first, there was only a small amount of tiny flakes falling, but then it started to snow.*

**4. Write statements to complete the comparison chart below. You can use the characters, setting, or summary.**

Comparison Statements	Snow Day Superstitions	Longing for a Snow Day
<i>Suggestions: The main character doesn't have a snow day in the end. The main character follows superstitions to try and get a snow day.</i>	✓	
<i>Suggestions: The main characters are excited about getting a snow day. The main characters go to school. The characters check the weather.</i>	✓	✓
<i>Suggestions: There is a snow day in the end. Characters see snow falling outside the window. The teacher hears the announcement that school is cancelled the next day.</i>		✓

**★ Prior to reading:** The format of this text is different. What do you notice? These are 3 separate letters. Connect to student's background knowledge. Point out the parts of a letter: (the header is missing from these letters), greeting, body, closing, signature. This text is also great for practicing comparing and contrasting two characters.

**★ Questions**

Notes for the teacher

1. Based on these letters, the reader knows that Jonelle lives in \_\_\_\_\_. - Readers will use clues in the letters to answer this question.
2. Who wrote the first letter? - This question ensures readers are thinking about the parts of a letter.
3. Use clues from the text to infer when the first letter was written.
4. Based on the text, which student will most likely mention the colorful collage they are working on? - Readers will use clues in the letters to answer these questions.
5. What evidence from the text helped you answer question 3? (In the text, it says...)

**★ Read** out loud. Pause to react and discuss.

**Letter 1:**

Dear Jonelle,

Hello from Kalamazoo, Michigan! My name is Rohan and I am in 4th grade, like you. I'm nine years old, and my birthday is in May. My teacher told us that your class goes to school in Florida. What is your school like? At our school, we have one homeroom teacher along with a music teacher, art teacher, and gym teacher. We have lunch in the classroom, and then we have recess. Unfortunately, we have had indoor recess these past few days because it is too cold to go outside. Plus, the playground is icy and covered in snow! What is your favorite subject in school? My favorite subject is science. Well, it's time to go to science club! I am excited to get to know about you and your life in Florida.

Sincerely,  
Rohan

Rohan is sharing details about his school. How is our school similar to Rohan's? How is it different?

Have students share facts they learned about Rohan. Have students share facts they learned about Jonelle. You can have them underline/highlight facts in different colors for each student. **What are Rohan's greeting and closing?**

**Letter 2:**

Dear Rohan,

Hello from Ft. Myers, Florida! Thank you for sending your letter. I'm nine years old too, but my birthday is in February. At our school, we have an art teacher, music teacher, and gym teacher. We also have a teacher for math and science, and a teacher for language arts and social studies. My favorite subject is science, too! I like learning about the weather. Speaking of weather, it sounds like Kalamazoo is really cold! Here, the temperature usually isn't below 40 degrees... even on the coldest winter days! That means we never have snow. I really love kayaking in the winter. A kayak is a type of small boat that I sit in and row by myself. I watch wildlife swimming around in the water while I float in the kayak. What is your favorite season? What do you like to do during that season? Well, I have to go get ready for art club now. I look forward to hearing from you again soon!

Sincerely,  
Jonelle

What details did we learn about Rohan and Jonelle from this 2nd letter? Identify the greeting and closing of this letter.

How does Jonelle's winter activity compare to your winter activities? What do you think Rohan's favorite winter activity is?

for CCSS/PARCC

**Letter 3:**

Dear Jonelle,

Hello, again! Thanks for responding to my letter. I enjoy winter, too! It gets very cold and snowy here, which is perfect for cross-country skiing. This type of skiing is more fun than just skiing down one big hill or mountain. My family goes to big parks during the winter and we ski together.

We go across fields and through areas with trees. My favorite part is getting to watch wildlife as we pass by. That's why I also really enjoy hiking in the spring and summer, too. The next time you go kayaking, will you take a picture of the wildlife you see? I will do the same when we go skiing!

Until next time,

Rohan

Jonelle and Rohan have different winter hobbies. However, what do you notice about the reasons they like their hobby?

Identify similarities and differences between Rohan and Jonelle based on this letter. Which winter activity sounds more interesting to you?

**★ Reflect:** Rohan and Jonelle are pen pals in this story. They write letters to each other from different locations. Have students share details they learned about the 2 characters. Which character are you more similar to? Why? (I'm more similar to \_\_\_ because we both...) Are you interested in having a pen pal? Where would you want your pen pal to live?

**★ Answers and ★ Proof**

**1. Based on these letters, the reader knows that Jonelle lives in \_\_\_\_.**

- A. Rohan lives in Kalamazoo.
- B.
- C. Jonelle states this in the body of her letter to Rohan.
- D.

**2. Who wrote the first letter?**

- A. Rohan wrote his name in the signature of the letter.
- B. Jonelle's name is written in the greeting of Rohan's letter.

**3. Use clues from the text to infer when the first letter was written.**

- A. In Rohan's first letter, he states "we have had indoor recess
- B. these past few days because it is too cold to go outside. Plus,
- C. the playground is icy and covered in snow!" The reader can infer
- D. he is writing in the winter.

**4. Based on the text, which student will most likely mention the colorful collage they are working on?**

- A. In Jonelle's letter, she states "Well, I have to go get ready for art
- B. club now." This shows she's more likely to make a collage.

**5. What evidence from the text helped you answer question 3?**

Emphasize writing in complete sentences. Suggested frame: The reader can infer that the first letter was written in \_\_\_\_\_. In the text it says...

Example: The reader can infer that the first letter was written in January. In the text Rohan says "we have had indoor recess these past few days because it is too cold to go outside. Plus, the playground is icy and covered in snow!" Then, Jonelle also talks about the winter.

**\*\*Optional comparison chart to work on with students:**

Comparison Statements	Rohan	Jonelle
Suggestions: enjoys the winter; is a student; enjoys science; enjoys wildlife	✓	✓
Suggestions: is in art club; enjoys kayaking in the winter		✓
Suggestions: is in a science club; enjoys cross-country skiing with family	✓	

# ★ Time for the Lyonsville Winter Festival!

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.7, RL.4.10

**★ Prior to reading:** The format of this text is different. What do you notice? This is one letter. Point out the parts of a friendly letter: heading, greeting, body, closing, and signature. **Who wrote this letter?** Identify the image and caption: "Isn't that door lovely? You can see why it won first place!" **I wonder what the door won first place for. What do you predict this letter is about?**

## ★ Questions

### Notes for the teacher

- |   |  |
|---|--|
| 1. Principal Chee's main purpose for writing this letter is...  | - quickly identify the P.I.E. in author's purpose: persuade; inform; entertain/express   |
| 2. Principal Chee uses the phrase "captured our judges' hearts". This phrase is...  | - <b>We will need to mark this phrase if we notice it when we are reading.</b>   |
| 3. Before beginning research, students must...  | - This is a sequence question. Readers will need to find the step before research.   |
| 4. This text is written as a letter. So is the previous text between pen pals Rohan and Jonelle. How are these texts similar? How are they different? | - <b>We will decide which text has a formal voice and which one has an informal voice. Then we will write our own statement that is true for both texts.</b> If students are able to verbally answer now, have them wait to write. |

**★ Read** out loud. Pause to react and discuss.

The principal is writing about The Winter Festival. The school will show lots of different winter holiday celebrations. Do you celebrate with certain traditions during winter holidays? What elements, or details, are in your celebrations?

Do you see how this writing is slanted, or italicized? We do that to show the title of a book.

That picture is of a decorated door for The Winter Festival.

November 20, 2019

Dear Students,

It's time to start preparing for the highlight of the school year: The Winter Festival! Every classroom is going to represent a community from a different country. Your class will work together to prepare *elements* of that community's winter holiday celebrations. On the day of the festival, it will feel like we are travelling and experiencing holiday *traditions* from all over the world!

First, your class must decide on a country or community to represent. Your teacher might already have some ideas, or the whole class might brainstorm together and vote. Most participants say they have more fun when the class has voted on a region that is unfamiliar to them.

Next, begin searching for information on the country's winter holiday traditions. We suggest starting with Griff Jones' book, *Understanding Winter Celebrations Around the World*. Some important details to search for might be the history of the wintertime celebrations, traditional food and music, or the clothing worn during the celebrations. Perhaps there is a special name for that winter celebration, or a specific day for the celebration.

Finally, it is time to decide how to present the information. Is somebody going to prepare a traditional dish? Can the class sing a traditional song, or find a recording to play? Can everybody work together to make traditional decorations?

Another fun part of our Winter Festival is the door contest! After learning about your country's winter celebrations, your class will use that information to decorate your classroom door. Last year's winner was Las Posadas, celebrated in Mexico. Students worked for a long time to make



Isn't that door lovely? You can see why it won first place!

There is a sequencing question about preparing for the festival. Have students begin putting a number next to the steps, starting with 1. decide on a country or community.

for CCSS/PARCC

The judges really loved this door if they said it captured their hearts.

their decorations by hand, and they did a lot of research. The lovely red flowers they used to decorate the door really captured our judges' hearts.

The Winter Festival is a joyful event at our school. It is also a great opportunity to learn about cultures that are different from our own. I hope all classes have a great time participating. I look forward to seeing what everybody prepares!

Sincerely,

Principal Chee

**★ Reflect:** In this text, there is only one letter. Who did Principal Chee write his letter to? (*the students of Lyonsville*) Invite personal connections— perhaps a student has participated in a similar event. You could also have a conversation about what traditions your students might like to showcase if they had their own winter holiday festival.

**★ Answers and ★ Proof**

**1. Principal Chee's main purpose for writing this letter is...**

- A. *A persuading letter would have lots of reasons for why readers*
- B. *Principal Chee shares the directions for how to participate.*
- C. *An entertaining letter would have a lot more details and stories*
- D. *There is only one image, so this option is incorrect.*

**2. Principal Chee uses the phrase "captured our judges' hearts". This phrase is...**

- A.
- B. *This answer requires using context clues. The text tells us this door won 1st place, so the judges liked it. The text also mentions the pretty flowers.*
- C.
- D.

**3. Before beginning research, students must...**

- A.
- B. *Review the order of the directions with students by going back in*
- C. *the text.*
- D.

**4. This text is written as a letter. So is the previous text between pen pals Rohan and Jonelle. How are these texts similar? How are they different?**

my comparison statements	Pen Pals	This text
The text has an informal voice.	✓	
The text has a formal voice.		✓
<i>Suggestions: both texts share information; both texts have an audience; both texts discuss winter activities</i>	✓	✓

# ★ Interview: The Lyonsville Winter Festival

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.10

**★ Prior to reading:** This is an interview script. It can be more engaging if students choose one part to read out loud, have 2 students read out loud, or have 1 student read out loud with you reading the other part. **What happens in an interview? Where do we usually see interviews happen? (news, newspapers, magazines, articles, videos) We can predict what this journalist will talk about: The Winter Festival.**

## ★ Questions

### Notes for the teacher

- |  |  |
|--|--|
| 1. What is the main purpose for including this interview in the newspaper?                                       | - quickly identify the P.I.E. in author's purpose: persuade; inform; entertain/express; highlight that the question asks for the <i>main</i> purpose   |
| 2. How could the author make this article more persuasive?   | - <b>Review/define "persuade" if students are unclear.</b>   |
| 3. The author wants to add an image to this text. Which image would go best with the text?                       | - <b>After reading the information, students can decide which image goes best with the text.</b>   |
| 4. Using information from the text, compare and contrast the USA and China. Write statements in the blank boxes. | -Readers can underline details about China and the USA as we read the text. <b>First we will decide if this statement is true for China, USA, or both. Then we will write our own statements based on the checked boxes.</b> |

**★ Read** out loud. Pause to react and discuss.

Review from the last text: What is the Winter Festival? How are classes preparing for the festival?

*Students at Lyonsville Elementary are thrilled to be participating in this year's Winter Festival. Student journalist Gemma Chan interviewed 5th grader Luis Chavez to get updates on his class' preparations.*

**GEMMA:** Luis, you have been a student at Lyonsville Elementary since Kindergarten. This is now going to be your last Winter Festival. How are you feeling?

**LUIS:** Everybody loves the Winter Festival. It's always a blast to decorate our rooms, try new foods, and to learn about the different ways people celebrate during the winter. I learn something new every year. I'm a little sad because this is my last Winter Festival, but mostly I'm excited to share what we've learned about the Chinese New Year and to see what everybody else shares with the school.

Luis says "it's a blast" to decorate, try new foods, and learn about new traditions. What is another term Luis might use to describe these activities?

I remember there were questions about China. I'll underline details I learn about China.

**GEMMA:** What are some interesting facts you have learned so far about the Chinese New Year?

**LUIS:** One important fact is that the Chinese New Year is not celebrated on January 1st. The Chinese New Year is actually in February!

**GEMMA:** Why is the Chinese New Year in February? All the calendars in the USA start over on January 1st. I thought that is what everybody did!

**LUIS:** The Chinese New Year isn't based on our calendar. It's based on **lunar cycles**, or moon phases. When a new moon gets full and then becomes a new moon again, a month has passed on the lunar calendar. Each lunar month is 28 days.

**GEMMA:** That sounds confusing because it doesn't match up with our calendar. Our months are 30 or 31 days! Is your class going to be preparing any food for the Winter Festival?

**LUIS:** Dumplings are an important food for celebrating the Chinese New Year. We are going to have a large **variety** of dumplings! Some will have meat inside, and some will have vegetables.

**GEMMA:** I love dumplings! I can't wait to try them. By the way, I heard that your class requested to be the final presenters in the festival. Why is that?

**LUIS:** The Chinese New Year happens during the winter season, but it is a symbol of winter ending. In fact, in some parts of China it is called the Spring Festival. It is a celebration that welcomes spring and new beginnings. So, we decided this would be a good way to end the whole Winter Festival.

**GEMMA:** Luis, thank you for sharing all this information with me. I look forward to tasting those dumplings and any other food your class shares with us. Good luck with your final preparations! Is there anything else you would like to say to readers?

**LUIS:** See you all at the Lyonsville Winter Festival!

Have students share a detail they read about the Chinese New Year.

**★ Reflect:** Who were the 2 people in this interview? What details do we know about these 2 people? Have students ask clarifying questions about information in the interview if necessary. What other questions do you think Gemma could have asked Luis?

**★ Answers and ★ Proof**

**1. What is the main purpose for including this interview in the newspaper?**

- A. Usually, authors do not have just one purpose when they write.
- B. However, the author always has a **main** purpose. This interview has lots of details on how one class is preparing for the festival.
- C. The interview is entertaining and might get people excited for the festival, but there are not a lot of jokes or written reasons to participate in the festival.
- D.

**2. How could the author make this article more persuasive to get people to attend the festival?**

Emphasize writing in complete sentences. Suggested frame: **The author could make this article more persuasive by...**

Example: The author could make this article more persuasive by including more details about all the fun things visitors will get to do at the festival. The author can include reasons to attend so people will not want to miss it.

**3. The author wants to add an image to this text. Which image would go best with the text?**

- A.
- B. Christmas trees and snowflakes are not mentioned in this article. The article does mention the 31-day calendar, but the main focus should be on the information Luis shares. He talks about China, including dumplings and the **lunar** calendar.
- C.
- D.

**4. Using information from the text, compare and contrast the USA and China.**

my comparison statements	USA	China
They use a lunar calendar for celebrations.		✓
Suggestions: <b>they celebrate a winter holiday; they have traditions that involve food on special days;</b>	✓	✓
Suggestions: <b>they use a calendar with 30 or 31 days to keep track of the date; they celebrate the new year on January 1</b>	✓	
Suggestions: <b>they use a calendar that follows the phases of the moon; they celebrate the new year in February; dumplings are a traditional food to celebrate the new year</b>		✓

★ Worldwide Winter Festivals

★ **Prior to reading:** There is more information for the teacher, including pronunciations, on the next page. **Today we will read an excerpt from the book Understanding Winter Celebrations Around the World, written by Griff Jones. An *excerpt* is one small piece of a larger text. Based on the title of the book, can you guess what this *excerpt* will be about?** Invite students to make connections to background knowledge, potentially connected to previous 2 texts (principal letter and interview).

★ **Questions**

Notes for the teacher

- |  |   |
|--|---|
| 1. Who did the author write this book for?   | - This question is asking who the audience is for this book.  |
| 2. This text is...   | - Review elements of fiction vs elements of nonfiction (characters, story plot, real/made-up)   |
| 3. The main idea: "People all over the world have traditions for the winter solstice." Next, you write 3 supporting details: | - Students already have the main idea. They will focus on finding supporting details for the main idea.                                   |
| 4. Predict: When readers go to page 15, they will most likely find...  | - <b>This text is written like a table of contents. If we had the whole book, we could go to different pages to get more information.</b> |

★ **Read** out loud. Pause to react and discuss.

You can use this opportunity to have a short conversation about how nights get longer and days get shorter in the winter.

Different religions believe in different gods. In Iran, some people celebrate the sun god during the winter. What's the sun god's name? If we had the whole book, on what page will we learn more about Yalda?

This celebration is different from the one Luis mentioned in the interview. They were celebrating the new year. What is this celebration for? (arrival of winter)

The solstice is the day when the earth is tilted farthest away from the sun. The **winter solstice** is the longest night of the year. This special day happens on December 21 or 22 in the Northern Hemisphere. It happens on June 20 or 21 in the Southern Hemisphere. People all over the world have celebrated this night for thousands of years!

The Hopi Indians of northern Arizona celebrate Soyal on December 21 or 22. There is lots of dancing and many rituals. Sometimes, they exchange gifts. During the celebration the Hopi welcome protective spirits that come from the mountains. *Read more on page 15.*



This image must be a photograph of this celebration. The text mentioned there was dancing, and that's what appears to be in the photo. If we had the whole book, we could go to page 15 and find more information about this celebration.

People of Iran celebrate the winter solstice as well. Their festival is called Yalda. Yalda is viewed as the victory of light over dark. Celebrators believe this is the birthday of the sun god Mithra. Families celebrate together with special foods. Some stay awake all night long to welcome the morning sun! *Read more on page 18.*



This celebration and Yalda are for different religions. But what do they have in common? (sharing food, same time of the year)

St. Lucia's Day is celebrated in Scandinavia. It is a festival of lights. St. Lucia is a person in Christian history. During this celebration, girls dress up in white gowns with red sashes around their waists. They wear wreaths of candles on their heads. They



People in China celebrate Dong Zhi, or the "arrival of winter". Family members gather together. It is a time for celebrating all the food and wealth the family has worked hard to earn. Special foods such as tang yuan, or rice balls, are enjoyed. *Read more on page 25.*



In Japan people will celebrate Toji. The most popular activity during this celebration uses yuzu. Yuzu is a type of citrus fruit. It tastes like a grapefruit. Japanese people think the yuzu brings good luck. People will draw a hot bath and add several yuzus to the bathwater. The yuzus make the bath **aromatic**. The fruit's scent is supposed to help fight illness and ward off bad luck. *Read more on page 29.*



When we say "draw a bath", we mean pour water in the tub for a bath. Would you take a bath with a yuzus added to the water?

**Extra notes for the teacher**

- This is an excerpt from an imaginary book, but the celebrations are real. There are many extension opportunities for students who are curious in learning more about these different communities and their celebrations.
- Soyol is celebrated by the Hopi and the Zuni. Both tribes are historically located in what is now the southwestern United States of America.
- Yalda is observed by people in Iran, Azerbaijan, Afghanistan, Tajikistan, Iraqi Kurdistan, and by some people in Turkey.
- St. Lucia day is celebrated in Scandinavia (Sweden, Denmark, and Norway) and there is also a version of St. Lucia day celebrated in Italy.
- **Dong Zhi** pronunciation: **Dong** is pronounced with a long o. The consonant in **Zhi** is pronounced with a /j/ sound. **Tang yuan** pronunciation: **tang** has a short o sound for the vowel; **yuan** is two vowels: "you" and "an".

**★ Reflect:** Which holiday are you most curious about? Why? What similarities do you notice in these celebrations? What details do you notice are very different? (refer to comparing sentence frames if necessary) What do you think is the author’s main purpose when writing this book? If time allows, invite students to ask follow-up questions about these celebrations.

**★ Answers and ★ Proof**

**1. Who did the author write this book for?**

- A. *This book is not **just** about Japan, and we can prediction the book will only talk about one part Japan’s customs: their winter*
- B. *The title of this book tells you what the main topic will be.*
- C. *This book doesn’t seem like it will provide much scientific information. It also will most likely not provide many details about*
- D.

**2. This text is...**

- A. *Encourage readers to think about author’s purpose and types of text. First, is this fiction or nonfiction? (nonfiction– there are no made-up characters or stories. The author is giving us true information) Next, what is the author’s purpose? Do we see the author teaching us information, or is the author using strong language and lots of reasons to get us to believe something or to*
- B.
- C.
- D.

**3. The main idea: “People all over the world have traditions for the winter solstice.” Next, you write 3 supporting details:**

*Emphasize writing in complete sentences. Students might be copying sentences from the text (citing evidence) or they might be paraphrasing depending on ability and comfort with comprehension and writing. Encourage students to always mention where they got the information from. **The text states... The author wrote... In the book, it says...***

*Examples: The author wrote about different holidays around the world that all happen near the winter solstice. The text describes many different winter celebrations that have special food. The author wrote that the Soyol celebration has dancing traditions, and the Toji celebration has bathing traditions.*

**4. Predict: When readers go to page 15, they will most likely find...**

- A. *The Hopi celebration of Soyol continues on page 15. Soyol is not*
- B. *celebrated in Iran (A). This book is about winter traditions, not birthday traditions (C). The table of contents said to go to page*
- C. *15 if we wanted to learn more about Soyol, so we can predict that page 15’s main idea will be all about Soyol and not other*
- D. *traditions (D).*

★ **Cooking Bloopers**

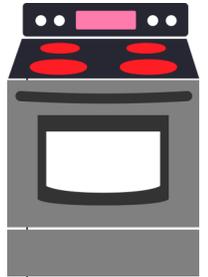
★ **Prior to reading:** A "blooper" is usually a silly mistake. Invite students to share background knowledge and experiences related to bloopers, and cooking bloopers. **What kind of silly mistakes can happen when we're cooking? Do you predict these will be nonfiction stories or fiction? What do you predict the tone will be in these stories: sad/scary/silly/dramatic/serious**

★ **Questions**

Notes for the teacher

- |   |   |
|---|---|
| 1. Complete the cause and effect diagrams:  | - The effect is the consequence. Students manage actions and consequences every day in the classroom, so use this as a connecting point.                              |
| 2. A reader infers that Elizabeth is not an experienced baker. Which line from the text helps support this inference? | - <b>You will choose the piece of evidence that supports the answer to question 2.</b> It's important students think about these options in the context of the story. |
| 3. Complete the comparing chart by writing statements:  | - <b>This question can have more than one answer. The first detail you write is only true for Blooper 1. The 2nd detail you write is true for Bloopers 1 and 2.</b>   |

★ **Read** out loud. Pause to react and discuss.



**Blooper 1:**

Uncle Blaine's birthday was coming up, so Elizabeth decided to try her hand at making his favorite dessert: chocolate chip cookies. First, Elizabeth found a delicious recipe in a cookbook and copied it down. Then, she gathered the ingredients. She needed eggs, butter, vanilla, sugar, flour, salt, baking soda, baking powder, and chocolate chips.

Elizabeth turned on music and hummed along to the song. She mixed the eggs, butter, and vanilla. She added all the dry ingredients. She added in the chocolate chips. Elizabeth carefully dropped heaping spoonfuls of cookie dough onto the metal cookie sheet. She put the tray of cookies in the oven. She set a timer for 10 minutes. While Elizabeth waited for the cookies to finish baking, she washed the dishes. She wiped off the counters. She put away the ingredients.

Several minutes later, Elizabeth noticed something a bit strange. "That's funny," Elizabeth said to herself. "I thought I would be able to smell the baking cookies, but I don't smell anything! Maybe it's the recipe..." Elizabeth shrugged. The timer beeped, and Elizabeth walked to the oven, full of anticipation. She eagerly opened the oven door. Being careful not to burn herself, Elizabeth used oven mitts to pull out the cookie sheet.

"How strange," Elizabeth said out loud, "my cookies are still so soft!" Elizabeth poked one of her cookies. It was still a sticky scoop of dough. It wasn't even warm.

Elizabeth's brother came to investigate. "I think I found your problem," he said with a *smirk*. He pointed to the oven control. Elizabeth had followed all the recipe's directions, except for one: she forgot to turn on the oven!

**Blooper 2:**

"Cody, you're baking up a storm in here," said Cody's dad.

Cody nodded. "I want my class to win in the bake sale competition, so we need a variety of

When you "try your hand" at something, it means you are trying something you don't do often, if ever.

Elizabeth is full of excitement for her cookies, but something seems to be wrong... What do you think the blooper is?

So far, it seems like Elizabeth is following the recipe correctly. For extra comprehension practice, have students retell the sequence for these cookies.

Let's summarize this story. (Elizabeth wants to make cookies for her uncle. But, she notices something is wrong with the cookies. She forgot to turn on the oven.

for CGSS/PARCC

**Cody is baking up a storm! What does this tell us about Cody's work in the kitchen?** *(he's baking a lot and it's probably very busy) What would it look like if somebody is "writing up a storm"?*

baked treats!" So far, Cody had baked two different kinds of cookies. His batch of brownies had a few minutes left in the oven. Cody was furiously mixing the ingredients for a second batch of brownies.

"Just make sure you are being mindful as you go, Cody," his dad warned. "You can easily make a mistake in the kitchen, and it's usually too late once the food is done cooking."

Ding! The first batch of brownies were done! Cody *whipped* together the last few ingredients and poured the batter in a baking dish. He *yanked* out his freshly baked brownies and *tossed* his batter in the oven. Finally, he was done baking!

Ding! When the last of his brownies were cooling on the countertop, Cody called his dad into the kitchen. "My favorite part...the taste test!"

Cody cut two small pieces of brownie. His dad popped a piece in his mouth, and his smile instantly turned into a puzzled **grimace**. Cody was startled and worried. "Dad, what's wrong? Did I use too much vanilla?"

"I think you may have mixed up some key ingredients," Cody's dad responded. "It tastes like you accidentally swapped the sugar and salt!"

Dad's warning sounds like foreshadowing. Maybe Cody is going to make a big blooper because he's rushing.

The author used verbs here that show Cody is still rushing! (A student can model "whipped", "yanked", and "tossed")

Based on dad's "grimace" and Cody's question, did dad like the brownies?

**Let's summarize the 2nd blooper story.** *(Cody wanted to bake lots of treats for a competition. But, he was rushing. He accidentally switched the salt and sugar.)*

**★ Reflect:** The title of this story is "Longing for a Snow Day". Which characters are longing for a snow day in this story? Review predictions from pre-reading. Invite students to make connections based on background knowledge and personal experiences.

**★ Answers and ★ Proof**

**1a. Complete the cause and effect diagrams:**

- A. Cause and effect is **not** about the sequence of the story (A, B);
- B. Readers have to use detective skills to figure out **why** this consequence happened. Readers have to use evidence from the story.
- C. *(Without going back in the text, readers might guess the cookies were undercooked (D).)*
- D.

**1b.**

- A. Once again, clarify the difference between sequence and cause/effect. In this question, students have the cause. Now, they need to identify the correct consequence. (B) is the reason why Cody swapped the ingredients— the cause of the cause.
- B.
- C.
- D.

**2. A reader infers that Elizabeth is not an experienced baker. Which line from the text helps support this inference?**

- A. "Try her hand" means Elizabeth does not usually bake— she is trying it out. These options are not great evidence for why Elizabeth is an inexperienced baker.
- B.
- C.
- D.

**3. Complete the comparing chart:**

Comparison Statements	Blooper 1	Blooper 2
Suggestions: <b>The main character is a girl. The character decided to make one recipe. The cookies are for a birthday.</b>	✓	
Suggestions: <b>The character makes a mistake while cooking. The character is baking alone. Another character shows up at the end of the story.</b>	✓	✓
Suggestions: <b>The character makes a mistake while cooking. The character is baking alone. Another</b>	✓	✓
Suggestions: <b>The character makes lots of different baked goods. The character swaps 2 ingredients. The character is rushing a lot.</b>		✓

# ★ The Delicious Mistake

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** Based on this title and the image, can you predict what this text might be about? I wonder if it will be another cooking blooper like the last text. Invite predictions, connections, and background knowledge. Identify the fruit in the image: kiwi and grape.

## ★ Questions

### Notes for the teacher

- |   |   |
|---|---|
| 1. Why did the author write "his eyes brightened" in the ninth paragraph?             | - The author mentions the 9th paragraph. We should number these paragraphs now so we can find this answer easily.                 |
| 2. When making the jelly cake, Karina washed and cut the grapes and kiwis...          | - This sounds like a sequencing question. It asks when a character did something.   |
| 3. Which of these science projects is similar to what happened in Karina's story?     | - For this question, students will need to understand the main idea of the story.   |
| 4. Complete the comparing chart using "Cooking Bloopers" and "The Delicious Mistake": | - If students can't refer to this text independently, verbally summarize and recount details before beginning to read this story. |

## ★ Read out loud. Pause to react and discuss.

What does Karina want to do? (make a dessert for a block party)  
 What do you think of her cake idea? *Gelatin* and *agar* are 2 ingredients that do the same thing- they make things jiggle like jello.

Karina had been brainstorming which dessert to make for her neighborhood block party for weeks! She had been looking in all sorts of magazines and books. Finally, she found the perfect recipe online. It was a layered jelly cake. Each layer of the cake was a different color of gelatin and had a different type of fruit. It looked beautiful and delicious! Karina knew some of her neighbors did not eat **gelatin**, so she would use **agar** instead.



Karina got to work. She washed the fruit for the first layer: blueberries. She placed the blueberries at the bottom of a large bowl. She boiled some fruit juice and mixed in the powdery agar. Then, she carefully poured the agar mixture over the blueberries. Karina placed the bowl in the refrigerator. It would have to cool before she could start the next layer.

Thirty minutes later, Karina examined the first layer of her dessert. It worked! The blueberry layer had turned solid, and it was bouncy and jiggle. Now, it was time to start on the next layer: the grape layer. She repeated all of the steps, but this time she had to slice grapes. Then, the bowl went back in the refrigerator.

This dessert sounds like a lot of work. Work with the class to recount Karina's steps so far. Do you think people at the neighborhood party will like the cake?

Karina hoped her dessert would be a hit.. After all this work, I also hope that Karina's dessert is success.

After another hour, Karina's dessert was complete! The bottom layer had blueberries, the middle layer had green grapes, and the top layer had sliced kiwis. She added more grapes and kiwi slices to the top. Karina hoped her dessert would be a hit.

The neighborhood block party started in the afternoon. It was an unusually warm September afternoon. Luckily, the trees **provided** shade and the neighbors provided paper fans. Karina proudly placed her jelly cake on the table full of food, and went off to play with her friends.

This paragraph may have had some foreshadowing. The author might have hinted at the problem. Can you predict what will happen? (it's too warm)

We know ice can melt, and so can crayons... did you know jelly could too? Do you think the cake is a failure?

When it was time to eat, Karina checked on her jelly cake. Her eyes widened in surprise. The heat had not been good for her dessert... Her jelly cake had melted into a puddle of mixed up fruit! There were no layers anymore. Everything was swirling together. Her dessert was one big failure.

Karina stood there, staring at her failed cake and wondering if she should go toss the liquid

How do you think Karina felt before her neighbor took some of the dessert? How do you think Karina felt after the neighbor took some of the dessert?

mess in the trash now or wait until the party was over. One of Karina’s neighbors came over and greeted her. “Hi, Karina! Is this what you made?” The neighbor was pointing at Karina’s fruity disaster.

Karina nodded her head. She muttered, “It wasn’t supposed to...”

“It looks delicious,” her neighbor said. He hadn’t even heard her. He scooped some ice cubes into a paper cup. “I bet it’ll be quite refreshing on this warm day,” he continued. He ladled some of Karina’s dessert into the cup and took a sip. His eyes brightened. “Mmm! That hits the spot,” he said with a smile before walking away.

Karina stared after him in shock. He had no idea this was supposed to be a cake, she thought to herself. Karina could hardly believe it when two more people came by and ladled some of the **botched** dessert into their cups, too!

Karina was so disappointed when her jelly cake did not turn out the way she expected it to. She thought it was a total failure. However, that failure turned into a very popular fruit punch! At the end of the block party, there wasn’t a drop left and every single blueberry, kiwi slice and grape was eaten up. Karina smiled. I guess a mistake can still turn out well if you let it become something else, Karina thought to herself as she walked back home with the empty bowl.

**★ Reflect:** When Karina saw her melted dessert, she planned to throw it away. Why didn’t she throw it away? (*her neighbors started to drink it*) When I make a big mistake, I might want to throw it away and start over. But Karina learned a different lesson here. Her jelly cake failed, but instead of throwing it away she called it punch and it became a big hit! Invite connections to this lesson.

**★ Answers and ★ Proof**

1. Why did the author write “his eyes brightened” in the ninth paragraph?

- A.
- B. “His eyes brightened” is an action. The author wrote this action so the reader can infer that the man liked this dessert.
- C.
- D.

2. When making the jelly cake, Karina washed and cut the fruit...

- A.
- B.
- C.
- D. To answer this question, students need to understand the sequence of steps Karina took to make her cake. If students struggle with this, have them practice visualization. Have a student model, or have all students act out the steps at their desks.

3. Which of these science projects is similar to what happened in Karina’s story?

- A.
- B. In this story, the reader experiences liquid cooling and solidifying, then melting into a liquid. There is no gravity— nothing falls
- C. (A); Karina did not boil several different liquids (C); Karina’s cake did not turn solid again (D)
- D.

4. Complete the comparing chart using “Cooking Bloopers” and “The Delicious Mistake”:

Comparison Statements	Eliza-beth	Cody	Karina
The main character is preparing food to share with others.	✓	✓	✓
The main character makes a careless mistake in the kitchen.	✓	✓	
A cooking mistake actually turns out to be a success.			✓
Open-ended: students write a statement and mark which stories the statement is true for.	_____	_____	_____

★ Amazing Accidents

★ **Prior to reading:** Based on this title and the images, can you predict what this text might be about? What do chocolate chip cookies, potato chips, and sticky notes have in common? Invite students to share background knowledge. Review the lesson from the previous text.

★ Questions

Notes for the teacher

- |  |   |
|--|---|
| 1. Which ingredient was Mrs. Wakefield missing to make her famous cookies?   | - This answer is probably near the image of the cookies.  |
| 2. When Chef George Crum heard a customer was complaining about his potatoes, he most likely said...   | - This answer won't be in the text– we will have to draw a conclusion after we find out how the chef is feeling |
| 3. The author started this text with a quote from Henry Ford. The quote means...   | - For this question, students will need to understand the main idea of the story.                               |
| 4. Which of the following stories would fit with this text's main idea?  | - For this question, students will need to understand the main idea of the story.                               |
| 5. Make a connection to the text. Write about a time when you made a mistake that turned out better than the plan. Or, write about a time when you heard this happen to somebody else. | - Students might be ready to share now, but have them wait to answer this after reading.                        |

★ **Read** out loud. Pause to react and discuss.

There was a question about this quote. What does it mean? Which words do we recognize? Work through the meaning of the quote. Have students paraphrase in their own words for understanding.

Henry Ford once stated, "Even a mistake may turn out to be the one thing necessary to a **worthwhile** achievement." Many times, we get discouraged when we make a mistake. However, sometimes mistakes turn out to be amazing discoveries!

One day back in the 1930s, Mrs. Wakefield accidentally baked the first chocolate chip cookies. Mrs. Wakefield wanted to make a batch of her famous chocolate cookies for her guests. However, she had run out of the chocolate powder that she usually used! So, she decided to try using a regular chocolate bar she had in the kitchen. She broke the chocolate bar up into small pieces and mixed it in the dough. She thought the chocolate would melt and mix with the dough. Unfortunately, things didn't go as planned. The chocolate pieces kept their shape. She thought the cookies were a failure, but her guests **devoured** them and asked for more!



This reminds me of Karina's dessert. She thought it was a failure, but the neighbors loved it! We're lucky Mrs. Wakefield didn't just throw the cookies away when they didn't go as planned.

Chef George Crum was furious and decided to get back at the customer... What is another phrase we can use to describe what the chef did?



In 1853, Chef George Crum accidentally made the first potato chips. He was working at the Moon Lake House in Saratoga Springs. One customer ordered a plate of fried potatoes. The customer tried the dish, then sent it back to the kitchen. "These potatoes aren't cut thin enough," the customer complained. George Crum tried again, and the customer sent the dish back again! "These potato slices are still too thick," the customer said. The chef was **fuming**. He decided to get back at the customer. He cut the potatoes as thin as he could. He fried the potatoes to a crisp. They were hard and crunchy. He wanted the customer to feel annoyed, but Crum's plan **backfired!** The customer actually loved these new crispy potato chips.

So the chef wanted the customer to be annoyed and stop ordering the potatoes, but instead the customer loved them! How do you think the chef felt?

One day, Spencer Silver was trying to make the strongest **adhesive** he could. However, the sticky substance he created was actually weaker than the glues that already existed. The adhesive stuck to objects, but it could be pulled off easily without



leaving a mark. Later, his friend brushed some of the weak glue on the back of a piece of paper to make a sticky bookmark. This sticky piece of paper gave them the idea to make Post-it notes!

All three of these people had a plan. However, none of their plans went the way they were supposed to. We're lucky they didn't throw away their mistakes and give up! Try to remember their stories the next time you make a mistake. Maybe you can turn your mistakes into a great discovery, too!

**★ Reflect:** What do chocolate chip cookies, potato chips, and sticky notes have in common? (*they were all created by accident*) This is nonfiction, but we could summarize each section. Practice if necessary. The author decided to teach us details about these inventions. What do you think the author wants us to learn, or think about? (*reread the last paragraph if students are unclear*) Do you believe these inventions are worthwhile achievements like Henry Ford said in his quote?

### ★ Answers and ★ Proof

**1. Which ingredient was Mrs. Wakefield missing to make her famous cookies?**

- A. \_\_\_\_\_  
 B. *Students can reread the section to identify the answer in the text.*  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

**2. When Chef George Crum heard a customer was complaining about his potatoes, he most likely said...**

- A. *Non-native English speakers may not be familiar with a phrase like "I'll show him". However, readers can use process of elimination. The author stated that the chef was **fuming** and continued to make the chips. The reader can infer the chef was annoyed.*  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

**3. The author started this text with a quote from Henry Ford. The quote means...**

- A. *If students are still unsure when reading the quote, they can use context clues to answer this question. The quote sums up the main idea of the 3 invention stories. We know the quote talks about achievement, and the inventors did not stop after making a mistake.*  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

**4. Which of the following stories would fit with this text's main idea?**

- A. \_\_\_\_\_  
 B. *If students summarize each of the invention stories, they will see that option B is the most similar: a person tries to make something, but makes a mistake. The mistake turns out to be a great invention.*  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

**5. Make a connection to the text. Write about a time when you made a mistake that turned out better than the plan. Or, write about a time when you heard this happen to somebody else.**

*Emphasize writing in complete sentences. Encourage students to include all elements of a story: character, setting, goal, problem, solution, resolution. Suggested starter: **One time, \_\_ wanted to \_\_\_\_\_. However, there was a problem...***

*Example: One time, I wanted to make a shirt. However, there was a problem: I had never made a shirt before, and I didn't really know how. I tried to measure a shirt, and I cut new cloth. I sewed it together. It was far too small. I was about to give up. Then my aunt saw the shirt. She said, "That dress is perfect for my baby!" She put the dress on my baby cousin and it became her favorite piece of clothing ever!*

★ A Silver Lining

★ **Prior to reading:** Have you ever been told to do a task you don't like? Have you ever cheered yourself up by doing the task, or do you just grumble and complain through the whole task? Maybe you noticed the task wasn't as bad as you thought it would be. Students may have experiences to share. In this story, somebody will have to do a task they don't really like. Predict how the character behaves.

★ Questions

Notes for the teacher

- |  |   |
|--|---|
| 1. Who is most likely telling this story?  | - "Most likely" means we will have to look for clues to answer this question.   |
| 2. A reader learns that a <i>lapidary</i> is a person who cuts, polishes, or engraves stones. Which choices show context clues that support this definition? | - This question asks us to decide which clues help define the word. "Choices" means we may have more than one answer. Review how to find and use context clues. |
| 3. The speaker told this story for a reason. The speaker probably told this story so the listeners would...  | - Review author's purpose: PIE  |
| 4. Which of the following is another story about finding a silver lining?  | - For this question, students will need to understand the main idea of the story.   |
| 5. Make a connection to the text. Write about a time when you found a silver lining. Or, write about a time when you heard this happen to somebody else.     | - Students might be ready to share now, but have them wait to answer this after reading.  |

★ **Read** out loud. Pause to react and discuss.

These quotation marks mean a person is speaking. The speaker is going to tell a story. There are no quotation marks at the end of this paragraph. That means the same speaker is still talking in the next paragraph.



Before we started reading, we mentioned tasks we don't like to do. There are lots of chores on a farm. Did the storyteller decide to grumble and complain the whole time, or did they cheer up instead?

"Children, I want to tell you a story. Back when I was your age, my parents owned a farm. Farms require a lot of hard work. Farmers must get up very early. They have to use a lot of physical strength during the day. Even the kids have work to do for the farm.

"One Saturday morning, I had just finished eating my breakfast. I was getting ready to turn on the television to watch some Saturday cartoons. My mom had other ideas.

"She told me and my brother to go outside and clear part of the field. That means I had to walk around the field and pick up any big *debris*, like rocks or branches. This debris can hurt some of the farmer's machines.

"I wasn't too happy about the task, but I listened when my mom gave me directions. I put on my shoes and *trudged* outside. It was sunny and warm with a cool breeze now and then. I told my brother, 'At least it's a nice day.'

"My brother replied, 'Each cloud has a silver lining...' I didn't know what this phrase meant. He explained that the phrase means there is always something positive. Even if it seems like a bad situation or a problem, you can find something positive.

"Well, we were outside clearing the field for a good hour when my brother found something very interesting. It was shaped like any other rock, but there was something unusual about the rock's color. It had rings of red and brown. My brother put the rock in his pocket to show our mother after we finished.

"By lunchtime, we were exhausted. We ate in silence. After our plates were cleared, my brother pulled out the rock and asked my mom about it. She said she was going to take it to a

Now we know why this image was used for the story. Have a student clarify the connection between the image and the story.

for CGSS/PARCC

What is their mom going to take to a lapidary? (the rock) So a lapidary polishes special rocks.

lapidary to get polished. She pulled a small box from the shelf. She opened the box, and inside was a collection of beautiful, polished rocks. They were different sizes and shapes, and some were even cut into fun figures, but they all had very interesting designs like the rings on the rock we found.

"My brother and I started our own **agate rock** collection that day. It was a lot more fun to clear the fields when we thought we might find another treasure. Now, I have my own box full of beautiful rocks. Each one is a reminder that there is always a silver lining."

**★ Reflect:** "Every cloud has a silver lining." Even when we have to do something we don't like, we can find a silver lining. Invite students to share personal connections to this story's lesson. Summarize the story. **What was the setting?** Could this story take place in a different setting? **How would you have reacted if you found such an unusual rock while working in a field?**

**★ Answers and ★ Proof**

**1. Who is most likely telling this story?**

- A. Evidence: Speaker calls the audience children; says "back when I was your age..."
- B. Evidence: in the story, the speaker talks **about** their brother. Voice: the speaker would be using different language if they were a news anchor talking to listeners. News anchors speak more formally.
- C. Voice: a student probably won't call peers "children"; would use different language, the way friends talk

**2. A reader learns that a lapidary is a person who cuts, polishes, or engraves stones. Which choices show context clues that support this definition?**

- A. The first step to finding context clues is knowing where to look.
- B. The next step is deciding if a sentence has a clue to tell you what the word means. Make sure to emphasize both parts of using context clues.

**3. The speaker told this story for a reason. The speaker probably told this story so the listeners would...**

- A. The storyteller mentions the phrase "a silver lining" several times. This is also the title of the story. This is all evidence that the author wants the reader to think about "finding a silver lining".

**4. Which of the following is another story about finding a silver lining?**

- A. Review the meaning of "finding the silver lining" if necessary.
- B. This means there is an unpleasant situation, but something good can be found in the unpleasant situation to cheer up the person going through it.

**5. Make a connection to the text. Write about a time when you found a silver lining. Or, write about a time when you heard this happen to somebody else.**

Emphasize writing in complete sentences. Encourage students to include all elements of a story: character, setting, goal, problem, solution, resolution. Suggested starter: **One time, \_\_ wanted to... Unfortunately...**

Example: One time, my friend wanted to go to a birthday party. Unfortunately, she had to clean her room instead. She was sad about it. She started cleaning, and she found some really fun games and toys that she forgot she had! She realized it was actually a good thing that she had to clean her room, or she would never have found those toys again.

★ Perfect Perla and the Party

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

★ **Prior to reading:** Based on the title and the picture, what can you predict about this text? Will it be fiction or nonfiction? Why? You can point out the character name, and predict setting/problem/solution. Invite students to share background information on getting ready for a friend's birthday party. Did they feel pressure to find a good gift? Did things go as planned?

★ **Questions**

Notes for the teacher

- |   |   |
|---|---|
| 1. A reader inferred that Vanessa is a good party host. Which statement best supports this inference? | - Get students thinking: are they making an inference or looking for evidence?                          |
| 2. Draw a conclusion about Perla. Which of the following is most likely?                              | - <b>"Most likely" means we will have to look for clues to answer this question.</b>                    |
| 3. Which statement is an example of foreshadowing in the story?                                       | - Review: foreshadowing is when the author gives a hint about something that will happen in the future. |
| 4. Which of the following is the best summary for this story?   | - Review the story summary frame.   |

★ **Read** out loud. Pause to react and discuss.

In this first paragraph, the author is starting to describe elements of the story. What have we already learned? Focus on character description.

Perla was happily preparing for her friend's birthday party two blocks away. She had picked out the perfect present with perfect wrapping paper. She had picked out the perfect dress. She had perfectly styled her hair. Perla walked out the door and onto the sidewalk.



In this paragraph, the author uses slanted font, or italicized font. This font shows that Perla is thinking to herself. She is saying these sentences in her head.

Can you imagine the shaking leaves and whistling wind? Do you think these are hints the author is giving? What is going to happen?

Perla hummed to herself as she walked. Two houses down, she noticed that the sky had darkened and was covered in clouds. *Uh-oh*, she thought to herself. *I didn't think to look at the weather. Oh well, it's probably just overcast.* She shook her head. The clouds would surely clear soon.

Perla passed two more houses. The wind picked up. She heard the wind shaking the leaves and whistling across roofs. Should I go back for an umbrella? *I'm almost halfway there. I'll be fine.*

As Perla crossed the street, she noticed two cats hiding under a car. *Even the cats can tell something is about to happen... Maybe I should have gone back for that umbrella. But I'm almost there! Vanessa's house is at the end of this block.* Perla picked up her pace.

When you "pick up your pace", it means you start going faster. Do you think Perla will make it?

Think back to how the author described Perla at the beginning of the story. Now, she is hiding under a patio, soaked, and trying to squeeze the water out of her dress. How do you think she feels?

Splat! A fat raindrop landed on Vanessa's gift. Perla wiped it away and began walking very **briskly**. Another drop landed on her arm. Perla could hear rain pattering against cars, windows, and the sidewalk. The sound got louder and louder as the downpour increased. Perla broke into a run, shielding her head with Vanessa's gift. *I'm still 4 houses away!*

Perla was breathless and soaked by the time she arrived at the door to Vanessa's house. She **covered** under the patio roof. She rang the doorbell and tried to wring water out of her dripping dress.

When the door opened, and Perla saw Vanessa's beaming face, Perla tried to smile. "Happy birthday," Perla said, meekly handing Vanessa her gift. Perla could barely be heard over the storm. So much for perfect wrapping! The box was soggy, and the colors of the wrapping paper had bled

and mixed together. Vanessa invited Perla inside, and the chilly air made Perla shiver.

"You must be freezing," Vanessa said. She had a worried look on her face. Perla's teeth were chattering. "Will you come change into some of my dry clothes?" Perla nodded her head, thanking Vanessa. So much for the perfect dress!

After Perla changed into dry clothes, she went into the bathroom. She gasped when she saw her reflection... the water had ruined her hair! For a moment, Perla was near tears. She was supposed to look perfect for this party, and everything got ruined!

*Well, this party is for Vanessa. As long as Vanessa is happy, it is going to be the perfect party.* Perla walked back downstairs and heard the doorbell ring. When Vanessa opened the door, Perla saw 3 more shivering girls with dripping hair and clothes, all carrying soaked presents. Perla couldn't help but laugh. *I guess I wasn't the only one who missed the weather forecast!*

Laughing, Perla and Vanessa spoke at the same time: "We'll get you some towels!"

Have you ever felt the way Perla is feeling right now? What would you tell her if you were her friend?

**★ Reflect:** Let's summarize this story. Perla wanted everything to be perfect for her friend's birthday party. However, she got caught in the rain and her dress, hair, and gift wrapping were all soaked. So, Vanessa offered to get her dried up. Then, Perla realized it was more important to make sure Vanessa had a good time— not how perfect Perla looked! **Is there a lesson in this story for readers?** Invite students to share connections and background experience. **Have you ever behaved like Perla, or like Vanessa?**

**★ Answers and ★ Proof**

**1. A reader inferred that Vanessa is a good party host. Which statement best supports this inference?**

- A. This statement does not show Vanessa being a host.
- B. This statement does show Vanessa being a host, but C shows
- C. Vanessa offered clothes to make her guest comfortable.
- D. Perla thought this— not Vanessa.

**2. Draw a conclusion about Perla. Which of the following is most likely?**

- A. Encourage students to share their evidence for this answer. Perla shows a lot of behaviors and thoughts about making sure she
- B. looks nice for this party. She wants her gift to be perfect. There
- C. isn't any hint that Perla might have pets or like science, but there are hints that Perla likes for things to look nice and to be
- D. done well.

**3. Which statement is an example of foreshadowing in the story?**

- A.
- B. Option A shows the author hinting that heavy rain is coming. In
- C. the other options, the rain is already falling.
- D.

**4. Which of the following is the best summary for this story?**

- A.
- B. None of these summaries are 100% the summary frame. However, point out to students that option A does have the character,
- C. goal, problem, and outcome. The others do not.
- D.

# ★ Henry: An Integrity Challenge

**★ Prior to reading:** This story is meant to get readers thinking about integrity: the decision to do the right thing, even when nobody is watching. **Based on the title and the image, what can we predict about this text?** Before reading, define the word integrity so readers can think about how it plays in to the story. Can students name a time when they showed integrity, or can they name a person who often shows integrity?

## ★ Questions

### Notes for the teacher

1. This story is incomplete. Which element of the story is missing?
2. The text says Henry "stopped noticing the fun decorations". Make an inference. How did Henry feel about seeing his friend's actions? How is Henry feeling after his teacher's announcement to the class?
3. What would you do if you were in Henry's position?
4. Write a summary of the story. Add your own solution and ending.

- Some students might be ready to guess. Remind them to use the text as evidence to make sure they're correct.

- Students respond differently to seeing several open-ended questions. If you have students who don't like writing, make sure to provide them the suggested starters and frames written in the answers section.

## ★ Read out loud. Pause to react and discuss.



Invite students to make connections: **Is this similar to your library visits? Is it something you would like to do?**

It was Wednesday, and that meant Library Day for Henry's class. Each Wednesday, Henry and his classmates were invited to freely explore the library's shelves of books. The librarian's name was Ms. Jagtap. She would help students search and pick the perfect book. Afterwards, the whole class would go sit in the reading *nook* and Ms. Jagtap would read everybody a fun new story.

**What can you tell about Ms. Jagtap and her library from all these details? What kind of care does Ms. Jagtap put in decorating her library?**

As Henry walked from shelf to shelf with his friends, he enjoyed looking at the decorations Ms. Jagtap had put up. She had posters with silly quotes from comic books. She had stuffed animal versions of book characters. She had little bookmarks that students could use if they were reading a chapter book.

Students might react. You can pause and discuss reactions to Chris' actions.

Henry's friend Chris picked up one of the librarian's stuffed animals. It was a tiny dragon. Henry saw Chris look around. Then, Chris put the little dragon in his pocket.

**Why did Henry stop noticing the decorations? What is the author suggesting?**

Henry's mouth opened in surprise. He had never seen his friend steal something before. In fact, he had never seen any of his classmates steal something. Henry kept walking with his friends, but he stopped noticing the fun decorations.

After students checked out their library book for the week, they were *corralled* into the reading nook. The librarian read the class a picture book based on the life of a famous scientist. Unfortunately, Henry didn't hear a single word from the story. He was still thinking about seeing Chris steal the dragon.

Soon, Henry's teacher arrived to take them all back to class. The students walked back to their room with their teacher, Mr. Stewart. After everybody was seated, the teacher spoke. "Class, our librarian shared some *unpleasant* news with me. Ms. Jagtap told me that one of her stuffed

animals has gone missing. She saw it before we arrived at the library, but it was not on the shelf as we were lining up to leave the library."

I **glanced** at Chris, then back at the teacher, and then down at my desk. The teacher continued, "If you can help us solve this problem, please let me know. It's time for math now. Please put away your library books and take out your math folders."

**★ Reflect:** Verbally summarize the story, if students still need support. Review the ending of the text. **The teacher made an announcement when the students returned to class. How do you think Ms. Jagtap is feeling? What about Mr. Stewart? Henry? Chris?** Invite students to make connections to this text. Have they ever been in a similar situation? Were they in Ms. Jagtap's position, Henry's, or Chris'? Connect this story to integrity. How did students show/fail to show integrity? How can they turn the situation around?

**★ Answers and ★ Proof**

**1. This story is incomplete. Which element of the story is missing?**

- A.
- B. *Students can identify the main character, setting, and problem in this story. If students are struggling with elements, have them go back and underline these parts of the story.*
- C. *go back and underline these parts of the story.*
- D.

**2. The text says Henry "stopped noticing the fun decorations". Make an inference. How did Henry feel about seeing his friend's actions? How is Henry feeling after his teacher's announcement to the class?**

*Emphasize writing in complete sentences. Suggested frames: Henry probably feels \_\_\_ after seeing his friend steal the dragon because the author said... This shows that...*

**When Henry heard the teacher's announcement, he probably felt \_\_. The text said... This shows that...**

*Example: Henry probably feels upset after seeing Chris steal the dragon from the librarian. The author said Henry stopped noticing the decorations. He was probably thinking about what he saw.*

*When Henry heard the teacher's announcement, he probably felt nervous. The text said Henry looked at Chris, then the teacher, then down at his desk. People do that when they are feeling nervous.*

**3. What would you do if you were in Henry's position?**

*Students can approach this prompt in several ways: they can write a few sentences of thoughts; they could write the ending of the story; they could give a personal account of how they solved a similar problem. Emphasize writing in complete sentences.*

*Suggested frame: If I were Henry, I would...*

*Example: If I were Henry, I would encourage Chris to show integrity. At recess, I would tell Chris that he should return the dragon. I wouldn't tell the other students what I saw because Chris is my friend.*

**4. Write a summary of the story. Add your own solution and ending.**

*Emphasize writing in complete sentences and including all the elements of the story.*

*Suggested frame: Somebody/Wanted/But/So/Then*

*Example: Henry wanted to enjoy his day at the library. But, he noticed his friend stealing a stuffed dragon. So, Henry decided to convince his friend to return the dragon. Then, he helped Chris write an apology note and sneak the dragon onto the teacher's desk.*

★ The New Girl

★ **Prior to reading:** Have you ever been the new kid? Or, have you ever been in a club or class when a new kid joined? Invite students to share experiences. Predict what this story's conflict will be.

★ **Questions**

Notes for the teacher

- |  |   |
|--|---|
| 1. How many languages can Lakshmi speak and understand?                  | - This answer can be identified in the text.  |
| 2. Based on the text, the reader can infer that...                       | - <b>We will have to use clues from the text to answer this question.</b>   |
| 3. What do you predict the narrator will do next? Why do you think that? | - <b>To answer this , we will have to think about what the narrator is thinking and feeling at the end of the text.</b> |
| 4. What would you do if you were in the narrator's position?             | - Open-ended  |

★ **Read** out loud. Pause to react and discuss.

If your students are unaware of India's location, you can show them on a map as well. A plane ride from India can be about 20 hours. Sharing this information can foster empathy.

"Class, we are going to have a new student join our class today," Ms. Houston announced excitedly. "She will be arriving shortly. Her name is Lakshmi, and she is from India! Please be kind and welcoming to her."

Ms. Houston showed us on a map where India was. India is a country in Asia, which is on the other side of the world. Ms. Houston explained that Lakshmi had to take a long plane ride to get to the United States of America. She and her family had only been in the USA for three days!

The principal knocked on our door 30 minutes later. "Class, I would like to introduce you to Lakshmi."

Lakshmi was wearing our school uniform. She was carrying a backpack on her shoulder. In her hands she carried a pencil box and a lunch bag. Lakshmi smiled at the principal, and then turned to look at all her new peers.

Ms. Houston guided Lakshmi to her new cubby. Lakshmi hung her backpack on the hook and **stowed** away her lunch bag.

Lakshmi sat next to a very friendly girl named Marie. I overheard Marie introduce herself to Lakshmi. "Hi, Lakshmi! My name is Marie. I'm so happy you're at our school! It's time for math now so you should get out your math notebook. Do you need help finding anything?"

Lakshmi smiled at Marie, tilted her head, and said, "Okay." Then, she turned away from Marie, took out a notebook, opened her pencil box, and started to doodle.

Marie looked confused. She shrugged her shoulders and kept working on her math problems.

At lunchtime, students usually lined up in a special order when Ms. Houston called their group. However, Lakshmi didn't listen to the teacher! She stood up when the teacher called Group 1, even though Lakshmi was in Group 4. Marie told her to sit back down, but Lakshmi just smiled and ignored her. *That was kind of rude*, I thought to myself, *I wonder if the teacher is going to talk to her.*

In the cafeteria, Lakshmi sat down with our class and opened her lunch bag. She took out a container of rice and vegetables. She opened the lid and ate some of the rice with her hand! The

**What can you infer about Lakshmi so far based on her actions and description?**

**Why do you think the author included this part? Why was the communication between Marie and Lakshmi important?**

students around Lakshmi started to **snicker**. I guess she is trying to be silly, I thought to myself. Lakshmi looked around and smiled at the students. She pointed to another student's plastic fork. Somebody handed her a fork and she began using that to eat. I shook my head and finished my sandwich.

After lunchtime was recess. On the playground, Lakshmi and I made eye contact. I smiled at her, and she smiled back. I turned to wave to a friend while I walked, until Lakshmi and I bumped into each other. "Oops, sorry, that was an accident," I said. Lakshmi didn't say 'sorry,' or 'excuse me.' When I looked at her, she just stared at me. Then she kept walking.

That's it! I thought to myself. I am tired of trying to be nice to that girl. She is just too rude. I walked up to Ms. Houston to tell her about how rude Lakshmi was being. When I explained all the things Lakshmi did, Ms. Houston listened carefully.

"I understand you're feeling frustrated by how Lakshmi is acting," Ms. Houston told me. "We are all going to need to practice patience. When Lakshmi was in India, her school did not teach her very much English. She learned Hindi and Telugu, which are Indian languages. She is going to try her best to catch on, but she still doesn't know all the rules of our culture. For some people in other countries, like in India, it is traditional eat with your hands. Lakshmi may not know how to say 'excuse me' or 'sorry' in English yet, so maybe that is why she didn't say anything at all."

I was shocked! Lakshmi wasn't acting rude- she just didn't know the rules of how to behave at our school yet, and she was surrounded by a language she still needed to learn.

Ms. Houston continued, "So, what do you think? Will you still try to be friendly to Lakshmi and to help her feel welcome in our classroom?"

**The narrator thinks Lakshmi is being rude. What evidence does the narrator have to think this?**  
(Review the last few paragraphs w/ students)

**Did you expect the teacher to say something like this?** Ask students to give reasons why they did/did not predict this explanation.

**★ Reflect:** Verbally summarize the story, if students still need support. Review the ending of the text. **Did the author give us a complete story?** Students will need to decide the ending of this story based on what has happened so far. **How do you think Lakshmi is feeling, now that we know more information? How do you think the teacher is feeling?** Invite students to share connections to this story. Even if they haven't travelled out of the country, they have experienced being "the new kid" at some point in their lives.

**★ Answers and ★ Proof**

**1. How many languages can Lakshmi speak and understand?**

- A.
- B. *In the 3rd-to-last paragraph, the teacher states that Lakshmi was taught 2 languages, but she wasn't taught very much English.*
- C. *lish.*
- D.

**2. Based on the text, the reader can infer that...**

- A.
- B. *Evidence to support answer: the teacher is able to share a lot of information about the customs of India, and about Lakshmi's history.*
- C. *history.*
- D.

**3. What do you predict the narrator will do next? Why do you think that?**

*Emphasize writing in complete sentences, and using evidence from the text to support answers. Suggested frame: Next, I predict that the narrator will... I think this because...*

*Example: Next, I predict that the narrator will try to be friendly to Lakshmi. I think this because the text says the narrator was shocked to learn Lakshmi wasn't being rude. The narrator will probably try to help Lakshmi understand the school rules.*

**4. What would you do if you were in the narrator's position?**

*This question is open-ended and can lead to great discussions. Emphasize writing in complete sentences. Suggested frame: If I were the narrator, I would...*

# ★ Michael's Library Dilemma

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** The word "dilemma" is in this title. A dilemma is the sort of problem where you have to make a difficult choice. We can tell *where* Michael will be (the library) but what do you think Michael's dilemma will be? Invite students to make predictions and connections to this title and image.

## ★ Questions

### Notes for the teacher

- |  |  |
|--|--|
| 1. Using context clues, the reader can tell that <i>crestfallen</i> means...   | - Review how to find context clues do define a word.                           |
| 2. An example of <i>conflict</i> in this story is...   | -If students can find the story problem, they can start to define the conflict |
| 3. How long was Michael waiting for the library to open?   | - This detail can be identified in the text.                                   |
| 4. Finish this summary of the story. Add your own solution for the story. Michael was excited to explore his new library. He wanted to check out nine books. However, the problem was... | - Review summary frames if necessary.  |

★ **Read** out loud. Pause to react and discuss.

Do you feel like you are in paradise when you walk in to a library? What is your paradise? How is Michael feeling as he walks into the library?

When Michael opened the door to the brand-new public library, he felt like he was in paradise. Michael heard the city was building a library in his neighborhood eight months ago, and he had been waiting eagerly for the grand opening. Michael loved reading more than anything, and now he had thousands of books to choose from just a block away from his home!



There was relaxing music playing quietly in the library. Adults and children were talking in hushed voices. Some people sat in colorful chairs with comfortable cushions while they read books and magazines. Michael explored the shelves of books in the children's section. He pulled out some books and put some books back.

Based on this action, I can infer that Michael really loves to read.

Soon enough, Michael had a stack of nine books! One was a mystery about a girl's missing backpack. One was a fantasy about a talking book who sends a group of kids on an adventure. Three books were biographies of scientists. Two books were about baseball. One book had tips on how to draw animals. One book was a fantasy about a boy who finds out he is a wizard.

Based on these book descriptions, I can infer that Michael likes to read lots of different genres. Sports, science, fantasy, mystery...

Michael lugged his beloved books through the library. He followed the signs that said "Check Out Counter". There was a man typing on a computer at the counter. Michael gently placed the stack of books next to the man's computer. "Hello! I would like to check these books out," Michael said excitedly. He pulled his library card out of his pocket.

"Hello," said the librarian in a kind voice. "I love your enthusiasm, but unfortunately you can only check out 3 books at a time."

Michael was crestfallen. Three books?! He had carefully chosen all nine of these books. He couldn't possibly narrow down his choices to three! Michael sighed and held each book in his hand. He opened the front cover of each book.

Here is the mystery word "crestfallen". Have students guide you to review the text for context clues.

**★ Reflect:** Verbally summarize the story. Review the ending of the text. **Before reading this text, we were able to predict that Michael was going to have a dilemma. What is Michael's dilemma? (he has to narrow down his 9 book choices to 3.) Even if you don't love books as much as Michael does, you might have been in a similar dilemma before.** Invite students to share personal connections to this dilemma. Point out the conflict: was it a store rule that caused the dilemma, or was it a person making you narrow down your choices? Was it a personal conflict? Ask students to share how they solved the dilemma.

### ★ Answers and ★ Proof

**1. Using context clues, the reader can tell that *crestfallen* means...**

- A.
- B. *Option A used clues close to the mystery word. This is an important part of searching for context clues.*
- C.
- D.

**2. An example of conflict in this story is...**

- Students might try to pick this one. The clerk is the one that told*
- A. *Michael he could only pick 3 books. However, it is not the clerk's decision— it's the library's.*
- B.
- C. *"person vs. self" is a conflict... but the conflict is that now Mi-*
- D.

**3. How long was Michael waiting for the library to open?**

- A.
- B. *This answer can be identified in the 2nd paragraph.*
- C.
- D.

**4. Finish this summary of the story. Add your own solution for the story. *Michael was excited to explore his new library. He wanted to check out nine books. However, the problem was...***

*Emphasize writing in complete sentences and including all the elements of the story.*

*Example: However, the problem was that the library only allowed people to check out 3 books. So, Michael had to narrow down his choices. He decided on the mystery, fantasy, and one sports book. He wrote the other titles down so he could check them out next time.*

★ Soda Experiment

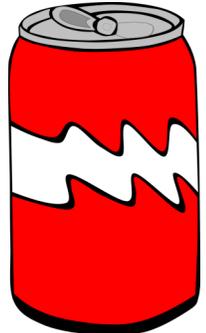
★ **Prior to reading:** What are the steps for doing an experiment? (*observe; make a question; hypothesize; plan and do tests to answer the question; reflect*) What do you think a "Soda Experiment" might be? Take note of predictions. As students are reading, you can note the scientific process unfolding in the story.

★ **Questions**

Notes for the teacher

- |  |  |
|--|--|
| 1. "A lightbulb turned on in my head." This figurative language means...   | - Readers might be able to verbally define this phrase before reading.   |
| 2. At the beginning of the story, the narrator knows water freezes. This helps her draw the conclusion that...   | - Students do not have to draw this conclusion. The narrator drew a conclusion, and readers can identify it in the text. |
| 3. Which of these statements can be supported by text in the story? Underline your evidence.   | - For this question, students <b>are</b> drawing a conclusion. It's important to also underline evidence.                |
| 4. A reader is figuring out what "jovially" means. In the sentence with the word jovially, it says the brother was smiling when he said "Hi, sis." The reader guesses that jovially means... | - Students were provided context clues, so now they will decide what the word means.                                     |
| 5. "Water expands when it's frozen." A reader guesses that "expands" means "grows". Which of the following context clues support this?   | - Students are given the definition, but they must decide which context clues help define the word.                      |

★ **Read** out loud. Pause to react and discuss.



Even though she knows how much I love soda slushies, my mom didn't want to stop at the convenience store to get me a delicious treat. I walked into the house pouting. "Hi, sis," my older brother said **jovially** as he smiled at me. Then, he noticed my pout. "Why do you have such a sour face today?"

I explained that mom refused to stop and get me a slushy, even though I had been daydreaming about one all day.

"Well, it's your lucky day. I have one more can of soda. It's no slushy, but maybe it will satisfy your craving. Here," said my older brother. He held out the can for me.

"Thanks," I said. Then a lightbulb turned on in my head. "Hey, I have an idea! I'm going to go put this in the freezer right now," I told him with excitement. I already knew it takes a long time for water to freeze. It would probably take the same amount of time for soda to freeze, too. "Maybe after dinner the soda will be frozen like a slushy!"

My brother smiled. "Have you ever put a can of soda in the freezer?"

I shook my head. "No. But I want to make a soda slushy," I explained.

My brother shrugged, still smiling. "Okay...it's your soda."

I placed the can of soda in the freezer. I covered it with bags of frozen peas and carrots to help it freeze faster. Then, I went to my room to start on my homework.

A few hours later, everybody helped get dinner ready. Afterwards, we sat down to eat. It was my turn to clear the table and wash the dishes. Finally, when all the dishes were washed, I eagerly

What does a sour face look like? Why does the narrator have a sour face?

Point out the phrase again. The narrator just had an idea.

That is very kind. The brother didn't need to give the narrator a can, but he thought it would make her feel better!

The narrator has started the scientific process. Have readers identify the observation and hypothesis.

for CGSS/PARCC

It might help to illustrate bulges and the crack in the can so students can understand what happened.

opened the freezer door. I pulled away the bags of frozen vegetables and imagined the soda slushy I would have for dessert.

When I saw the can, I frowned. The can had changed shape. It had **bulges** on the top and bottom. Sticky syrup was leaking out of the can from a long crack. I picked up the frozen can and discovered a huge puddle of sticky brown syrup. "Aww, man!"

My brother walked into the kitchen, smiling. "Here's a science lesson for you: Water **expands** when it freezes. Plus, the gas that makes soda fizzy gets pushed out when the water is freezing. All that pressure busts the can open. So, now you know what happens if you put a can of soda in the freezer!" My brother laughed, tossed me a wet rag, and walked out of the kitchen.

Ensure understanding of this reaction. Then, reflect on the brother: **The brother knows a lot about this reaction. He asked the narrator "Have you ever put a can of soda in the freezer?" and said "Ok..it's your soda." What can we infer? (the brother probably knew what would happen)**

**★ Reflect:** Verbally summarize the story and then list the parts of the story that followed the scientific process. **Did you expect this reaction? What lessons did the narrator learn? What do you think the narrator will do differently in the future? Based on what happened in this story, do you think the narrator will behave differently with her brother?**

**★ Answers and ★ Proof**

**1. "A lightbulb turned on in my head." This figurative language means...**

*Emphasize writing in complete sentences.*

*Example: This figurative language means that I suddenly had a great idea.*

**2. At the beginning of the story, the narrator knows water freezes. This helps her draw the conclusion that...**

A. *The narrator can probably draw this conclusion at the end of*

B. *In the 4th paragraph, the narrator says that water can freeze, and the soda will probably take about the same amount of time*

C.

D.

**3. Which of these statements can be supported by text in the story? Underline your evidence.**

A. *At the end of the text, the brother is able to explain the science*

B. *The brother didn't try advise the narrator about what would*

C. *happen if she froze the can of soda. It was the narrator's idea*

D. *though, so the brother didn't trick her into freezing the can.*

**4. A reader is figuring out what "jovially" means. In the sentence with the word jovially, it says the brother was smiling when he said "Hi, sis." The reader guesses that jovially means...**

A.

*The brother greeted the narrator and smiled. He also offered her*

B.

*a can of soda. These are clues that show "jovially" means*

C.

*"cheerfully". (This is a good opportunity to explore adverbs as well, if needed- "Greet somebody [adverb].")*

D.

**5. "Water expands when it's frozen." A reader guesses that "expands" means "grows". Which of the following context clues support this?**

A.

*For this option, students already have the definition of the mys-*

B.

*tery word. If you are noticing that students are struggling to find*

C.

*context clues, model with unfamiliar words in the text as you*

D.

*are reading.*

# ★ The Backwards Frog

★ **Prior to reading:** We can have our shirt backwards, or our hat backwards. We can walk backwards. What do you think it means for a frog to be backwards? Look at the images— what do we observe? The first image is the life cycle of a frog. Invite students to share background knowledge they already have about frogs and their life cycles. The second image has 2 labels: *Pseudis paradoxa* tadpole, and *Pseudis paradoxa* adult. The tadpole appears much larger than the adult. What type of text do you predict this will be? Why?

## ★ Questions

### Notes for the teacher

- |   |   |
|---|---|
| 1. How large can the paradoxical tadpole be?  | - Readers will be able to identify this answer in the text.   |
| 2. What audience did the author write this for?   | - <b>People use different tones to talk to different people. You will talk to your teacher differently than you will talk to your friends. Authors do the same when they write.</b> |
| 3. A student wrote a statement: [skip the statement for now] Which pieces of evidence from the text support this statement? | - Readers will have to find evidence, or clues, to support an idea.<br>- <b>"Pieces" means there might be more than one answer.</b>   |
| 4. Which of the following choices give context clues for the meaning of "develops"?   | - Readers will have to decide which clues help define this mystery word.  |

★ **Read** out loud. Pause to react and discuss.

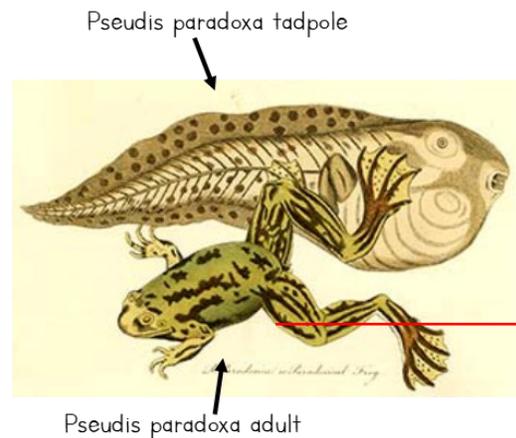
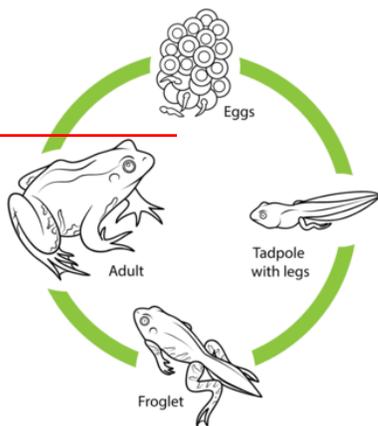
Visualize, or imagine, different animals growing. The author gave us some examples. What will make this animal different? (This animal must not grow like the other examples do)

Usually, we relate getting older to getting bigger. We can imagine a puppy growing up to be a dog. We can **visualize** a chick becoming a full-sized chicken. A human baby grows to become a human adult. However, scientists have learned about an animal that breaks this rule.

The frog is called the *Pseudis paradoxa*, the paradoxical frog, or the shrinking frog. It lives in the Amazon forest. A **paradox** is something that doesn't seem to make sense. This frog has a similar life cycle to most frogs: it starts as an egg, then hatches to become a tadpole. Next, it grows legs and becomes a full-grown adult frog. The unusual thing about these full-grown paradoxical frogs is that they are much smaller than paradoxical tadpoles.

The author said this is called a shrinking frog. The adult frog is much smaller than the tadpole. That would be like a baby being much bigger than its parents.

Why did the author include this image?



How does this image help the reader?

When scientists first observed this frog, they were very confused. Scientists wondered if this frog somehow had a reverse life cycle! They thought that the animal might start as a frog and end up as a tadpole. Scientists continued to observe the frog and discovered how this unusual animal **develops**.

for CCSS/PARCC

It helps students internalize estimating measurements if you constantly compare given measurements to real-life things. Ex: **9 inches is about as long as our textbooks are tall.**

The tadpoles hatch from regular-sized eggs, but then they grow *a lot*. A tadpole grows to a length of 22 centimeters, or almost 9 inches. Soon, the tadpole starts to mature into an adult frog. As the tadpole matures, it grows smaller! An adult paradoxical frog is usually about 5 centimeters, or 2 inches. This means the tadpole is 3 or 4 times larger than the adult! No wonder this frog was called the paradoxical frog... While most species grow up, this animal grows down!

**2 inches is about as long as a pink eraser, or a golf tee.**

**★ Reflect:** What was the main text of this topic? (*the paradoxical frog, or shrinking frog*) What were the most important details given about this frog? Model how to begin scanning a paragraph for the most important detail. Usually, it will be the first or second sentence of a paragraph.

### ★ Answers and ★ Proof

#### 1. How large can the paradoxical tadpole be?

- A.  
B.  
 C. Readers can identify this answer in paragraph 4.  
D.

#### 2. What audience did the author write this for?

- A.  
 B. Begin pointing out voice whenever you can with readers. Authors will use a different voice for different audiences. Authors will also share different information depending on the audience.  
C.  
D.

#### 3. A student wrote this statement:

*The paradoxical frog has "paradox" in its name because it does the opposite of most animals.*

Which pieces of evidence from the text support this statement?

- A.  
 B. Options A gives a definition that supports the statement. Option C gives a behavior that supports the statement.  
 C.  
D.

#### 4. Which of the following choices give context clues for the meaning of "develops"?

- A.  
 B. This entire paragraph is talking about the frog's life cycle, which is how the frog grows. The scientists are trying to learn how the frog grows, or *develops*.  
 C.  
D.

# ★ My Track Meet: A Compassion Challenge

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10

**★ Prior to reading:** This story is meant to get readers thinking about acts of compassion: helping somebody when we can tell that they are suffering. You may need to point out that the image is of a baton being passed in a relay race. Students may not be familiar with this piece of equipment. **Based on the title and the image, what can we predict about this text?** Before reading, define the word compassion so readers can think about how it plays in to the story. Ask students to name examples of compassion, or compassionate people.

## ★ Questions

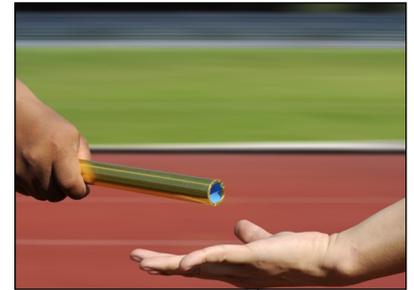
### Notes for the teacher

- |   |   |
|---|---|
| 1. The author is describing a relay race. Which sentence below is another example of a relay? | - We will have to think about what happens in a relay race, and decide which of these options shows another kind of relay.  |
| 2. What do you think the narrator will do next? Be the author and finish the story.           | - We will use clues from the story to write an ending.  |
| 3. The narrator's favorite part of Track and Field Day is...                                  | - We might be able to identify this answer in the text, or we might have to make an inference.  |
| 4. I know this is the narrator's favorite part of track and field day because...              | - We will have to find evidence in the story and write it here to finish the sentence.  |
| 5. What audience did the author write this for?   | - People use different tones and words depending on what they are writing. Just how you will talk to your teacher differently than you will talk to your friends. |

## ★ Read out loud. Pause to react and discuss.

If you haven't already, and it seems necessary, you can use this moment to illustrate how a relay race works. Invite connections and background experience with races and Track and Field Day.

Today was Track and Field day at our school. This is one of my favorite school events because all the classes break into teams and play games all day. Some students think the best part of the day is the water balloon fight. Others think the popsicle break is the best part. Some say it's the bean bag toss. Not me! I'm a very fast runner, so everybody wants me on their team when we're having the relay race!



When the narrator got picked, she didn't bat an eye! That means she wasn't surprised at all that she got picked first. What can we infer about her from this information?

Mr. Andrews picked team captains for each event. The captains took turns picking their teammates. I was the first person picked for the relay race. I didn't even bat an eye! I just jogged to join my new captain. Each team had 4 people for the race. We decided that I would be the last one to run.

During the race, I watched all the other runners hand off the gold stick we were using as a baton. It was exciting to see! I wasn't nervous when it was my turn. I felt calm and confident. I waited in position as my teammate ran up to me with the baton. I counted down in my head as my teammate got closer. 5...4...3...2...1! As soon as I was grasping the baton, I launched off in a sprint.

Strong readers visualize what is happening. If you visualize what is happening in the story, can you guess what grasping means? What about launched?

I can infer this runner is very confident because she's smiling as she passes everybody.

I stared straight ahead as I ran. I focused on the finish line. My heart was pounding. I flew past one runner, and then another. I smiled as I passed a third runner.

I was catching up to another runner, and she turned her head to look at me. In that moment, she tripped and fell to the ground with a loud thud! She cried out in pain. I fell once when I was

for CGSS/PARCC

In this paragraph, the narrator is showing empathy. Empathy is feeling what other people feel.

running, and it left me with very painful scrapes on my knees. I imagined her knees all scraped up, too. I remembered feeling embarrassed when I fell, because I had to get up and limp by myself to finish the race as all the other runners passed me by. I remembered feeling lonely because none of the runners looked at me or asked if I was okay.

**★ Reflect:** Summarize the text. **At the end of this text, the narrator is showing empathy. Do you have empathy for the runner that fell down, too? How do you think that fallen runner is feeling?** Invite students to share personal connections to this story. **The title of this story is "A Compassion Challenge". The narrator hasn't shown compassion yet. What could the narrator do to show compassion? Would you show compassion in this moment? Why, or why not?**

**★ Answers and ★ Proof**

**1. The author is describing a relay race. Which sentence below is another example of a relay?**

- A.
- B. *Defining a relay: Person A gives something to Person B. Person B gives that thing to Person C. Example sentence: "Kate, please relay this message to your teacher for me."*
- C.  **relay this message to your teacher for me."**
- D.

**2. What do you think the narrator will do next? Be the author and finish the story.**

*Students can answer this question by continuing the story, or by simply writing their description of what the narrator will do. Emphasize writing in complete sentences, and encourage details that fit with the clues from the story. Suggested frame for struggling writers: **Next, I think that the narrator will...***

*Example: I knew I could win this race, but it didn't feel right to leave that other runner to get up by herself. I looked back. Other runners were passing her by. Some didn't even look at her! I jogged back to her. I held out my hand. She smiled up at me, and I smiled back.*

**3. The narrator's favorite part of Track and Field Day is...**

- A.
- B. *This answer can be identified using the first paragraph of the*
- C.  **text.**
- D.

**4. I know this is the narrator's favorite part of track and field day because...**

*Emphasize writing in complete sentences. Suggested frame is given.*

*Example: I know this is the narrator's favorite part of track and field day because she said she is a fast runner. She is also very confident that she is going to win.*

**5. What audience did the author write this for?**

- A. *A letter to a friend would have a heading, greeting, and closing.*
- B. *This text does not give much information for researchers. The language doesn't teach us new words or ideas.*
- C.  **This answer makes the most sense. Plus, this is a personal story.**
- D. *This text is not written like poetry. It is written as a narrative.*

# ★ Louise Loses her Glasses

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

**★ Prior to reading:** Invite predictions based on the title and image. **People lose things often. Sometimes the object is more valuable than other times.** Invite connections. **What did you do after you lost something? What if you weren't able to find it again? What would you do if you lost something like your glasses? How would your parents react?**

## ★ Questions

### Notes for the teacher

- |  |   |
|--|---|
| 1. The author mainly includes the first paragraph of this story to...  | - The reader can ask, "What is the most important thing I learned from reading this paragraph?" |
| 2. Based on Louise's actions in the story, which of the following is most likely? Underline clues in the story that prove your answer. | - "Most likely" means we will be making an inference or drawing a conclusion.                   |
| 3. Which of the following is the best summary for this story?  | - Review the summary frame for fiction.   |
| 4. The next time Louis goes canoeing, she will most likely...  | - "Most likely" means we will be making an inference or drawing a conclusion.                   |

**★ Read** out loud. Pause to react and discuss.

How is Louise feeling? Have you ever felt this way before? The author didn't say why Louise is upset in this paragraph, but we can guess based on another clue. What happened? How do you predict her mom will react?

Louise knew it was a **careless** mistake. She had never done anything like this before. The whole way home, she had a terrible feeling in the pit of her stomach. How in the world was she going to face her mom? Louise couldn't even distract herself by looking out the car window, so she just stared down at her hands the whole way home.



As Louise opened the front door and stepped into the apartment, the **knots** in her stomach tightened. "Hi, mom," Louise called out feebly.

Louise heard her mom reply cheerfully from the kitchen. "Hi, Louise! How was the canoe adventure? I can't leave the stove right now, so come into the kitchen and tell me all about it."

Louise gulped. She took a breath and walked to the kitchen. She stood next to her mom, who was stirring a sauce for pasta. "Well," Louise began, "the trip was great at the beginning. The weather was perfect, and the water wasn't **choppy** at all. But then...something happened."

Louise's mom kept stirring, but she glanced up to look at her daughter. "What do you mean? Also, where are your glasses?"

Louise sighed and hung her head. "That's the bad thing that happened. I was leaning over the side of the boat to look at a snapping turtle that swam by. My glasses slipped off and fell into the water. They sank straight down. I didn't even have a chance to reach out and grab them." Louise's cheeks felt hot.

Louise's mom sighed as she continued to stir the pasta sauce, but she didn't say anything. Louise continued, "I'm so sorry, mom. I know those glasses were really expensive."

Louise's mom nodded. "I still have your last pair of glasses...unfortunately, those aren't strong enough. We're going to have to buy you a new pair."

We get knots in our stomach when we're feeling nervous or worried. We can tell Louise is very nervous about telling her mom she lost her glasses. Do you think Louise often loses things like this? Why?

Louise had knots in her stomach, she gulped, and her cheeks felt hot. These are all signs that she is nervous and embarrassed.

Is this how your grown-up would respond as well? What can we infer about Louise's mom from this action, and this dialogue?

for CGSS/PARCC

Would you react this way? What does this dialogue tell us about Louise?

"This was my mistake, so I want to pay for them," Louise replied. "I will pay for it with my allowance."

Louise's mom put the stirring spoon down and turned to face her **nearsighted** daughter. "Louise, I am very proud of you. You are taking responsibility for your mistake." She pulled Louise into a strong hug.

For the rest of the weekend, Louise had to **squint** and hold her books and homework close to her nose. On Monday and Tuesday, she wore her old pair of glasses to school. They gave her a headache if she wore them for too long, but they were better than nothing.

When Louise came home from school on Tuesday afternoon, she found a box on her bed. Inside was a brand-new pair of glasses that looked just like the ones she dropped in the water. There was also a letter from her mom that said, "Dear Louise, thank you for taking responsibility when you lost your glasses. Thank you for offering to pay. Keep your allowance money. I know that we all have accidents. We just try not to have the same accident twice. Love, Mom."

**★ Reflect:** Summarize the text. **Did you expect the story to end this way? Why, or why not? Why do you think Louise's mom decided to pay for the glasses instead of making Louise pay for them? (Maybe it was because Louise had not taken responsibility and offered to pay for the glasses with her allowance.) Did a character show compassion or integrity in this story? What was the most important lesson that Louise learned in this story?**

**★ Answers and ★ Proof**

**1. The author mainly includes the first paragraph of this story to...**

- A. The author **did** tell us who the main character of this story was
- B. (A). However, there were even more details in the first paragraph that told us the character was feeling really bad about something that had happened.
- C.  **D.**

**2. Based on Louise's actions in the story, which of the following is most likely? Underline clues in the story that prove your answer.**

- A. Louise seems to feel very bad about losing something. There are no clues that tell us Louise often loses or forgets things.
- B. Louise did watch her mom cook in this story, but there are no clues that Louise often does this.
- C.  **D.** In the story it says that Louise was doing her homework even when it was difficult with no glasses. Plus, Louise showed responsibility when she offered to pay for the new glasses.
- D. Louise seems to feel very bad about having to buy new glasses, and says that she knows they are expensive.

**3. Which of the following is the best summary for this story?**

- A. Options A, B, and D are missing elements of the story or they are out of order. Option C doesn't **exactly** follow the summary
- B. frame students might be practicing with, but it does give the
- C.  **D.** beginning, middle, and end, and includes the character's problem and solution.

**4. The next time Louise goes canoeing, she will most likely...**

*Emphasize writing in complete sentences. Encourage the use of details from the text. Suggested frame is given.*

*Example: The next time Louise goes canoeing, she will most likely hold on to her glasses when she looks in the water. She probably will not lose her glasses again, because she felt bad about that last time.*

# ★ Koko, the Amazing Gorilla

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10

★ **Prior to reading:** Invite connections based on the title and image. **Koko really was an amazing gorilla. Lots of people have written about her.** Students can contribute background knowledge they already have about Koko. If your students are on grade level with reading comprehension, begin helping them to formulate their own pre-reading questions as well– things they are wondering about Koko that the text might teach them. For example: **What made Koko amazing?** If students already know she learned how to communicate with humans, they might ask, **How many words could Koko communicate? How was she communicating– talking? What did she do in her life? Is she still alive?**

## ★ Questions

### Notes for the teacher

- |   |  |
|---|--|
| 1. The author mainly includes the first paragraph of this story to...   | - The reader can ask, "What is the most important thing I learned from reading this paragraph?"  |
| 2. Which part of the text does the image illustrate?                    | - Invite students to verbally share their own version of the caption before reading. <i>Encourage complete sentences.</i>  |
| 3. When Francine Patterson first met Koko...                            | - This answer will be identified in the text.  |
| 4. Which answer shows a correct cause and effect pattern from the text? | - If your students are unsure of cause and effect, give some quick examples in the frame "[cause], so [effect]" that students can anchor to. For example: "I knocked over the trash can, so I had to pick up all the trash that fell out." |

## ★ Read out loud. Pause to react and discuss.

Encourage students to really imagine this scenario, and to really think about how they would answer these questions (in their heads). **What do all the questions in this paragraph already teach us about Koko?**

Please take a moment to explain sign language to students if they are unfamiliar.

Imagine that you walk into a room, and there is a gorilla seated in the room. How would you greet the gorilla? Would you expect the gorilla to say hello back to you? Would you expect the gorilla to ask you for a toy or some food? That all may seem impossible, but it wasn't impossible for the gorilla named Koko.

This gorilla's life had a normal start. Hanabiko "Koko" was born in the San Francisco Zoo on July 4, 1971. "Hanabiko" is Japanese for 'fireworks child'. Can you guess why she was given this name? Think about her birthdate. When she was one year old, Koko had to go to the zoo's hospital for an illness. While she was at the hospital, Koko met a scientist named Francine Patterson. At first, Patterson just asked to work with Koko for 4 years. Patterson wanted to do some research with Koko. They **developed** a relationship that was more amazing than Patterson ever imagined.

Francine Patterson wanted to teach Koko ways to **communicate**. The scientist knew Koko would not be able to talk like a human. Instead, she decided to teach Koko sign language. After practicing, Koko had a vocabulary of more than 1,000 signs. She could mix these signs together to communicate her ideas. For example, Koko combined the signs for "finger" and "bracelet" when she saw somebody was wearing a ring. Koko was able to use sign language to describe things. She was even able to sign to other gorillas when they were using good sign language! Sometimes, Koko seemed to use sign language to be a trickster, or to tell jokes.

As Koko learned more and more sign language, she became more and more famous. Magazines wrote about her. She was filmed for television. She met other famous **celebrities**. Koko



Review facts the reader learns in this paragraph. **Why did the zoo name this gorilla "fireworks child"?** (July 4th – Independence day– means lots of fireworks) **Who was Francine Patterson?**

**Humans have to be very clever to tell good jokes, or to be a trickster. We can infer that Koko was very clever as well.**

for CGSS/PARCC

What can we infer from "The scientists scratched their heads"? Model: they were confused.

often called herself a "queen". The scientists scratched their heads when they saw this. They never called Koko a queen... Where did she get that from? Maybe she noticed all the attention she was given, and thought she was as special as a queen!

Do you have a favorite type of pet? Koko's favorite type of pet was definitely a cat. One year, Koko asked for a pet for Christmas. The scientists gave her a stuffed animal, but that's not what Koko meant! She didn't play with it, and she kept signing "sad" to the scientists. So, the scientists gave her a real kitten for her birthday. Koko named the kitten "All Ball". Koko cared for the kitten as if it were a baby gorilla. 5 months later, All Ball escaped Koko's cage and was hit and killed by a car. When Koko found out, she signed "bad, sad, bad" and "frown, cry, frown, sad, trouble". Scientists could tell that Koko was heartbroken. The next year, Koko was given two new kittens to care for. She named them Lipstick and Smoky. They were loving friends for a very long time.

Koko learned a lot from Francine Patterson and the other scientists. She learned how to communicate her needs, and how to tell jokes. The world also learned a lot from Koko. Many scientists continue to study gorillas and other primates. They want to find out what else primates are capable of learning. We might not be as different from them as we first thought!

A gorilla taking care of kittens is very unusual. When you imagine Koko with her kittens, how does it make you feel?

**★ Reflect:** Summarize the text. Students can scan each paragraph and decide which details are the most important. Encourage students to be paraphrasing in their own words. **What do you think was the most interesting/important thing this text tells us about Koko? Why do you think Koko was so important to scientists? If you had to find out more information about Koko, what else would you like to know?**

**★ Answers and ★ Proof**

**1. The author mainly includes the first paragraph of this story to...**

- A. *Through process of elimination, C becomes the best option. The author doesn't share a problem or the setting in this paragraph.*
- B. *The author does mention a gorilla communicating, but not how Koko uses sign language.*
- C. *The author does mention a gorilla communicating, but not how Koko uses sign language.*
- D.

**2. Which part of the text does the image illustrate?**

- A.
- B. *What do we see in this image? Which paragraph does this image go best with?*
- C.
- D.

**3. When Francine Patterson first met Koko...**

- A.
- B. *This is a sequencing question. This answer is the main idea of paragraph 3. The key words in the answer is "first met".*
- C.
- D.

**4. Which answer shows a correct cause and effect pattern from the text?**

- A. *Students who answer D might need clarification between sequencing events and cause-and-effect. A and B do not show correct consequences, or effects. Use this opportunity to say correct causal statements. Koko asked for a cat, so... Koko called herself a queen, so...*
- B.
- C.
- D.

★ **Prior to reading:** How can we tell when a story is a fantasy, or a fable? (*unrealistic elements: magic, talking animals, things happening that don't happen in real life*) Usually, a fable is written to teach you a lesson. When some authors write fables, they even write the important lesson at the end. Point out that the author has written the lesson at the end of this story. As we are reading, we will see how the character learns this lesson.

★ Questions

Notes for the teacher

- |  |  |
|--|--|
| 1. What is the genre of this text?   | - Point out how to pronounce the word <b>genre</b> .   |
| 2. Which detail helps you know the genre of this text?   | - Readers must pick a detail from this story that supports the genre.  |
| 3. <b>Abundance</b> means "a lot" or "plenty". Which context clues can help find the meaning of abundance? | - Readers were already given a definition for "abundance" here. If your students are struggling to find context clues, model this skill when you encounter the word "abundance" as you are reading the text. |
| 4. Use "abundance" in a sentence of your own.  | - Depending on your class, a successful answer might also be grammatically correct or it might just show general understanding of the word.  |
| 5. The reader can infer that Cat...  | - <b>For this question, readers will need to find clues and then decide which answer has the most evidence.</b>  |
| 6. The author uses different synonyms for "relaxed". List the synonyms below:                              | - <b>Synonyms are words that mean the same thing.</b> (examples: happy/joyful, annoyed/bothered, sleepy/tired, small/little, big/large)  |

★ **Read** out loud. Pause to react and discuss.

In this story, we have animals talking. We already know that Cat has one friend named Dog.

It was a nice, sunny day, and Cat was relaxing in the shade of an oak tree. "Excuse me, Cat," said a friendly voice. Cat looked up to see his friend Dog, with her tail wagging happily. "Cat, would you please help me search for something? I misplaced my favorite frisbee earlier..."



Cat turned his head away from Dog. "Go away, Dog, I'm far too **relaxed** to search for your toy." Dog's tail drooped. "Fine," Dog said with a sigh as she walked away.

A few moments later, another one of Cat's friends chirped from a tree. "Hello, Cat!" Bird waved his wing at the sleepy **feline**. "I just dropped some of the leaves and twigs I collected for building my nest. Would you please catch them, so they don't flutter away?"

"Hmph," responded Cat, closing his eyes. "I am far too **tranquil** to try and catch your fluttering twigs and leaves. Catch them yourself, Bird."

"Fine," Bird said, flapping his wings angrily as he ran to catch the materials for his nest.

Soon, Cat's restful state was interrupted once again! "Oh Cat, I am so happy to have found you," cried the **urgent** voice of Fox. "I have"--

"Save it," Cat interrupted. "Whatever it is you lost, dropped, or need help with, I am feeling far too **serene** to get up and help you. Now please leave me alone!"

Did you expect Cat to respond to Dog that way? The author said Dog's tail drooped. What can we infer about Dog?

Think about Cat's actions, and the dialogue. How would you describe Cat?

"Well that is too bad for you," snapped Fox. "I was coming to tell you that I caught an **abundance** of fish earlier today. I was going to offer to share it with you. Instead I will just leave you alone." Fox ran off with a huff.

Fish! Cat's stomach growled hungrily. "Wait, Fox, tell me about these fish," Cat called after Fox. However, it was too late. Fox was gone.

**The Lesson: Be there for your friends. Share in their struggles and in their rewards.**

**★ Reflect:** Summarize the story. Reread The Lesson at the end of the text. **What are examples of struggles in this story? What are examples of rewards in this story? Cat is friends with Dog, Bird, and Fox. What should Cat do to be a better example of a good friend? What do you think Cat will do differently in the future?** Invite personal connections to the lesson of the story— redirect if students just share facts about any of the animals. Ex: **That is true for real-life birds, but let's think about the lessons the characters learned in this story.**

**★ Answers and ★ Proof**

**1. What is the genre of this text?**

- A. *Includes: talking animals; lesson at the end*
- B. *Includes: made-up characters/situations that could happen in real life.*
- C. *Includes: real-life people/situations that actually happened or are happening*
- D. *Includes: figurative language; different rules for how to write phrases; might not be complete sentences; words my rhyme or have a rhythm; structure is usually lines and stanzas*

**2. Which detail helps you know the genre of this text?**

- A. *Most likely informational text*
- B.
- C. *Most likely poetry*
- D. *Realistic fiction*

**3. Abundance means "a lot" or "plenty". Which context clues can help find the meaning of abundance?**

- A.
- B. *Option C hints that there was plenty to be shared. If your students are struggling to find context clues, model thinking out loud. Examples of modeled think-aloud for context clues are available in the appendix.*
- C.
- D.

**4. Use "abundance" in a sentence of your own.**

*Emphasize writing in complete sentences. You can decide whether to enforce correct grammar, or to simply search for basic understanding of meaning. Suggested frame for struggling writers: **When I went to [name of a place], I found an abundance of \_\_\_\_\_.***

*Example: When I went to the gardening center, I found an abundance of flowers.*

*I have an abundance of presents after Christmas.//I have abundance presents after Christmas.*

**5. The reader can infer that Cat...**

- A.
- B. *Option A has the most evidence in the story. The other options have evidence taken from the story, but the evidence is taken out of context. Ex: Cat declines the fish, but he did so unknowingly. He is relaxing in the shade, but there is no evidence that he is hiding from the sun.*
- C.
- D.

**6. The author uses different synonyms for "relaxed". List the synonyms below:**

*Emphasize writing in complete sentences. Suggested frame: **Some synonyms for "relaxed" are...***

*Example: Some synonyms for "relaxed" are "tranquil", "restful", and "serene".*

# ★ The Day Kitten Slowed Down

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** Invite connections to the text based on the title and image. **How can we predict this story will be different from the last story about the Lazy Cat? How will we be able to tell if this is also a fable? (if there is a lesson at the end) As we are reading, we will see if this character learns a lesson. It's not written down for us, so we will have to decide what the lesson is.**

## ★ Questions

### Notes for the teacher

- |  |  |
|--|--|
| 1. What lesson did Kitten learn in this story?   | - Usually, characters learn a lesson after trying to solve the story's problem.  |
| 2. Which option is the best summary for this story?  | - Review the elements of a story summary.  |
| 3. Underline the context clues that help you know the meaning of <b>ambled</b> . Which word is a synonym for <b>ambled</b> ? | - If your students are struggling with context clues, model this skill when you encounter the word "amble" as you are reading the text.  |
| 4. Complete the comparing chart using "Lazy Cat" and "The Day Kitten Slowed Down".   | - For this question, students have to write a fact and check if the fact is true for either story. For the last few blanks, students write a fact <b>and</b> mark which stories it is true for.<br>- When sharing answers, encourage complete sentences. Have an anchor chart with comparing sentence frames if necessary. |

## ★ Read out loud. Pause to react and discuss.

What do we already know about the main character? Have you ever felt like Kitten? Can you predict what the problem is going to be?

One sunny day, Kitten was **unbearably** bored. She decided to go outside. She zoomed out the door and into the sunshine. She enjoyed the feeling of running so much that she decided not to stop. She didn't notice anything she raced passed- not the trees, nor the flowers, and not even the birds.

When "Kitten's stomach dropped", was that a positive or negative feeling? What might cause your stomach to drop? Why does Kitten feel this despair?

Finally, Kitten was **exhausted**. She couldn't take another step. She plopped down, panting. That was fun, she thought to herself. Kitten turned her head, looking this way and that way, but something was wrong. Nothing around her looked familiar.

Kitten's stomach dropped. She had run so fast she hadn't paid any attention to her surroundings! Now, after running so much, Kitten was too tired to make the trip back. She didn't even know how far away from home she was. Kitten thought, 'What do I do now?' She started to meow and cry in **despair**.

Ambling might be a mystery word. Don't define it yet. But what are some clues to tell us what ambling means? (Right before/after the word "ambling" it says... In the sentence with "ambling" it says...)

"Why are you crying, Kitten," said a slow, deep voice. It was Turtle, crawling closer as he spoke. "You looked so happy just a moment ago when you were racing by as fast as a bullet."

"I was happy," Kitten said. "But now I am hopelessly lost. I have no idea how to get home, and I don't think I even have the energy to get home."

Turtle continued to walk towards Kitten. "Don't you worry, Kitten. I can help you get home. Just hop on my shell."

Kitten carefully stepped onto Turtle's shell. Turtle began **ambling** towards Kitten's home.

Kitten's tail twitched back and forth impatiently. She wished Turtle would walk just a little faster.

Turtle used a simile to describe how fast Kitten was going.

for CGSS/PARCC

Review context clues for the word "amble" again.

She reminded herself that Turtle was being generous and kind by letting Kitten ride on his back.

She reminded herself to simply be grateful that Turtle offered to take her back home.

Turtle **ambled** along. Kitten heard tiny tweets above her head. She looked up to see a mother bird flapping her wings as she fed her chicks. Up in the sky, fluffy clouds drifted by. On the ground, lovely blue flowers dangled from their stems like bells.

When Kitten was running, she had not noticed the birds, clouds, or flowers. Riding on Turtle's back, she was able to carefully observe the world around her. Her heart felt still and peaceful.

It took a long time for Turtle to arrive at Kitten's home. Kitten hopped off Turtle's shell with a smile. "Thank you, Turtle. It was very kind of you to bring me home. You also helped me learn a very important lesson."

These are very nice images. Review details. The author is probably writing a happier tone on purpose to show that Kitten's mood is changing.

**★ Reflect:** Summarize the story. **At the end of the story, Kitten says that Turtle helped her learn a very important lesson. What do you think the lesson was?** Invite responses. Emphasize including details from the story. Kitten was rushing. She lost her way and felt despair. Then, Turtle took her home. She was impatient at first but then she got happier. Invite personal connections to the lesson of the story—redirect if students just share facts about any of the animals. Ex: **That is true for real-life turtles, but let's think about the lessons the characters learned in this story.**

**★ Answers and ★ Proof**

**1. What lesson did Kitten learn in this story?**

Emphasize writing in complete sentences. Suggested frame: **In this story, Kitten learned...**

Example: In this story, Kitten learned that sometimes it is nice to move slowly. You can notice the world around you and feel more at peace.

**2. Which option is the best summary for this story?**

- A. Missing: problem, resolution (ending)
- B. Missing: main character
- C.
- D. Missing: solution, resolution (ending)

**3. Underline the context clues that help you know the meaning of *ambled*. Which word is a synonym for *ambled*?**

Have students share the context clues that help define "amble". Suggested stems: **In the sentence before/with/after the word "amble", it says \_\_\_\_\_. In the paragraph before/with/after the word "amble", we learned that \_\_\_\_\_. We can tell "amble" means \_\_\_\_ because the author uses it to describe \_\_\_\_\_.**

- A.
- B. Students can check this answer by replacing "ambled" with any of these words and seeing which one makes the most sense in the context of the story.
- C.
- D.

**4. Complete the comparing chart using "Lazy Cat" and "The Day Kitten Slowed Down"**

Comparison Statements	Lazy Cat	The Day Kitten Slowed Down
This story is a fable.	✓	✓
The main character needs help from another character.		✓
<i>Suggestions: The main character is a cat. The main character talks to somebody. The characters are talking animals.</i>	✓	✓
<i>Suggestions: The character loses out on a treat. The character wants to be left alone. The main character is lazy.</i>	✓	
<i>Suggestions: Other characters ask the cat for help. The main character gets lost. The character learns</i>		
<i>Suggestions: Other characters ask the cat for help. The main character gets lost. The character learns a lesson.</i>		

# ★ How Animals Stay Safe

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10

★ **Prior to reading:** I noticed that this text has a lot of images. The top 3 images have a caption that says "The spittlebug hides itself until it is an adult." What can we predict about the text based on these images and the title? Will this be fiction or nonfiction? What kind of information will we learn? Invite students to share background experience about **traits** animals have to stay safe.

## ★ Questions

### Notes for the teacher

- |  |   |
|--|---|
| 1. Write one important fact from the text.   | - We will write and underline details as we read, so we can pick the most important fact at the end.  |
| 2. The author mainly wrote this text to...   | - Review the details of each purpose (P.I.E.)   |
| 3. A student is using this article as a source for a research project. The student's project is most likely about... | - If a student is using this for a research project, we are going to assume this whole article is a detail for their main idea.   |
| 4. Which statement from the text is an opinion?  | - Facts can be proven true or false. They are either correct or incorrect.<br>- Opinions are personal beliefs. They can't be proven true or false. They are not correct or incorrect. |
| 5. Which of the following captions matches the last picture in the article?  | - If students need a definition: a caption is a sentence that describes details of the picture that fit with the main text.   |

★ **Read** out loud. Pause to react and discuss.

You already mentioned some traits animals have to stay safe, such as \_\_\_\_\_.

All animals have developed ways to keep themselves safe. Sometimes animals have unusual **traits** that help them run away or hide. Other animals have traits they use to defend themselves or scare away another animal. Animals might be born with these traits, or they might learn these traits from their parents.

The fortress may look like it's just bubbles, but the sap actually tastes terrible. So birds and other predators don't want to get near the spittlebug.

The spittlebug is an animal that knows how to hide to stay safe. The spittlebug is the **nymph** version of an adult froghopper. It lives on plants. When the adult froghopper is threatened, it can jump very far to stay safe. Unfortunately, the spittlebug can't jump away like the adult froghopper. Instead, the spittlebug creates a hiding place to stay safe. The spittlebug sucks up watery sap from a plant. The spittlebug uses that liquid to make a **fortress** of bubbles. Predators leave the spittlebug alone when it is in this foam. Inside the fortress, the young insect can grow up safely. Eventually, it **emerges** from the foam as an adult froghopper and hops away.

**Nymph** version means the child version

Can we use context clues and the images to define the word "emerges"? Before this word, the spittlebug was hiding. After this word, the adult hops away.



The spittlebug hides itself until it is an adult.

The rat is about to get eaten, and it stays still so the predator can catch it? That doesn't sound very safe to me.

The African crested rat also keeps itself safe in a surprising way. If it gets caught by a **predator**, the rodent freezes so the predator can bite it! However, the predator doesn't know that it has been tricked. Every day, the African crested rat chews on poisonous tree roots and smears this

for CGSS/PARCC

Review details for how the African crested rat stays safe.

poison on its fur. So, if the rat gets bitten by a predator, the predator is going to get a mouthful of poison. The predator might learn to avoid these African crested rats, or the predator might not live to take another bite!



Ingenious means very clever and original.

Animals have **ingenious** ways of keeping themselves safe. The next time you are going for a walk, pay attention to the animals around you. How are they keeping themselves safe? Do they hide, run away, or scare their predators?

**★ Reflect:** The title of this text tells us the topic: How animals stay safe. What were the 2 animals the author described? (*spittlebug/froghopper and African crested rat*) Do these animals keep themselves safe the same way, or do they have different traits that keep them safe? Review each animal, encouraging the use of text vocabulary like *nymph, develops, emerges, predators*. Open-ended question to gather student opinions: Do you agree with the author when they said that “animals have ingenious ways of keeping themselves safe”? Why, or why not?

**★ Answers and ★ Proof**

**1. Write one important fact from the text.**

Emphasize writing in complete sentences. Suggested frame: **One important thing the author said was...**

Example: One important thing the author said was that some animals hide and other animals scare away predators.

**2. The author mainly wrote this text to...**

- A. *The author did not give reasons why we need to keep these animals safe.*
- B.
- C. *The author did not only write about bugs.*
- D. *The author did make the writing entertaining, but these are not stories– the writing doesn't have the elements of a story.*

**3. A student is using this article as a source for a research project. The student's project is most likely about...**

- A. *This text does not mention endangered species, or how to protect them.*
- B. *This text mentions a rat from Africa but doesn't name the predators.*
- C. *This text does explain how some animals survive.*
- D. *The animals in this text are not venomous (like some snakes, bugs, and frogs).*

**4. Which statement from the text is an opinion?**

- A.
- B. *"Ingenious" is an opinion word. It is a personal belief that something is clever or special. The other options are facts that can be proven true or false, correct or incorrect.*
- C.
- D.

**5. Which of the following captions matches the last picture in the article?**

- A.
- B. *Option B gives the best description of the image. There are no roots in the image. We learned that the rat doesn't hide to stay safe. This image doesn't show the rat in a group.*
- C.
- D.

★ Leave the Bees in Peace!

★ **Prior to reading:** I noticed that this text has a lot of images. What can we predict about the text based on these images and the title? Will this be fiction or nonfiction? What kind of information will we learn? Invite students to share background experience about different species of bees. **Please note:** Wasps and bees are different. Wasps have a narrow waist, 4 wings, are usually not hairy.

★ **Questions**

Notes for the teacher

- |   |  |
|---|--|
| 1. Write three statements of comparison from the article and put a check if it's true for that bee.       | - If the statement you write is only true for the honey bee, you will put a check in the honey bee box and leave the other ones blank. |
| 2. Carpenter bees live inside wood. However, bumblebees...  | - We have to finish this comparison statement. We may need to go back in the text to find this information.                            |
| 3. The author tells us where carpenter bees live. The reader draws a conclusion that a human carpenter... | - Students might verbally draw the conclusion and provide an answer. When it's time to check, you can ask for reasoning.               |
| 4. Which answer has the bees listed from largest to smallest?   | - As we read the text, we can underline information we find that tells us how big these bees are.                                      |

★ **Read** out loud. Pause to react and discuss.

Reproducing means making more flowers. So bees help make more flowers.

Bees are very important for humans because they're pollinators. They help our plants and flowers grow and **reproduce** by spreading pollen. There are many different types of bees, and they all behave differently and have different homes. The bees also share some similarities. For example, only female bees can sting. However, it is very unusual to be stung by a bee! To understand why bees don't usually sting, it helps to understand the special characteristics of different types of bees.

This paragraph gives a hint that the author is going to be talking about a few different bees. To extend learning, you can create a chart as the class reads with details about each of the bees.

Can you identify this bee yet? What about this person, or these boxes? Lets read to find out.



When people think of bees, they often think of honeybees. Honeybees are golden brown with black stripes. The honeybees you see flying around flowers are all female. They will fly up to 3 miles to find food! These bees usually live in **hives** made by beekeepers. The hives look like big boxes. Females are the only ones that can sting. However, honeybees rarely sting unless you handle them roughly or get too close to their hive.

Now we can describe those pictures. Using vocab from this paragraph, describe the images.

Honeybees make their home in empty boxes, but bumblebees make their home in the ground! Abandoned holes means the rabbit or chipmunk used to live there but doesn't anymore.

Bumblebees are larger than honeybees. They have a black body with yellow and black hair. The females find flowers with lots of pollen and nectar. They buzz loudly inside the flowers to shake the pollen out. Bumblebees usually live in nests in the ground. They will often use **abandoned** holes dug by mammals like rabbits or chipmunks. The females are the only ones that can sting. However, bumblebees rarely sting unless you handle them roughly



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Compare the honeybee and bumblebee with details from the text.

Where do carpenter bees live?

This is a carpenter bee. What do you think this 2nd image shows us?

or get too close to their nest.

Carpenter bees are even larger than bumblebees! The females fly around looking for flower nectar and pollen. Why are they called a carpenter bee? The females bore into wood. They leave a hole as neat and clean as if it was cut out with a power drill. Carpenter bees make these holes for their nests. The females are the only ones that can sting, but they only sting if they are trapped or their nest is in danger. The males act **aggressive** if you get too close to the nest. The males might swoop down in front of your face to try and scare you away. But remember: the males can't sting you!



Bees are hardworking animals. They travel far to find food for their **colony**. They make homes in interesting places. They can be fun to watch, but just watch them from a distance. You know what might happen if they feel **threatened**.

When somebody is being aggressive, they are trying to scare you. Why would the carpenter bee act aggressive? What will they do to scare you?

**★ Reflect:** The title of this text tells us the topic: bees. What were the 3 types of bees the author described? (*honey bees, bumblebees, and carpenter bees*) The author taught us lots of details about these bees, but reread the title: **Leave the Bees in Peace!** What happens if you don't leave these bees in peace? Based on the text, how easy is it to get stung by a bee? In all of these images, people appear to be touching the bees without getting stung. Why do you think that is? Have students contribute statements to verbally compare characteristics of these 3 types of bees.

**★ Answers and ★ Proof**

1. Write three statements of comparison from the article and put a check if it's true for that bee.

Comparison Statements	Honey bees	bumble bees	Carpenter bees
Suggestions: <i>This bee is a pollinator. This bee helps flowers grow and reproduce. This bee might sting you if you scare it.</i>	✓	✓	✓
Suggestions: <i>This bee lives in the ground. This be buzzes inside flowers to shake off the pollen.</i>		✓	
Suggestions: <i>This bee drills holes in wood to make a home. This bee is bigger than bumblebees.</i>			✓

2. Carpenter bees live inside wood. However, bumblebees...

- A.
- B. *The answer can be found in paragraph 3. This is an example of strong comparing sentences.*
- C.
- D.

3. The author tells us where carpenter bees live. The reader draws a conclusion that a human carpenter...

- A.
- B. *Students might think the answer is C because it has the word "holes". However, reread 4 and the author states the holes a carpenter bee makes are similar to a power drill cutting into wood.*
- C.
- D.

4. Which answer has the bees listed from largest to smallest?

- A.
- B. *The first sentence of each paragraph tells the reader the relative size of the bees. Read the sentences together to help students put the bees in order from largest to smallest.*
- C.
- D.

★ The Bee Hotel

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** Based on this title and the image, we can predict that this text is also about bees. What seems different about this text compared to the last text? Have you ever heard of a bee hotel? What do you think that is? What do you think will happen in this story?

★ **Questions**

Notes for the teacher

- |  |  |
|--|--|
| 1. Mateo and Victoria want to build a bee hotel because it will help the bees. They want to help the bees because...                   | - For this answer, we should find evidence in the text to write down.                        |
| 2. The word hives has many definitions. Which definition is correct for this story?  | - Students might verbally answer this one. You can ask for reasoning after reading the text. |
| 3. The reader infers that a character in this story does not like bees. Which action below proves that a character does not like bees? | - The reader has already made an inference. We just have to find the evidence, or clues.     |
| 4. Would you help Mateo and Victoria build the bee hotel? Why?   | - This will be an open-ended question for you to answer at the end of the text.              |

★ **Read** out loud. Pause to react and discuss.

People tend to "raise their eyebrows" when something is surprising. So we can infer how Victoria and Mateo's friends are reacting to this Bee Hotel idea.

Victoria and Mateo were very excited about their plan. It was going to be a lot of hard work, but they agreed that the result would be worth all the trouble. It all started with two shovels and several packs of seeds.

Victoria and Mateo were going to create a "Bee Hotel". When they first shared the idea with their friends, they got a lot of raised eyebrows and questions.

"A bee hotel? Are you going to have little beds, and a pool?"

"Do bees lay down to sleep? Would they even go into a building?"

"Are you crazy? You know that bees sting, right?"

Mateo sighed. "Let me explain," said Victoria. "Mateo and I have been working on a bee research project, and we learned a lot about these insects. They drink **nectar**, which is a sugary juice that's found in flowers. That's why we always see them flying around gardens. They're also attracted to the sugar in fruit juice and other drinks, but flower nectar is better for them. When they have lots of flower nectar, they can make lots of honey. They keep this honey in their **hives** and use it to feed their babies."

"Also, bees are pollinators," added Mateo. "When bees land on a flower, pollen sticks to their bodies. When the bees move around, this pollen gets dusted on the flowers and helps the flowers make new seeds. Then, these seeds make more flowers!"

Victoria's eyes lit up in excitement. "I also learned something amazing about how they keep track of food. Bees have tiny brains, but they are able to memorize where they found flowers. Then, they tell their bee friends how to get to the flowers by dancing! They dance to share the directions!"

"However, there's a problem. People are using more and more land, which means less and less flowers. People are also spraying **pesticides** on their plants, and pesticides kill insects or keep them away. Plus, there are all these germs and parasites that can kill a whole hive of bees. All of this means there are less and less bees."

Leah, Victoria's friend, rolled her eyes. "Good," she said. "I'm glad there are less and less bees."

Which of these lines of dialogue would you probably say if your friend was planning to build a bee hotel? Or would you say something different?

Even though this is realistic fiction, the author is still giving a lot of details to teach us about bees. Underline information that you already knew as you read.

Based on the dialogue, let's draw a conclusion about Victoria and Mateo. (they are interested in bees, they think bees are important, they enjoy science, they enjoy learning new information)

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That's what the previous text said, as well.

"They're awful, and they sting you!" Leah had been stung by a bee before. It happened when she was at the lake. A bee landed on her arm. She smacked it, and it stung her!

"They can sting," Mateo replied, "but they don't want to. It's the only way they can protect themselves, or protect their hive. They would much rather be left alone."

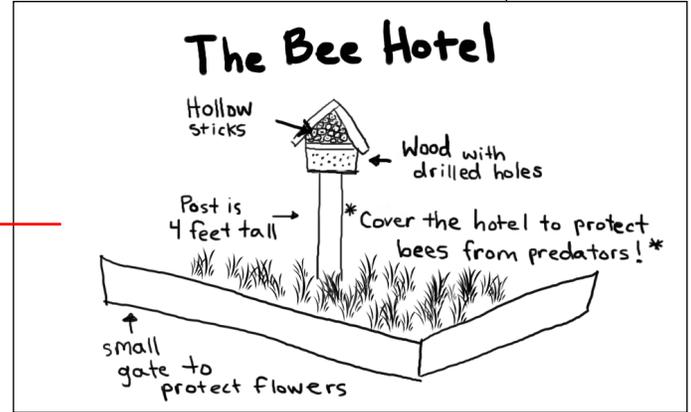
Leah rolled her eyes again. "Still, who cares if the bees disappear?"

"Do you eat fruits, vegetables, and nuts?" Victoria asked Leah. Leah nodded her head. "Then you should definitely care! Bees and other pollinators help make more seeds. Then those seeds grow plants that turn into more food for us! If the bees disappear, we are going to starve! Plus, they're interesting to observe."

"So here is the plan for our Bee Hotel," Mateo said. He showed his friends a drawing. Their plan was to create a small wildflower garden. They would also build a wooden structure where **lone** bees could find shelter.

"Do you want to help us?"

What are Victoria and Mateo planning to include in their Bee Hotel?



**★ Reflect:** What genre of writing is this, and how do you know? The title of this text tells us an element of the story. Let's summarize and decide which element the title is giving us. (Victoria and Mateo learned about bees. The problem is that bees are in danger. So, they decided they will help bees by making a Bee Hotel. Then, they asked their friends if they wanted to help.) The title tells us the solution that Victoria and Mateo came up with to help bees that live alone. What was some information the author shared about bees that you already knew? What was a new piece of information that the author shared?

**★ Answers and ★ Proof**

**1. Mateo and Victoria want to build a bee hotel because it will help the bees. They want to help the bees because...**

Emphasize writing in complete sentences and using evidence from the text. Suggested frame is given.

Example: They want to help the bees because the bees are in danger. People are getting rid of flowers and using pesticides that kill bees. Also, they think bees are interesting to observe.

**2. The word hives has many definitions. Which definition is correct for this story?**

- A.
- B. All of these are correct definitions for the word "hives", but only option B makes sense in the context of this story.
- C.
- D.

**3. The reader infers that a character in this story does not like bees. Which action below proves that a character does not like bees?**

- A.
- B. If readers are unsure, they can go back and find these pieces of evidence in the story to see the context.
- C.
- D.

**4. Would you help Mateo and Victoria build the bee hotel? Why?**

Emphasize writing in complete sentences. Suggested frame: I would/would not help build this bee hotel because...

Example: I would help build this bee hotel because I think it would be fun to work on. I also think bees are important for our planet so that we don't starve. Plus, bees are interesting to observe and this would be a great place to make lots of observations.

# ★ Visiting Miraculous Monarch Butterflies

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

★ **Prior to reading:** "Visiting Miraculous Monarch Butterflies" - what makes monarch butterflies miraculous? Invite predictions or background knowledge. **There are 2 images. What do you observe in the images?** One image shows lots of butterflies crowded on a tree branch. The other image has the caption: Monarch Butterfly Migration Map. You may need to define "migration" - changing locations seasonally. Arrows travel from norther USA into Mexico and beyond. **After examining these images, what could be the miracle?**

## ★ Questions

### Notes for the teacher

1. Which statement from this text is an opinion?

- Facts can be proven true or false. They are either correct or incorrect.  
- Opinions are personal beliefs. They can't be proven true or false. They are not correct or incorrect.

2. Based on the dialogue, the reader can infer that the narrator...

- **We will have to read the dialogue carefully for clues to make an inference.**

3. At the end of the story, the narrator has a lot of questions. Which of the following books should the narrator pick to find answers to those questions?

- **We will have to see what questions the narrator has at the end of the story.**

4. What makes the super monarch butterfly special?

- **As we read the text, we can underline information we find that tells us how these butterflies are special.**

★ **Read** out loud. Pause to react and discuss.

Have you ever been somewhere and heard this sort of quiet?

It was a cool, sunny afternoon in late August. More than 40 people were crowded here, but we were all quiet as we stared up at the trees. I heard the click of a camera shutter. Sometimes I heard a gasp, or somebody would whisper. We were seeing something magical, and nobody wanted to shatter the quiet or disturb the beautiful scene.



I can imagine how surprised the narrator was to see this happening.

We were all crowded together at Tawas Point State Park in Michigan to see a *miraculous* site. When we began to walk towards the trees, I thought the leaves had started changing to fall colors early. I saw shades of yellow, orange, and red covering the branches. Then, I realized that the leaves were *rustling*. They were shaking and flapping when there was no wind. The orange and red leaves were falling from the branches, twirling through the sky, and flying around to land on another branch!

3000 miles is hard to conceptualize. Most students have walked a mile, so you can compare the migration to this experience. "Imagine doing that 3000 times!"

These weren't leaves after all. All the trees at Tawas Point were covered with thousands of monarch butterflies. This park, right next to Lake Huron, was a common stop for the monarch butterfly *migration*. In the spring, monarch butterflies in Mexico started a long journey north. They travelled almost 3,000 miles to Canada. Now that summer was ending, the butterflies were beginning the journey back down to Mexico. Monarch butterflies completed this migration every year.



After observing the butterflies for a while, we sat at a bench with a tour guide. She started with a question. "Does anybody know the life cycle of a butterfly?"

I raised my hand. "A butterfly starts as an egg, hatches to become a caterpillar, and then makes a chrysalis or pupa. Inside the chrysalis, the caterpillar changes into a butterfly. When it's finished developing, the butterfly breaks out of the chrysalis."

Did we already know this information? What is another name for the chrysalis?

The tour guide nodded and smiled. "That is all correct. Do you know how long a monarch butterfly's life cycle lasts?" I didn't know the answer to this. "Monarch butterflies usually live 2 to 6 weeks. That isn't enough time to make the whole trip. So, the butterflies stop along their journey to lay more eggs. These eggs hatch and develop into butterflies. Then the new butterflies continue the

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Pause, if necessary, to clarify this information.

How long does a regular monarch butterfly live? So how long will this super monarch butterfly live?

journey their parents started."

Another member of our group spoke up. "It's like a relay race. When one person finishes his part, he passes the baton to the next person."

"Exactly," the tour guide responded. "It takes 4 or 5 generations to make the trip north. When the butterflies finally make it, they have some time to enjoy our flower nectar before the weather starts to get colder. As fall gets closer, female butterflies lay a very special type of egg. When this caterpillar becomes a butterfly, it will live 8 times longer than its parents. That's like one of us humans living to be 400 years old!"

The whole crowd laughed. The tour guide continued. "This super butterfly is bigger than normal butterflies and it is able to fly much farther. In fact, this super butterfly will fly the whole way back to Mexico. The females will lay more eggs when they arrive in Mexico, but those eggs will hatch to be normal butterflies again."

My mouth opened in wonder. I looked up at the butterflies fluttering among the trees. These were super monarch butterflies. Even though they had a brain the size of a sesame seed, these butterflies knew it was time to fly to a forest in Mexico. How would the butterflies find their way? How did they know about a place they had never been? They never even met the great-grandparents who started this journey.

I learned a lot about monarch butterflies during that trip to Tawas Point State Park. I never could have imagined what I saw there. When I left the park, I had beautiful photos of the trees, lots of information about protecting butterflies, and many more questions about this miraculous migration!

How far is the journey to Mexico? (3000 miles) One butterfly is going to fly that whole distance.

**★ Reflect:** This title suggested there was something miraculous about the monarch butterfly. What was so miraculous about these butterflies? Encourage students to respond in complete sentences. What genre of writing was this? How do you know? Do you think the author wrote this text to persuade us to do or think something, to inform us, or to entertain us? After reading this text, what are questions you have about butterflies and their migration? What do you think the narrator will do next?

**★ Answers and ★ Proof**

**1. Which statement from this text is an opinion?**

- A. *"Long" is an opinion word. This could be a factual statement if the author said the actual distance of the journey. The other statements are facts that can be true or false, correct or incorrect.*
- B. *the author said the actual distance of the journey. The other statements are facts that can be true or false, correct or incorrect.*
- C.** *statements are facts that can be true or false, correct or incorrect.*
- D. *the author said the actual distance of the journey. The other statements are facts that can be true or false, correct or incorrect.*

**2. Based on the dialogue, the reader can infer that the narrator...**

- A. *is surprised by the size of the butterflies.*
- B.** *What evidence can we find that shows the narrator has studied butterflies before? (he knew the life cycle)*
- C. *is surprised by the size of the butterflies.*
- D. *is surprised by the size of the butterflies.*

**3. At the end of the story, the narrator has a lot of questions. Which of the following books should the narrator pick to find answers to those questions?**

- A. *This sounds like persuasive writing, not about migration.*
- B. *This sounds like poetry, meant to entertain.*
- C.** *The narrator's questions have to do with migration. This title suggests an informational nonfiction that will teach the reader about migration.*
- D. *This sounds like a story about a life cycle of a butterfly.*

**4. What makes the super monarch butterfly special?**

*Emphasize writing in complete sentences. Suggested frame: Super monarch butterflies are special because...*

*Example: Super monarch butterflies are special because they are bigger than regular monarchs. They can fly all the way to Mexico, and they live longer than regular monarch butterflies.*

# ★ Where in the World is Marcus' Mom?

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

**★ Prior to reading:** This story was broken in to 5 parts. In each part, Marcus has to guess where his mom is going next. **Based on the title, what do you think the genre of this writing will be? Does the image give you any clues? I noticed there is an underlined phrase in the first paragraph as well: "the silver lining". What does that mean?** Invite any other connections and predictions.

## ★ Questions

### Notes for the teacher

- |   |   |
|---|---|
| 1. The text says Mom winked at Marcus' dad, and he winked back. What can the reader infer from this action? | - Students might be ready to verbally answer. After reading, you can ask for evidence in the text.  |
| 2. Which of the following are clues to figure out where Marcus' mom is going?                               | - This answer needs to be identified in the text.   |
| 3. Based on the text and images, the reader can infer that...   | - Readers will need to carefully look for clues to answer this.                                     |
| 4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?          | - This is an open-ended answer, based on the clues. Readers will learn the answer in the next text. |

## ★ Read out loud. Pause to react and discuss.

Marcus must be upset if he's having trouble seeing the silver lining. Let's read to find out what he is upset about.

"Well, Marcus, it'll just be me and you for the next two weeks," said Marcus' dad. His dad was smiling, but Marcus was frowning. He liked spending time with his dad, but Marcus was still having trouble seeing the silver lining.

"Don't worry, Marcus! You can call me every night before you go to bed," Marcus' mom said, giving her son one more hug. Marcus' mom worked for a company that sold computer software. Her job was to visit companies and to teach them how to use the software. She had the **opportunity** to visit many different countries for her job! Marcus knew his mother was excited to experience a lot of new places, so he tried to be excited and happy for her. However, he was also sad because that meant he would not see her for a long time.

What is the special opportunity Marcus' mother has? How does Marcus feel about it?

Here is where Marcus' mom winked, and then Marcus' dad winked back! What do you think it means?

"Also, don't forget to check the mail every few days," Marcus' mom added with a smile. She winked at Marcus' dad, and he winked back.

Two days later, Marcus and his dad were in the car heading home. Marcus checked the mail before going inside. The mailbox had a postcard. On the front was a picture of a large airplane, and colorful letters spelled the name Chicago. Marcus turned the postcard over. It was from his mom!

Postcards are neat because they have a picture on one side, and a small space to write a note to somebody on the other side.



Dear Marcus,

I miss you already! Chicago is my last stop in the United States. I am going to be taking a very long plane ride. I'll be in the air for 7 hours! The crew will feed us dinner on the plane. Can you guess what country I am visiting next? Here's a clue: The country's name is a 5-letter word. If you remove the last letter from the country's name, the new word is the name of a part of your face. Keep an eye out! I will be sending you another surprise soon.

Love, Mom



Marcus Odoms  
6363 Spring Mill Road  
Indianapolis, Indiana  
46260

The postcard text is written on the next page!

**The postcard says:**

Dear Marcus,

I miss you already! Chicago is my last stop in the United States. I am going to be taking a very long plane ride... I'll be in the air for 7 hours! The crew will feed us dinner on the plane. Can you guess what country I am visiting next? Here are some clues: The country's name is a 5-letter word. If you remove the last letter from the country's name, the new word is the name of a part of your face. Keep an eye out! I will be sending you another surprise soon...

Love, Mom

**The postcard is addressed to:**

Marcus Odoms

6363 Spring Mill Road

Indianapolis, Indiana

46260

**★ Reflect:** Have the class lead you in creating a summary. **Part 1 of this story ended with a mystery. What do we have to try and figure out? (where is Marcus' mom going?) What are our clues?** Refer to the postcard again. You can write down student's guesses. Ask them for their reasoning.

**★ Answers and ★ Proof**

**1. The text says Mom winked at Marcus' dad, and he winked back. What can the reader infer from this action?**

*Emphasize writing in complete sentences. Suggested frame: When Marcus' mom and dad winked at each other I can infer that...*

*Example: When Marcus' mom and dad winked at each other, I can infer that they have a secret. Perhaps they were planning for Marcus to receive the postcard. Usually people wink at each other like that when they have a secret.*

**2. Which of the following are clues to figure out where Marcus' mom is going?**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. *In the postcard's note, Marcus' mom wrote "here are some clues:". The colon means the next part of the note is a list of clues.*
- D. \_\_\_\_\_

**3. Based on the text and images, the reader can infer that...**

- A. *Marcus' mom addressed the postcard to Marcus. Review the structure of writing a personal address if necessary. Also, to practice citing evidence, readers can cite evidence proving the*
- B. *other options wrong. Ex: We know option A is wrong because in*
- C. *the text it states...*
- D. *the text it states...*

**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

*Emphasize writing in complete sentences. Suggested frame: Based on the clues, I predict that Marcus' mom...*

*Example: Based on the clues, I predict that Marcus' mom is going somewhere very far.*

★ Where in the World is Marcus' Mom? Part 2

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** At the beginning of the student version it says: *Previously: Marcus' mom left the country for work. Marcus was sad about this. However, Marcus was surprised to find a postcard from his mom. The postcard gave Marcus clues about where his mom was going next.*

Now that we have read some of this story, we know what the genre is. What is the genre of this text? Does the image give you any clues about the next section? Invite any other connections and predictions.

★ **Questions**

Notes for the teacher

- |   |   |
|---|---|
| 1. A synonym for conserving is:   | - review: <b>Synonyms are two words that mean the same thing.</b>   |
| 2. The word <b>thrive</b> means to grow well, and to prosper. Which of the following sentences provides a context clue for finding this word's meaning? | - Students have the definition, but will need to find the context clues. Model during the reading if it will benefit your students. |
| 3. When Marcus sees the envelope, the reader can infer that Marcus is feeling _____. Copy down an action that helps prove this inference:               | - Readers will need to cite evidence to support their answer.   |
| 4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?  | - This is an open-ended answer, based on the clues. Readers will learn the answer in the next text.                                 |

★ **Read** out loud. Pause to react and discuss.

Encourage students to visualize when they read. Before reading the next paragraph, remind them to imagine what Marcus sees when he opens the package.

Checking the mail became a daily **routine** for Marcus. He was so eager to receive another letter from his mom that he would sometimes check the mail twice in a day! Finally, on a Wednesday afternoon, Marcus opened the mailbox to find a thick, red envelope. Marcus grabbed the envelope, ran back inside, and plopped down on the couch to open the envelope from his mom.

Inside of the envelope was a postcard, a folded note, and a soft **bundle** of cloth. The postcard had a picture of an outdoor wall that snaked over hills. The wall was long and made of stone. The caption read: "The Great Wall of China".

Have you ever been this eager, or excited, to get something in the mail?

What is this animal? What do you know about pandas?



Dear Marcus,

Greetings from China! I was so excited to see you and meet you in person during my visit. It is amazing to see you and your family and it was built centuries ago! They had to build everything with hand-held tools.

I am also sending you a silk banner that is decorated with adorable black and white pandas. Silk was invented in China, and pandas are China's national animal. There is a panda **conservatory** here. Scientists take care of pandas in the conservatory and teach humans how to protect pandas. The conservatory's goal is to help the panda population **thrive** again.

I'm heading for my next destination tomorrow... can you guess the country? The country's name is a 7-letter word. Letters 1, 2, 3, and 4 are a synonym for bacteria. Letters 4, 5, 6, and 7 are a synonym for "a lot", or "plenty". Until next time!

Love, Mom



Recall background knowledge about the Great Wall of China. Point out how long the wall is in the picture.

The postcard text is written on the next page!

for CGSS/PARCC

5,500 miles is the distance from Los Angeles to New York. That probably took a very, very long time to build without our modern construction machines.

The postcard says:

Dear Marcus,

Greetings from China! I was able to see the Great Wall of China in person during my visit. It is amazing to see! The wall is 5,500 miles long, and it was built centuries ago! Back then, people didn't have large construction machines. They had to build everything with hand-held tools.

I am also sending you a silk banner that is decorated with adorable black and white pandas. Silk was invented in China, and pandas are China's national animal. There is a panda conservatory here. Scientists take care of pandas in the **conservatory** and teach humans how to protect pandas. The conservatory's goal is to help the panda population **thrive** again.

I'm heading for my next destination tomorrow... can you guess the country? The country's name is a 7-letter word. Letters 1, 2, 3, and 4 are a synonym for bacteria. Letters 4, 5, 6, and 7 are a synonym for "a lot", or "plenty". Until next time!

Love, Mom

Invite background knowledge and connections to conservatories. (Many zoos also act as conservatories, taking care of animals until they can be re-introduced to the wild)

**★ Reflect:** Have the class lead you in creating a summary. **Part 1 of this story ended with a mystery. What was the answer to that mystery— where did Marcus' mom visit first? (China)** Review the clues if students were unable to make a guess based on clues before. **Which part of the package do you find the most interesting: the picture of the Great Wall of China, the silk banner with the pandas on it, or the letter? Why? We have some clues to figure out where she will be next.** Refer to the postcard again. You can write down student's guesses. Ask them for their reasoning.

**★ Answers and ★ Proof**

**1. A synonym for *conserving* is:**

- A.
- B. Ask students for evidence that supports this answer. Ex: **In the text it says the panda conservatory takes care of the pandas and teaches people how to protect them.**
- C.
- D.

**2. The word thrive means to grow well, and to prosper. Which of the following sentences provides a context clue for finding this word's meaning?**

- A.
- B. **The sentence in option B is close to the word *thrive*. This sentence also talks about helping pandas, just like the sentence**
- C. **with the word *thrive*.**
- D.

**3. When Marcus sees the envelope, the reader can infer that Marcus is feeling:**

- A.
- B. An action to prove this inference: "Marcus grabbed the envelope, ran back inside, and plopped down on the couch to open the envelope from his mom."
- C.
- D.

**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

Emphasize writing in complete sentences. Suggested frame: **Based on the clues, I predict that Marcus' mom...**

★ Where in the World is Marcus' Mom? Part 3

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** At the beginning of the student version it says: *Previously: Marcus' mom left the country for work. Marcus was sad about this. However, Marcus' mom would send letters from the countries she visited. So far, she visited China. Each time, she would give Marcus clues. Marcus would guess where she was going next.*

What is your opinion on this communication game Marcus is playing with his mom? What can we infer about them? Do the images give you any clues about where Marcus' mom visited next? Invite any other connections and predictions.

★ **Questions**

Notes for the teacher

1. Using evidence from the text and images, compare and contrast China and Germany.

- The first statement we write will be true for both countries. The 2nd statement will only be true for China. What about the 3rd statement?

2. Write 2 sentences that contrast China and Germany.

- Students have practiced looking for contrasting details and verbalizing them. Now they can be held accountable for writing these statements independently (with anchor charts and frames if necessary).

3. Which of the following German words is used as a greeting?

- Readers will need to review the text support their answer.

4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?

- This is an open-ended answer, based on the clues. Readers will learn the answer in the next text.

★ **Read** out loud. Pause to react and discuss.

We can infer that Marcus really loves and misses his mom because his heart glows when he hears his mom's voice.

One evening, Marcus' mom called to say goodnight to the household. It made Marcus' heart glow to hear his mom's voice. He tried to get some more clues about the mystery country his mom had visited, but his mom only gave him one more statement: "I learned that this country has a type of sausage called bratwurst." That sounded so familiar! Marcus tried to put the clues together. His thoughts were racing as he fell asleep.

What makes your mind race? What is it hard for you to stop thinking about?

The next day, Marcus was watching TV and eating a snack when his dad opened the front door. "Hi, Marcus. I just checked the mail for you... It looks like we have a package!"

Marcus jumped off the couch and ran to his dad. In his dad's hand was a box the size of a shoe. The postage stamp had the word Deutschland printed on it. Marcus eagerly tore off the package's paper. He saw a cardboard box. He pulled back the box's lid. Inside the box was a small, blue car. Next to the car was a note from his mom.

Deutschland is pronounced "doytchland".

Do you know the name of this type of car?



This flower is called a "flockenblume"

Dear Marcus,

Hello from Germany! To greet you in German, I would say "Hallo" or "Guten tag". This car is a model of the Volkswagen Beetle. You have probably seen them driving around our town. This car was invented here in Germany! The word "volkswagen" means "people's car". I guess "volks" does look and sound like "folks", doesn't it?

I was surprised to learn that Germany has a lot of nature reserves. A nature reserve is a type of habitat that is kept safe for living things. Having nature reserves can help protect animals and plants from going extinct. Germany has 97 reserves all over the country!

Tomorrow I will be flying to another location. Can you guess the country based on these clues? The name of the country is a six-letter word. Letters 4, 5, and 6 are a tool used to open a locked door. The name of this country is also the name of a flightless bird. Until next time!

Love, Mom

The postcard text is written on the next page!

for CGSS/PARCC

If your class has multilingual students and English learners, learning about other foreign languages can help foster a stronger sense of class connectedness.

**The postcard says:**

Dear Marcus,

Hello from Germany! To greet you in German, I would say "Hallo" or "Guten tag". This car is a model of the Volkswagen Beetle. You have probably seen them driving around our town. This car was invented here in Germany! The word "volkswagen" means "people's car". I guess "volks" does look and sound like "folks", doesn't it?

I was surprised to learn that Germany has a lot of nature **reserves**. A nature reserve is a type of habitat that is kept safe for living things. Having nature reserves can help protect animals and plants from going extinct. Germany has 97 reserves all over the country!

Tomorrow I will be flying to another location. Can you guess the country based on these clues? The name of the country is a six-letter word. Letters 4, 5, and 6 are a tool used to open a locked door. The name of this country is also the name of a flightless bird. Until next time!

Love, Mom

If Germany has so many reserves, what can we infer about what the country thinks is important?

**★ Reflect:** Have the class lead you in creating a summary. **Part 2 of this story ended with a mystery. What was the answer to that mystery— where did Marcus' mom visit next? (Germany)** Review the clues if students were unable to make a guess based on clues before. **Which part of the package do you find the most interesting: the model of the Volkswagen, the postage stamp with the flower, or the letter? Why? We have some clues to figure out where she will be next.** Refer to the postcard again. You can write down student's guesses. Ask them for their reasoning.

**★ Answers and ★ Proof**

**1. Using evidence from the text and images, compare and contrast China and Germany.**

Comparison Statements	China	Germany
<i>Suggestions: This country has a place where they protect animals. This country has its own</i>	✓	✓
<i>Suggestions: This country has a very long wall that was built a long time ago. This country's national animal is the panda.</i>	✓	
<i>Suggestions: This country speaks German. This country created the Volkswagen.</i>		✓

**2. Write 2 sentences that contrast China and Germany.**

Emphasize writing in complete sentences. Suggested frames: **Both China and Germany...**

China \_\_\_\_\_, but Germany \_\_\_\_\_.

Example: Both China and Germany have places where they protect animals. China has a long wall that was built centuries ago, but Germany does not. Germany's language is German, but China's language is Chinese.

**3. Which of the following German words is used as a greeting?**

- A. \_\_\_\_\_
- B. *This answer can be found at the beginning of the letter from*
- C. *Marcus' mom.*
- D. \_\_\_\_\_

**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

Emphasize writing in complete sentences. Suggested frame: **Based on the clues, I predict that Marcus' mom...**

★ Where in the World is Marcus' Mom? Part 4

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** At the beginning of the student version it says: *Previously: At first, Marcus was sad that his mom was travelling around the world. Now, he saw the silver lining. Marcus would receive letters and gifts from his mom, and clues about where she was going next.*

**Where has Marcus' mom already visited? (China, Germany) Which location sounds more interesting to you? Why? Do the images in this section give you any clues about where Marcus' mom visited next?** Invite any other connections and predictions.

★ **Questions**

Notes for the teacher

1. Based on the information in the story, the reader can infer that weather in Turkey...

- "The story" means the text and images. We can use both to look for evidence to support this answer.

2. Using evidence from the story, compare China, Germany, and Turkey.

- We will write our own statements and mark the correct countries for that statement.

3. Underline the context clues that help understand the meaning of *hospitality*. Using context clues, the reader can guess that hospitality means:

- Readers will need to find their own context clues and decide the definition.

4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?

- This is an open-ended answer, based on the clues. Readers will learn the answer in the next text.

★ **Read** out loud. Pause to react and discuss.

This paragraph is an example of realistic fiction. What did Marcus and his father do this weekend? Review details.

It was a busy weekend for Marcus and his dad. Their neighborhood had a big garage sale on Saturday and Sunday. All the neighbors gathered items they no longer wanted. The neighbors worked together to **display** all the items on long rows of tables. The garage sale was a **fundraiser** for their summer block party. Fortunately, the neighborhood raised a lot of money by selling those unwanted items!

What is another word for a "cascade"? (Waterfall)

The two-day event was exhausting. After gathering, organizing, and selling so much stuff, Marcus was so tired that he forgot to check the mail on Saturday! He did check the mail on Sunday, and found a flat, rectangular box waiting for him. The postage stamp was red. It had a white crescent moon and a white star on it.

Marcus unwrapped the package and saw a metal tin with a postcard taped to it. The front of the postcard showed a scene of a large **cascade**. Clear blue water was flowing down hills that looked like they were covered with ice. He could tell it was not ice, though, because people in the image were wearing bathing suits, sandals, and short sleeve shirts!

Do you know the name of this type of treat?



Invite connections or background knowledge about this image.

Invite observations about the photo.

The postcard text is written on the next page!

for CGSS/PARCC

Point out the different ingredients you can notice in the image of the lokum.

The postcard says:

Dear Marcus,

Isn't Cotton Castle Beautiful? The cliffs are made of travertine. Travertine is a type of white rock that really looks like ice!

I think you are going to love this treat I'm sending from Turkey. This treat is called a Turkish delight, or lokum. It is chewy and sweet. Turkish delights sometimes have different nuts inside. Make sure to share some with your father, and don't even think about eating them all at once!

I have met a lot of very friendly people in Turkey. One person told me that the country is known for its **hospitality**. If a person is invited into somebody's home, the guest will always be given plenty to eat and drink.

I'm excited to be home soon! I have one more stop. Can you figure out where I will be? The name of the country is a nine-letter word. Letters 1, 2, 3, and 4 are the verb for when we make music with our voice. Letters 4, 5, and 6 make a synonym for a hole between two objects (this word is also the name of a popular store that sells clothes). Letters 8 and 9 are a prefix meaning "again".

Love, Mom

Do you show hospitality like this when people visit your home? Have you ever been shown hospitality like this somewhere?

**★ Reflect:** Have the class lead you in creating a summary. **Part 3 of this story ended with a mystery. What was the answer to that mystery— where did Marcus' mom visit next? (Turkey)** Review the clues if students were unable to make a guess based on clues before. **Which part of the package do you find the most interesting: the box of lokum or Turkish delights, the postage stamp, or the letter? Why? We have some clues to figure out where she will be next.** Refer to the postcard again. You can write down student's guesses. Ask them for their reasoning.

**★ Answers and ★ Proof**

**1. Based on the information in the story, the reader can infer that weather in Turkey...**

- A.
- B. *The image of the cascades might look icy and cold, but Marcus*
- C. *noticed people are wearing shorts and sandals.*
- D.

**2. Using evidence from the story, compare China, Germany, and Turkey.**

Comparison Statements	China	Germany	Turkey
Suggestions: <i>This country has a place where they protect animals.</i>	✓	✓	
Suggestions: <i>This country has a very long wall that was built a long time ago.</i>	✓		
Suggestions: <i>This country makes bratwurst.</i>		✓	
Suggestions: <i>This country has a special landmark that Marcus' mom visited.</i>	✓		✓
Suggestions: <i>This country makes lokum, or Turkish delights.</i>			✓

**3. Underline the context clues that help understand the meaning of hospitality. Using context clues, the reader can guess that hospitality means:**

- A. *Clues: In the sentence before "hospitality" is used, Marcus' mom*
- B. *met lots of friendly people. After saying Turkey is known for*
- C. *"hospitality", Marcus' mom says people always take care of*
- D. *visitors. (This structure is common: a key word followed by a sentence of explanation)*

**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

*Emphasize writing in complete sentences. Suggested frame: Based on the clues, I predict that Marcus' mom...*

★ Where in the World is Marcus' Mom? Part 5

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10

★ **Prior to reading:** At first, Marcus was sad that his mom was travelling around the world. Now, he saw the silver lining. Marcus would receive letters and gifts from his mom, and clues about where she was going next. This is the final section of Marcus' story.

Where has Marcus' mom already visited? (*China, Germany*) Which location sounds more interesting to you? Why? Do the images in this section give you any clues about where Marcus' mom visited next? Invite any other connections and predictions.

★ **Questions**

Notes for the teacher

- |  |  |
|--|--|
| 1. In part 1, the author wrote this: [text is skipped for now] What can the reader infer from these sentences?                   | - This is a line from the first section of the story. Students will make their own inference after finishing the story.  |
| 2. A reader is making an inference that Marcus and his dad are very considerate. Which line from Part 5 supports this inference? | - <b>"Considerate"</b> means thinking about what other people might want or need to be happy.  |
| 3. Based on the information in this story, Marcus and his parents most likely...   | - <b>"Most likely"</b> means we will be drawing a conclusion. <b>"The story"</b> means the text and images. We can use both to look for evidence to support this answer. |
| 4. Write a summary for this story. Remember to include all the important parts of a summary.                                     | - This is an open-ended answer, based on the clues. Readers will learn the answer in the next text.  |

★ **Read** out loud. Pause to react and discuss.

How do you think Marcus is feeling this morning as he is waking up? Why did you draw this conclusion?

On a sunny Saturday morning, Marcus opened his eyes and sat up in bed. Finally, the day had come... His mom was on her way home! Yesterday evening, Marcus and his dad looked at a globe together. Marcus' dad used his finger to trace the **route** Mom would take to get home. The whole time that Marcus slept last night, his mom was riding an airplane across the Pacific Ocean. The plane would land in San Francisco, California. Then, she would get on a new plane that would take her to the airport in their city.

Marcus **hastily** made his bed. He ate breakfast with his father. Marcus' dad said that mom would be tired after her long flight, so they should make it easy for her to come home and rest. The father and son worked together to tidy up the house so that mom would feel calm and comfortable when she came home.

In the afternoon, Marcus and his dad drove to the airport. The airport was very busy! Marcus felt **anxious** as his father carefully drove next to crowds of people dragging suitcases. "Keep an eye out for your mom," Marcus' dad said.

Based on context clues, what does "peered" mean?

Marcus **peered** through the crowd, searching for his mom. "There! I see her!" Marcus' mother was standing next to the curb with her suitcase. She had already seen their car and was smiling in their direction. Marcus' father stopped the car next to the curb. Both Marcus and his father jumped out of the car to give Mom a hug. Marcus' mom sat in the backseat with her son on the drive home.

"We sure did miss you," Marcus said with a smile.

"I missed both of you as well," Marcus' mom replied. "I have lots of pictures to show you. But first...would you like to know where my last mystery spot was?"

This reminds me of the Golden Rule— treat others how you want to be treated.

for CCSS/PARCC

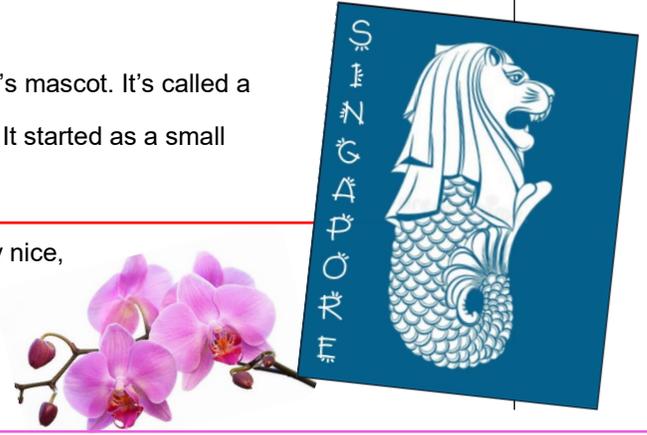
She held out a long cardboard tube. The tube was painted with flowers. "This is Singapore's national flower," Marcus' mom explained, pointing to the flower, "It's called an orchid. I think they are so beautiful."

Marcus opened the box and found a rolled-up poster. He **unfurled** it and saw a picture of a strange creature! It had the head of a lion and the tail of a fish. "Don't tell me this creature actually exists in Singapore..."

Marcus' mom laughed. "No way! This is Singapore's mascot. It's called a Merlion. Singapore's name originally meant 'Lion City'. It started as a small fishing village."

Marcus smiled up at his mom. "This poster is really nice, mom. All the gifts you sent were amazing. But I think the best gift is having you back home."

Singapore has lots of statues of the Merlion, and even a giant Merlion fountain.



**★ Reflect:** Have the class lead you in creating a summary. **Part 4 of this story ended with a mystery. What was the answer to that mystery— where did Marcus' mom visit next? (Singapore)** Review the clues if students were unable to make a guess based on clues before. **How did our story finally end? Which part of the package do you find the most interesting: the orchid, or the poster? Why? Which of these locations would you like to visit? What else would you like to know about these places? How do you think Marcus will feel the next time his mother has to travel for work?**

**★ Answers and ★ Proof**

**1. In part 1, the author wrote this:**

**“Also, don't forget to check the mail every few days,' Marcus' mom added with a smile. She winked at Marcus' dad, and he winked back.”**

**What can the reader infer from these sentences?**

*Emphasize writing in complete sentences. Suggested frame:*  
**When I read these sentences, I can infer that...**

*Example: When I read these sentences, I can infer that Marcus' dad knew Mom was going to be sending gifts in the mail. When people wink like this, it is usually a sign that they have a secret. Plus, in the text, Marcus' dad is able to tell Marcus about Mom's plans. This means he probably knew where she was going during her travels.*

**2. A reader is making an inference that Marcus and his dad are very considerate. Which line from Part 5 supports this inference?**

- A.
- B. “Considerate” means thinking about what somebody else might need or want to be happy. It is a part of showing empathy because you are thinking about how other people feel.**
- C.
- D.

**3. Based on the information in this story, Marcus and his parents most likely...**

- A.** *Marcus' mom shared a lot of information about new places, and Marcus was excited to keep receiving mail from her. Marcus' dad showed the route Mom was taking to return home. Marcus enjoys talking with his mother (B); Marcus and his dad tidied the home to make Mom happy (C); the story doesn't mention the family watching TV (D)*

**4. Write a summary for this story. Remember to include all the important parts of a summary.**

*Emphasize writing in complete sentences with all the elements of a story summary.*

*Example: Marcus wanted to be happy for his mom because she got to travel the world. But, he was sad and missed her. So, his mom started sending packages with clues about where she was going and gifts for Marcus. Then, Marcus found the silver lining and was able to enjoy his mom's travels, too. However, he was happiest when she returned home.*

# ★ The Charleston Tides

**★ Prior to reading:** Charleston is a city in South Carolina. You may want to show this place on a map. **Charleston is right next to the coast, which means it has beaches. What do tides have to do with beaches?** Invite background knowledge on tides/waves. **Based on the title and image, what do you predict this text will be about? What genre of writing do you predict it will be? Why?** Point out the "To be continued" at the end of the text.

## ★ Questions

### Notes for the teacher

- |   |   |
|---|---|
| 1. Based on the text, which of the following is the best prediction for Part 2 of this story?                               | - We will use clues from part 1 to predict what happens in part 2.  |
| 2. The author wants to add more <i>imagery</i> to describe the beach. Which sentence should be added to the last paragraph? | - As we read, we can underline the details about the beach. "Imagery" means using words to remind us of our 5 senses. |
| 3. The author's main purpose in this part of the story is probably to...  | - Review P.I.E. if necessary.   |
| 4. What is the family's <i>destination</i> in this story?   | - What are synonyms for destination? What does this word mean?  |
| 5. Write a summary for this story so far.   | - Review the summary frame, if necessary.   |

## ★ Read out loud. Pause to react and discuss.

Invite connections to the characters. **Do you enjoy spending time outdoors? What do you do? Have you camped at or visited a beach? Let's try to see and feel what the narrator feels as she experiences the beach.**

"We're here," my father said cheerfully as he stopped the car. I looked out the passenger window. The sky was a bright blue. Giant, fluffy white clouds floated above us. When I looked out to the horizon, all I could see was blue water. After driving for 9 hours from Nashville, Tennessee, we had finally arrived at the beach in Charleston, South Carolina.

My family loves to spend time outside. We have gone camping in big forests, in the Rocky Mountains, and by the Great Lakes. This was the very first time that we ever planned to camp at a beach. In fact, I had never even been to a beach before!

We opened the car doors and warm air rushed in. I stepped out of the car and onto the hot ground. My muscles were sore from sitting for so long. I stretched and breathed deeply. The air smelled like salt and fish. I felt wind rushing by and heard waves crashing. I wondered how the water would feel. Would it be as warm as this air? Would it be too cold to swim? I was dying to know!

We all applied sunscreen and put on our hats and sunglasses. The sun felt brighter than normal. It reflected off the parked cars. Step by step, we got closer to the water. Finally, we walked down a set of wooden stairs and stepped onto the sandy beach. My feet sank in to the ground with each step. I slipped off my sandals to touch the ground barefoot. At first the sand felt hot from the sun. When I dug my feet in, the sand was cool and soft.

It was a wonderfully warm and sunny day, so I was not surprised to see that the beach had a lot of visitors. I could hear seagulls chirping and wailing. They flew around, trying to steal people's



"Dying to know" is a hyperbole—exaggerated language.

**What is your favorite example of imagery so far? Review.**

snacks. I heard children screaming happily as they played in the sand with colorful balls and toys. The loudest sounds were the wind and waves rushing along the shore. Some people splashed in the waves. Some people floated and **bobbed** up and down with each wave. When we found a clear, uncrowded area, we stopped and smiled at each other.

**To be continued...**

**★ Reflect:** This was only the first part of the story. How could we summarize this so far? Have we discovered a problem? The author used a lot of imagery in this text. Why? What was your favorite piece of imagery? The last part of this section says the family stopped and smiled at each other. What do you think they will do next? Why?

**★ Answers and ★ Proof**

**1. Based on the text, which of the following is the best prediction for Part 2 of this story?**

- A. *Evidence A is incorrect: In paragraph 2, the narrator says her family has camped several times.*
- B. *There is no mention of school or homework, so this answer doesn't make sense.*
- C. *Evidence: The family is planning to camp at the beach. The narrator is "dying to know" what the water is like.*
- D. *Evidence D is incorrect: The narrator is "dying to know" what the water is like.*

**2. The author wants to add more imagery to describe the beach. Which sentence should be added to the last paragraph?**

- A. *This sentence uses imagery for our sense of sight, but the narrator said it was a sunny day.*
- B. *This sentence uses imagery for our sense of sight.*
- C. *This sentence doesn't really use words to remind us of our senses. Fix: White seagulls pecked at the hot, bright sand.*
- D. *This sentence uses imagery for our sense of feeling, but the narrator said it is a warm and sunny day.*

**3. The author's main purpose in this part of the story is probably to...**

- A. *There aren't reasons listed to convince readers to visit a beach.*
- B. *This type of writing would probably have more vocabulary for us to learn.*
- C. *This makes the most sense. The author is using a lot of imagery, and telling us how the narrator is feeling.*
- D. *This one would make sense if the author wasn't telling us about what the main character is doing on the beach.*

**4. What is the family's *destination* in this story?**

- A.
- B. *If necessary, define the word "destination" for students. This question is for recalling details.*
- C.
- D.

**5. Write a summary for this story so far.**

*Emphasize writing in complete sentences with elements of a story summary. We haven't encountered a problem yet, so we just have the character and her goal.*

*Example: The narrator is excited to be camping at the beach for the first time. When her family arrived at their destination, she was eager to begin exploring and experiencing the beach.*

★ The Charleston Tides, part 2

★ **Prior to reading:** In the student version of the text: *Previously: The narrator went to the beach with her parents for the first time. She saw the beautiful sights of the beach and wanted to feel the water. What genre of writing is this? What do we observe in the image?* The 2 pictures are captioned "Low Tide" and "High Tide". **Based on the title, images, and yesterday's text, what are some of your predictions for the 2nd half of this story, and what is your evidence?** You can list the predictions. As you read, you can mark predictions.

★ **Questions**

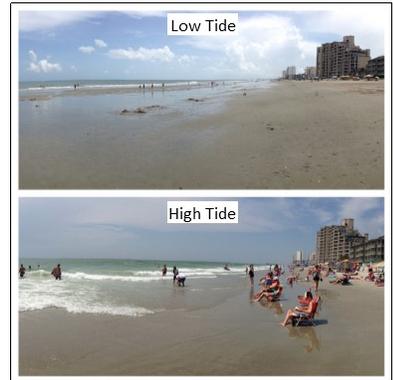
Notes for the teacher

- |  |  |
|--|--|
| 1. Which sentence correctly uses the word <b>stake</b> as it is used in this story?  | - <b>We will need to see the context of this word to know which definition makes sense.</b>  |
| 2. Ebb away and recede are synonyms. Which sentence below correctly shows the meaning of these words?  | - <b>As we read, we can underline the details about the beach. "Imagery" means using words to remind us of our 5 senses.</b>                           |
| 3. The narrator is interested in learning more about the changes she observed at the beach. Which book sounds like it will most likely support her learning? | - Review P.I.E. if necessary. <b>If the narrator is looking to learn more about something, what type of text should she look for?</b>                  |
| 4. The images and text explain what happens at high tide and low tide. Use the information to sketch the changes the narrator saw near her tent.             | - After reading, students can use descriptive lines from the text or informative lines. Encourage labels for more clarity and to ensure understanding. |

★ **Read** out loud. Pause to react and discuss.

How does the author describe these stakes? (long, metal, skinny) What are they used for? (to anchor the tent) What is a synonym for "anchored" that the author uses in this paragraph?

My parents suggested we work together to set up our tent first. After that, we could play in the water and explore the shoreline. My family has had a lot of practice setting up our tent. The only difference this time was that the tent had to be **anchored** onto the ground with longer metal **stakes**. These skinny metal spikes had to be longer because beach sand is soft, and this beach is windy. If we used our normal stakes to hook the tent on the sand, gusts of wind might shake the tent off the ground and blow it away!



The author is using imagery here. Which sense is the author reminding us of? (touch)

After the tent was built, we put our items inside. The sun was very strong, so we reapplied sunscreen. Then, we ran down to the water and happily splashed in the waves. After working to build our tent under a hot summer sky, the water felt very cool and refreshing. I closed my eyes and dunked my head. My feet sank into the soft sand.

After splashing around in the water for a while, my mom suggested we explore the shoreline. Dad stayed behind to prepare dinner. Mom and I walked next to the water. **Occasionally**, a cold wave would wash over our feet. I noticed different shells buried in the sand. I picked a handful of empty shells to keep as my **souvenir** from this camping trip.

What souvenirs have you collected from trips?

Mom and I turned around and headed back towards our tent. "Here we are," Mom called out to Dad. "I am starving!" She began walking towards our tent, but I paused. Something seemed very different. The tent was now a lot closer to the water!

"Dad...did you move the tent while we were gone?"

"No way," dad replied with a laugh.

for CGSS/PARCC

This is a good opportunity to have students refer to the photos again. The building is a landmark to show how the tides have changed. In the first photo, the water looks farther away than in the 2nd photo.

"Then how in the world did our tent get so close to the water?"

Mom and dad were puzzled by this as well. They asked a camper nearby if she could shed some light on this mystery. The camper explained that the ocean moved up and down all day because it is being tugged on by gravity. The pull of gravity keeps the earth revolving around the sun, and it keeps the moon revolving around the earth. The water of the ocean moves when Earth gets pulled on by the moon and sun.

"But don't worry," the friendly camper continued, "Your tent will stay clear of the water. At about 9 o'clock tonight the tide will **recede**. The water level will start to go down. Then in the morning, you can see the tide start to creep back up again!"

That evening, we watched the tide wash closer and closer to our tent. At around 9 o'clock at night, the water started to **ebb away**, just like the camper had predicted. I was lulled to sleep by the rhythmic sounds of the ocean waves.

The following morning, I stepped out of our tent and into the morning sun. It was already warm. The tide was approaching our tent again. My family quietly packed everything up. I placed my souvenir shells in a pocket of my backpack and smiled at the ocean.

Depending on students background knowledge, you can spend more time discussing tides and gravity. The most important part is to recognize the difference between high and low tide.

**★ Reflect:** In this story, the characters observed a mystery. A fellow camper was able to shed some light on the mystery— she was able to answer the family's questions. What were the characters observing the ocean water do? (*high tide— the water was creeping up towards the tent; low tide— the water was ebbing away; these tides were repeating each day and night*) The author used a lot of imagery in this story. What was your favorite piece of imagery? What do you think the author's purpose was for writing this story? Why?

**★ Answers and ★ Proof**

**1. Which sentence correctly uses the word stake as it is used in this story?**

- A. "Steak" and "stake" are homophones—they sound the same but are spelled differently.
- B. If students look at the context in the story, this answer is correct. They used stakes to make sure the tent wouldn't move. The
- C. This "stake" is defined as the prize in a contest.
- D. This "stake" is defined as a share of something.

**2. Ebb away and recede are synonyms. Which sentence below correctly shows the meaning of these words?**

- A.
- B. "Ebb away" and "recede" are synonyms for when something slowly goes away. In the story, the water slowly ebbed away. In this example, the fog ebbed away, or receded.
- C.
- D.

**3. The narrator is interested in learning more about the changes she observed at the beach. Which book sounds like it will most likely support her learning?**

- A. This title suggest the main topic of this book is the mammals and fish that live in the ocean.
- B. This title does have "Tide" in it, but it sounds like the main topic is going to be animals that live in tides.
- C. A book of poetry will probably entertain the reader, but probably will not inform them about tidal waves.
- D. This book title mentions motion, or moving. It also mentions

**4. The images and text explain what happens at high tide and low tide. Use the information to sketch the changes the narrator saw near her tent.**

Have students verbally describe their images. Encourage use of keywords such as tides, recede/ebb away. Have students point out where in the text they found information for their drawings.

# ★ The Plastic Problem

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

**★ Prior to reading:** This story is titled "The Plastic Problem". How can plastic be a problem? The image says: "Plastic litters our beaches, pollutes our oceans and is a threat to wildlife. What will we do about it?" **Based on the title and image, what are some of your predictions for this text?** Invite students to predict the author's purpose, the genre, the information. Invite background knowledge and connections.

## ★ Questions

### Notes for the teacher

- |   |  |
|---|--|
| 1. Underline context clues for the meaning of <i>dismal</i> . What does the word mean?  | - Readers will find their own context clues and a synonym for dismal. Support with these steps as necessary.           |
| 2. Tone is the mood an author gives a story. The author sets the tone by choosing words carefully. Which sentence from Paragraph 1 helps set the tone, or mood? | - List different tones: joyful, scary, chaotic; <b>What words or actions might the author use for different tones?</b> |
| 3. Which statement from the text is an opinion?   | - Opinions can't be proven right or wrong; they are personal beliefs.  |
| 4. Based on the text and your background knowledge, what kind of PSA would you create for this project?   | - This is an open-ended question, but students need information from the text to answer it.                            |

**★ Read** out loud. Pause to react and discuss.

Based on this paragraph, the reader can infer that something is wrong. What details are written here to tell reader something is wrong?

On a *typical* school day, my neighborhood friends and I walked home together in the afternoon. Usually, we would tell stories and jokes to make each other laugh as we walked. However, today was not a typical Monday afternoon. My group of friends walked home together, but there was no laughter, and there were no jokes.

Earlier that day, our 5th grade science teacher started a week-long project about plastic. We looked at some graphs and read a *dismal* article together. With each sentence, the information got worse and worse. We learned that 1 million plastic bags are used every minute. More than a million water bottles are purchased every minute. Most of these bags and bottles are thrown away. We learned that half of the plastic we use gets thrown away after being used only one time. Examples of plastic we use one time are soda bottles, candy wrappers, and straws.

We learned that an average American throws away 185 pounds of plastic every year. That's as heavy as my dad! In one year, people throw away enough plastic to circle the earth 4 times. Some of this plastic gets buried in *landfills* with the rest of our trash. A lot of this plastic gets washed into oceans. There is even a giant pile of plastic garbage floating in the Pacific Ocean. This heap of trash is twice the size of Texas. Plastic is killing 1 million marine animals every year. Some animals swallow the plastic trash and it hurts their organs. Others get trapped or injured by the plastic.

Our science homework was to observe how much plastic we use and throw away in our communities. As my friends and I walked home, we saw plastic everywhere. "There's another one," Tiffany said as she pointed to a grocery bag caught on a bush. I bent down to pick up the bag. Would this plastic bag harm a marine animal in the future? We noticed newspapers wrapped in plastic. We noticed our neighbor drinking water from a plastic bottle. We noticed another kid walking by and eating from a plastic bag of potato chips.



Invite connections. **Did you already know that this is a problem? What have you observed?**

All of these details were in the "dismal article" the class read. How would you feel after reading this article? Which detail do you think was the most important from this article?

for CCSS/PARCC

How are the students feeling when they see all this plastic? How do you know? Why do you think the teacher made this their homework?

When we passed by my house, I waved to my friends and walked inside. My older sister was inside. She gave me one look and could tell something was wrong. "What's going on? You look like you've seen a ghost."

"No, not a ghost..." I replied, looking around. Even in my house, there was single-use plastic everywhere. Plastic wrap was covering a plate of cookies. All the food in the pantry was in plastic bags and boxes. My sister was drinking from a Styrofoam cup. Two delivered packages were on the dining room table, and both were covered in plastic bubble wrap. "Just lots and lots of plastic."

The next day, our 5th grade science teacher asked if we had done our homework of observing how much plastic we use. "It's awful," a student called out. "Plastic was littering the street. Then when I got home, I was really surprised. I had never thought about how much plastic we use and then throw away." Other students nodded in agreement.

Our teacher also nodded his head. "Now that you recognize there is a problem, it is time to do something. You are each going to create a PSA- a public service announcement- about plastic waste. The goal is to make others aware of how much plastic we all throw away. If enough people are aware of this problem, communities can start working together to find solutions."

My head was racing. All of us were starting to learn about how our actions were impacting Earth. Maybe if we all created strong PSAs, we could start to change the world for the better!

**To be continued...**

The main purpose of a PSA is to persuade the audience to do something. Have you ever seen or made a PSA before? What was it for?

**★ Reflect:** Let's summarize the story so far. (A group of students can't have a normal, positive day after learning dismal information. They learn that the way people use and throw away plastic is harming Earth's living things. They have to create PSAs to help spread awareness and to make people think of solutions.) **Based on the narrator's actions and thoughts, how is he feeling about the information he learned in class? What do you predict will happen in the 2nd half of the story? Why do you think that?**

**★ Answers and ★ Proof**

**1. Underline context clues for the meaning of dismal. What does the word mean?**

- A. Context clues: In the sentence after **dismal** is used, the text says
- B. "the information got worse and worse." In the sentence before
- C. the word **dismal**, the narrator states that the students usually
- D. laugh but today nobody was laughing or making jokes.

**2. Tone is the mood an author gives a story. The author sets the tone by choosing words carefully. Which sentence from Paragraph 1 helps set the tone, or mood?**

- A. Options A, B, and C tell the reader what the narrator's friends
- B. usually do. However, the last sentence tells us how this after-
- C. noon is different. This sentence also tells us the mood is not pos-
- D. itive like it usually is.

**3. Which statement from the text is an opinion?**

- A. Options A, C, and D are facts. They can be proven true or false.
- B. Option B states the article is "dismal", which means gloomy. This
- C. is an opinion— somebody might read the article and disagree
- D. about how it makes them feel.

**4. Based on the text and your background knowledge, what kind of PSA would you create for this project?**

*Emphasize writing in complete sentences. Suggested frame: My PSA would be... (essay, commercial, painting, collage, speech, etc) because...*

*Example: My PSA would be a painting because I like to paint. I can draw figures well and use colors to show my feelings. I can paint a picture that shows my thoughts because it's easier than writing an essay.*

# ★ The Plastic Problem, part 2

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10

**★ Prior to reading:** From the student version of the text: *Previously: A group of 5th graders had a project. They learned about the harmful effects of plastic waste. So, they started planning a PSA to help solve the problem. This is the 2nd half of this story. To review: What is the "Plastic Problem"? What conclusions can we draw about the photo included with this text? Review the homework and project these students were beginning to work on. What is a PSA? What do the students have to make a PSA about?*

## ★ Questions

### Notes for the teacher

- |   |  |
|---|--|
| 1. Underline context clues for the meaning of <b>devastating</b> . What does the word mean?   | - Readers will find their own context clues and a synonym for <b>devastating</b> . Support with these steps as necessary.                            |
| 2. Underline context clues for the meaning of <b>towering</b> . Which word is an ANTONYM for <b>towering</b> ?  | - Readers will find their own context clues and a synonym for <b>towering</b> . "Antonym" is the opposite meaning, "synonym" is the similar meaning. |
| 3. Fill in this Author's Purpose Checklist for each PSA described in the story. Put a star in the main purpose. Put a check if the PSA had another purpose as well. | - After reading about each of these PSAs, students will decide if the PSA persuaded/informed/entertained.  |
| 4. Make a prediction. In the future, the narrator will most likely...   | - <b>After finishing the first sentence stem, we will need to write our evidence from the text.</b>  |

**★ Read** out loud. Pause to react and discuss.

That evening, my friends and I started our PSA projects with a brainstorm. I wrote "PSA: Plastic Waste" on the top of a sheet of paper. We wrote a list of ideas for how we could show information in the PSA. After a couple minutes, we had a list of ideas.

- PSA: Plastic Waste

  - write an article about the consequences of throwing away plastic
  - collect photographs showing plastic waste and make a collage
  - make a sculpture that represents plastic waste
  - create a commercial warning people about wasting plastic
  - design an infographic with facts about using plastic

A brainstorm is a great pre-writing tool to get lots of ideas on paper. Which idea sounds most interesting to you? Why?

It would be helpful to illustrate the infographic the narrator is describing. You can illustrate it or you can have all students illustrate/underline details as they read.

I decided to create an **infographic**. An infographic is a type of chart or diagram. Instead of just writing an article, an infographic shares facts along with images. First, I drew 10 plastic bags. Inside of each bag, I wrote the number 100,000. Below all the bags I wrote, "Each minute, people use 1 million plastic bags." Next, I drew a plastic cup. I colored half of the cup red. I wrote the sentence, "Half of all the plastic we make is thrown away after one use." I drew Earth and then outlined it with 4 circles in different colors. Underneath Earth, I stated, "Each year, we could circle the world 4 times with our plastic trash."

The author put this photo next to this paragraph. What is the main idea of this paragraph? (2 students created a sculpture that showed how much plastic trash is produced) What conclusion can we draw about the object in this photo?

Two of my friends decided to create a sculpture for their PSA. For 2 days, they collected plastic objects that were going to be thrown away in our school. In just 2 days, they collected many armfuls of plastic bags in many sizes, 35 plastic drinking bottles, and 80 coffee pods. They had piles of plastic plates, forks, and cups. When I looked at the piles of trash on their living room floor, my heart sank. All this plastic was only used one time. Soon, it would all be in a landfill or washing



for CGSS/PARCC

The author put this photo next to this paragraph. What is the main idea of this paragraph? (2 students created a sculpture that showed how much plastic trash is produced) What conclusion can we draw about the object in this photo?

into the ocean. They used the trash to create a **towering** sculpture that looked like a monster. They included pictures of other sculptures made from plastic trash.

Another student in the class created a collage. His collage was **devastating** because it showed the harmful effects of plastic pollution. There were pictures of marine animals tangled in plastic. He showed a few images of the gigantic garbage patch in the Pacific Ocean. He also showed photographs of children walking on mountains of garbage. He titled his collage "We Must Change Our Ways Today".

The final PSA was a video presentation by a student. "My fellow classmates have explained the awful effects of how we use and waste plastic," she began. "It is time for us to change our habits. How, you might ask? There are simple steps we can take to make a difference. Find safe and clean ways to reuse plastic instead of throwing it away after the first time. Find different ways to store things, like a reusable plastic container instead of a plastic baggy. Recycle plastic whenever you can. Most importantly, think before you buy or use plastic. You don't always need a straw. You don't always need two grocery bags. Sometimes it is very hard to change habits. However, we must give it our best try."

Based on the description of this collage, what is a synonym for "devastating"? Which details support your answer?

**★ Reflect:** These 5th grade students had a project for their class. What was the objective of their project? Why do you think the teacher made them do this project? What evidence do you have to support your inference? Why do you think the author wrote this story about students making PSAs? Did the story make you think about your habits? Why? What other information do you think the author could have included? What do you think readers will do in the future?

**★ Answers and ★ Proof**

1. Underline context clues for the meaning of devastating. What does the word mean?

- A. Context clues: The narrator describes the collage as
- B. "devastating". In the sentence with the word "devastating" the
- C. narrator says the collage shows harmful effects. In the next sentences, the narrator describes sad images.
- D.

2. Underline context clues for the meaning of towering. Which word is an ANTONYM for towering?

- A. This question requires students to use context clues to define a word, but it asks for the ANTONYM. Go in order. Context clues:
- B. in the sentence with "towering", the author is describing a monster sculpture. Before "towering", the author mentioned armfuls
- C. of trash the students collected to make their sculpture. Definition: "towering" means "tall" or "gigantic". Antonym: short, or
- D. small.

3. Fill in this Author's Purpose Checklist for each PSA described in the story. Put a star in the main purpose. Put a check if the PSA had another purpose as well.

	PSAs	P	I	E
infographic	This is an open discussion to have with students about the purpose of PSAs.			
picture collage				
sculpture				
speech				

4. Make a prediction. In the future, the narrator will most likely... What makes you think that? What is your evidence?

Emphasize writing in complete sentences.

Example: In the future, the narrator will most likely use less plastic. He will probably convince other people to use less plastic too. In the text, it says that the narrator wanted to make a strong PSA to change the world for the better. That means the narrator really believes they can make positive changes when it comes to plastic waste.

★ Building a Shelter

★ **Prior to reading:** Draw on background knowledge and connections. **The title gives us a clue about the text we are going to read. What is a "shelter"? What do you know about building a shelter? Based on the image, what kind of shelter will this text be about? Does this look like a permanent shelter we can live in? Why? What genre of text do you predict this will be?**

★ **Questions**

Notes for the teacher

- |  |  |
|--|--|
| 1. Why did the author include the image at the bottom of the story?  | - Students will need to read the text before answering this question.                                    |
| 2. The author writes, "Macha retrieved a large blue plastic tarp." Draw a conclusion. Why did Macha decide to cover the shelter with a tarp? | - <b>If we are drawing a conclusion, we need to find clues, or evidence.</b>                             |
| 3. What evidence proves your conclusion in question 2?   | - Like context clues for vocabulary, evidence for drawing a conclusion needs to be looked at in context. |
| 4. Based on the story, which of the following is most likely? Underline your evidence.   | - This question is also asking readers to draw a conclusion.   |

★ **Read** out loud. Pause to react and discuss.

"Wow, Macha, I can't believe we didn't think to do this sooner," Takoda said to his sister.

Macha smiled at him. She was proud of her great idea from earlier that morning. That morning she had been looking out the window and watching birds in the backyard. It was then that she noticed the branch. It was a large branch from their cottonwood tree, and it had fallen down in a storm earlier that month. Their dad had leaned it against the tree. Macha noticed how the branch was resting on the stronger branches of the tree. A lightbulb had turned on in Macha's head.

What does it mean when a lightbulb turns on in your head? What was Macha's great idea?

Macha had called over her brother Takoda. She told him they were going to use the branch to make a shelter. First, they cleared off the ground for their future shelter. "Nobody likes relaxing on rocks and twigs," said Macha. After brushing away **debris** they tested the area by laying down. The grass was soft and lush.

What sort of debris are they brushing away?

The brother and sister foraged for sticks. What is a synonym for forage? What context clues tell you that forage means find/search? What are they doing with these sticks?

Next, they went off to **forage** for large sticks. When both siblings had armfuls of sticks, they returned to their shelter. They carefully leaned each stick on the large branch. Now, the shelter had walls. Macha turned to her brother. "Do you see why it's called an A-frame shelter now?"

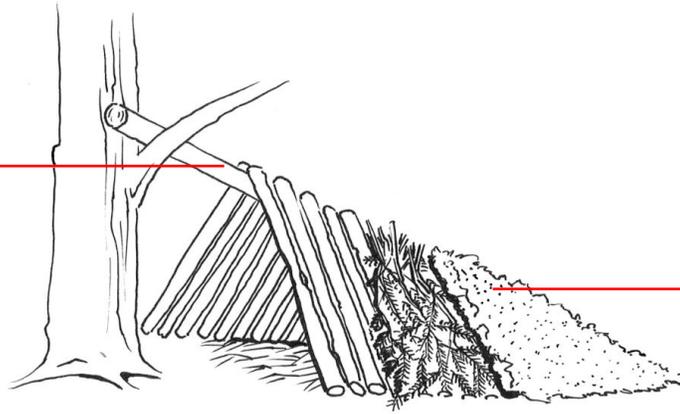
Takoda stood back to look at their creation. The sticks resting against the large branch made a triangular prism. The opening of the shelter looked like a capital A.

Refer to the image again so students can visualize what the siblings are building.

Macha **retrieved** a large blue plastic tarp. "What's that for," asked Takoda. Macha pointed up at the sky. Dark clouds had formed, and a rumble was echoing across the land. Takoda helped Macha to rest the tarp over the walls of their shelter.

Just as they finished anchoring the tarp down with rocks, the siblings felt heavy drops of water fall down on their heads. The air had the smell of wet earth. Macha and Takoda smiled at each other and crawled into their shelter to watch the rain fall.

What is the name of this shelter? How would you describe the shape of this shelter? When do you think people usually use this shelter?



Does this show us exactly how Macha and Takoda built their shelter? (no— it's missing the blue tarp) This is a reference image so readers can understand the shape of the shelter and how it rests on a tree.

**★ Reflect:** Summarize this story. You will find this story lends itself to sequence practice. There is not a strong problem or conflict. **Why** do you think Macha and Takoda decided to build this shelter? What can we infer about these siblings based on their actions? What do you think they like to do for fun? Where do you think they live? What evidence do you have? How would you feel if you were in their shelter at the end of the story?

**★ Answers and ★ Proof**

**1. Why did the author include the image at the bottom of the story?**

- A. *The ending of this story has Macha and Takoda inside the shelter while rain is falling.*
- B. *The beginning of this story has Macha and Takoda building a shelter.*
- C. *This image is not exactly what Macha and Takoda built, but it does show a similar shelter.*
- D. *There isn't a strong problem in this story. Macha and Takoda have to find materials for their shelter, but this image does not show that.*

**2. The author writes, "Macha retrieved a large blue plastic tarp." Draw a conclusion. Why did Macha decide to cover the shelter with a tarp?**

*Emphasize writing in complete sentences. Suggested frame: Macha retrieved a tarp because... (For next level: In the text it said...)*

*Example: Macha retrieved a tarp because it was going to rain and she needed the tarp to cover the shelter. (Next level: In the text it said that Macha pointed up at storm clouds after Takoda asked her about the tarp. This shows that Macha noticed it might rain and decided to use the tarp.)*

**3. What evidence proves your conclusion in question 2?**

- A. *Finding evidence means finding the clues to support thinking. A does explain why Macha retrieved a tarp. B suggests that Macha noticed something, but C actually gives the clue about why Macha wanted the tarp.*
- B. *Finding evidence means finding the clues to support thinking. A does explain why Macha retrieved a tarp. B suggests that Macha noticed something, but C actually gives the clue about why Macha wanted the tarp.*
- C. *Finding evidence means finding the clues to support thinking. A does explain why Macha retrieved a tarp. B suggests that Macha noticed something, but C actually gives the clue about why Macha wanted the tarp.*
- D. *Finding evidence means finding the clues to support thinking. A does explain why Macha retrieved a tarp. B suggests that Macha noticed something, but C actually gives the clue about why Macha wanted the tarp.*

**4. Based on the story, which of the following is most likely? Underline your evidence.**

- A. *Why not: In the text, Takoda says that Macha had a great idea.*
- B. *Why: In the text, the siblings smile at each other after they finish building the shelter. They go inside the shelter to watch the rain fall.*
- C. *Why not: Takoda agreed to help build the shelter and thought it was a good idea.*
- D. *Why not: There is no mention of music in this text, or of Macha and Takoda enjoying the same things.*

# Grade 4

Reading  
*for PARCC*  
Fall Semester

## 50 Daily Reading Opportunities

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_



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in order to facilitate two-sided  
printing.



Reader's  
Notes

## Martina's Family Reunion

Martina was fast asleep when she heard her father knock on her bedroom door. "Martina, it's time to get up. We have to get ready for the reunion."

Martina quickly sat up when she heard her father mention the reunion. Her heart was beating. She smiled and imagined all her cousins, aunts, and uncles coming to her home. Every year her father invited the family over. Everybody would bring their favorite food, and the cousins would bring their favorite toys and games.

Martina jumped out of bed. She got dressed, made her bed, and organized her toys and games. She was so excited to show her cousins her new favorite board game.

Martina practically inhaled a bowl of cereal. Her father was already vacuuming the house. He gave Martina a list. First, she had to clean her room. Next, she had to wipe the table. Lastly, she had to make her favorite food to share with the family.

Martina ran upstairs to finish cleaning her room. Next, she quickly wiped off the kitchen table and then began making her favorite food, fruit salad. Martina sliced the bananas, washed the cherries, and peeled the oranges. She picked the grapes off their stems and cut the apples into small pieces. She carefully placed the fruit in small cups. Martina wanted to eat it all now, but she knew she should be patient and wait until her family arrived.

Martina was putting the tray of fruit on the kitchen table when she heard the doorbell ring. Here they come! Martina **hastily** deposited the tray on the table and ran to the door.

Martina's father opened the door and they saw the smiling face of aunt Lydia. Lydia and her two children happily walked inside. Matthew was 9 years old, just like Martina, and Lizzie was 2 years old. "Welcome to our family reunion," Martina shouted **gleefully**. As Martina gave her guests a hug, they heard something **clatter** to the kitchen floor.

TO BE CONTINUED...

Answer these questions based on the text. Use complete sentences for question 1.

1. What do you predict the **clatter** was? Why do you think that?

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2. What is the setting of this story?

- |   |   |
|---|---|
| <input type="radio"/> (A) Martina's bedroom | <input type="radio"/> (C) Martina's house |
| <input type="radio"/> (B) the kitchen       | <input type="radio"/> (D) the living room |

## Martina's Family Reunion

### 3. What did Martina have to do before working in the kitchen?

- (A) Martina carefully placed the fruit in small cups.
- (B) Martina wiped the table.
- (C) Martina cleaned her room.
- (D) Martina vacuumed the house.

### 4. "Martina *hastily* deposited the tray on the table and ran to the door." *Hastily* means doing something in a rush. Which answer describes how the reader can use context clues to guess the meaning of *hastily*?

- (A) Martina was excited for the party and she rushed to clean up and make the fruit salad. So the reader can guess that she rushed to put the tray down on the table.
- (B) Martina was making her favorite food. So the reader can guess that she rushed to put the tray down on the table.
- (C) Martina wanted to eat the fruit salad but she knew she had to wait. So the reader can guess that she rushed to put the tray down on the table.
- (D) Martina was fast asleep when her dad knocked on the door. So the reader can guess that she rushed to put the tray down on the table.

### 5. Which of the following is the best summary for this story so far?

- (A) Martina quickly sat up when she heard her father mention the reunion. Her heart was beating. She smiled and imagined all her cousins, aunts, and uncles coming to her home. Every year her father invited the family over. Everybody would bring their favorite food, and the cousins would bring their favorite toys and games.
- (B) Martina was excited for her family reunion. She helped her father prepare the house for the reunion, and she made a special snack. However, when Martina ran to greet guests, they all heard something **clatter** to the floor.
- (C) Martina ran upstairs to finish cleaning her room. Next, she quickly wiped off the kitchen table and then began making her favorite food, fruit salad. Martina sliced the bananas, washed the cherries, and peeled the oranges. She picked the grapes off their stems and cut the apples into small pieces. She carefully placed the fruit in small cups.
- (D) Martina was putting the tray of fruit on the kitchen table when she heard the doorbell ring. She ran to greet the guests. Then, they all heard something **clatter** to the floor.

## Martina's Family Reunion, part 2

*Previously:* Martina was excited for her family reunion. She helped her father prepare the house for the reunion, and she made a special snack. However, when Martina ran to greet guests, they all heard something **clatter** to the floor.

"Oh no, my fruit salad!" Martina's tray of fruit salad had fallen off the table. She was in a rush when she put it down, and now it had made a mess on the floor. Martina stared at all the delicious fruit that was now wasted.

"Don't worry, Martina, I'll help you clean it up," offered Matthew.

Martina gave her cousin a weak smile. "Thanks, Matthew." They worked together and soon the whole floor was clean.

Matthew loved board games, so Martina knew that he would enjoy the game she was ready to share with the family. "Matthew, I will be right back! I want to show you my new game," Martina called over her shoulder.

Martina ran back into the living room, opened the game box, and began taking out the pieces. She explained the rules to Matthew. They were just about to begin playing when the doorbell rang again! This time it was Martina's uncle Victor. Martina and Matthew gave Victor a big, joyful hug and then returned to their game. When they sat back down, Martina realized that something was wrong. "All the game pieces are missing!"

"Uh oh," Matthew responded, "I bet my baby sister put them somewhere. She always picks things up and puts them somewhere else. I'll help you look for them." Matthew and Martina began their search.

The doorbell rang again. Martina opened the door and greeted her aunt Rebecca. "Hi, Martina! Well, you're looking a bit **glum**," Rebecca said while hugging Martina.

"I am a bit glum," responded Martina. "I wasn't able to share my favorite fruit salad at the family reunion, and now I can't share my favorite game, either." Martina looked down.

"But Martina," started aunt Rebecca, "that doesn't mean you can't have a good time with your family. We're all here to enjoy each other. There is going to be plenty of good food and fun games for you to enjoy with your aunts, uncles, and cousins. Just wait and see!"

Matthew walked up to Martina. "I'm sorry that you can't share your favorite food or game, Martina. Do you want to play the game that I brought instead?"

Martina smiled at her cousin. "That sounds like a great idea, Matthew!"



## Martina's Family Reunion, part 2

**Answer these questions based on the text. Use complete sentences for question 4.**

**1. What caused the *clatter* in this story? Why did it happen?**

- (A) Somebody dropped Martina's fruit salad, because Martina "wiped off the kitchen table then began making her favorite food".
- (B) Martina's tray of fruit salad fell to the floor because she "*hastily* deposited the tray on the table."
- (C) Martina's tray of fruit salad fell to the floor because "Martina's father opened the door and they saw the smiling face of aunt Lydia".
- (D) Martina's tray of fruit salad fell to the floor because she wasn't able to share her favorite food with her family.

**2. The author wrote that Matthew helped Martina to clean up the fruit and look for the missing game pieces. This evidence shows that...**

- (A) This evidence shows that Martina is having fun with her cousin.
- (B) This evidence shows that Martina is usually clumsy and careless at parties.
- (C) This evidence shows that Matthew is eager to eat Martina's food and to play her game.
- (D) This evidence shows that Matthew is a helpful and caring cousin.

**3. Which of these statements sums up the lesson aunt Rebecca gave Martina?**

- (A) It doesn't matter how good your food or games are if you can't share them.
- (B) If you rush too much, there will be consequences.
- (C) A reunion isn't about the gifts you bring— it's about the people you share with.
- (D) Before any special event, you should make sure to clean up.

**4. What do you predict will happen next in the story? How do you know?**

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## Anita and Arthur Go Birthday Shopping

Anita and Arthur were walking through the **bustling** store with their father. They were on a mission to gather supplies for their mother's birthday. "Alright, you two," said their father. "I'm going to make a call to the flower shop. You two should begin gathering the items on our shopping list."



Anita and Arthur skimmed the shopping list: balloons, streamers, birthday candles, and napkins. Anita smiled. "This will be a piece of cake!"

The two siblings began walking down the aisle, pushing a shopping cart. "Let's start with the balloons," Arthur said. They stopped in front of the packages of balloons. There was a large **variety** of colors and sizes. "This pack is perfect," Arthur said, picking up a bag that had 20 purple balloons. "These balloons are the same color as the card I bought for Mom."

"No way," Anita said. "We should get these!" In her hand, Anita held a pack of 20 orange balloons. "Orange is a happier color for a celebration."

Anita and Arthur **frowned**. Neither of them wanted to put their balloons back. "I guess Dad can decide which color balloon we should get." Both children shrugged and tossed their balloons in the shopping cart.

The siblings stopped in front of the streamers. "These streamers will go perfectly with the birthday sign I made for Mom," Anita said while she reached for a box of blue paper streamers.

However, Arthur picked up a box of shiny foil streamers. "I think these are a better choice," Arthur stated. Both children **scowled**. "I guess Dad can decide on the streamers, too," he muttered. They both put their choice of streamers in the cart.

Anita silently led the cart to the candle section. "Let's get these," Arthur and Anita said at the same time, reaching towards the candles. Anita grabbed a box with pink candles. Arthur grabbed a box with yellow candles. Anita and Arthur were **fuming!**

Answer these questions based on the text. Use complete sentences for question 4.

1. Select the main characters below:

- (A) Arthur
- (B) Anita
- (C) Arthur and Anita's mom
- (D) Arthur and Anita's dad

## Anita and Arthur Go Birthday Shopping

2. Based on the text, the reader can infer that...

- (A) ...Arthur usually gets his way.
- (B) ...Anita usually gets her way.
- (C) ...Arthur and Anita don't have the same *preferences*.
- (D) ...Arthur and Anita are twins.

3. Underline sentences in the story that prove your answer to question 1.

4. What is the main conflict in this story?

- (A) Person vs. Environment: Anita and Arthur are trying to buy decorations but they can't find their around the store.
- (B) Person vs. Person: Anita and Arthur don't agree on how to decorate for their mom's party.
- (C) Person vs. Society: Anita and Arthur want to celebrate their mom's birthday but they can't get the materials they need.
- (D) Person vs. Person: Anita and Arthur need to convince their father to buy decorations but he doesn't want to.

5. Write the ending for this story. Make sure to include the solution!

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Reader's  
Notes

## Matthew Grows a Green Thumb

Matthew loved spending time at Grandma Emma's house every other Sunday. Grandma Emma was a kind woman who told a lot of jokes. She always made delicious food. And best of all, Grandma Emma's house was full of all sorts of plants.

"This is called a coral cactus, because it looks like the coral that grows in the sea," Grandma Emma said while pointing to a potted plant. "This one is aloe vera. You can cut a piece off and drink the juice or use the juice to soothe your skin." Grandma Emma carefully pulled off the tip of an aloe vera leaf. A thick juice oozed out of the green tip.

Matthew stared at all of Grandma Emma's plants. He was amazed at all the different shapes and colors. Plants can be green, but they can also be white, pink, yellow, and even black! His favorite was the pot of African violets. The flowers were a bright purple, and the leaves felt soft and velvety.



Matthew helped Grandma Emma water the plants. "Careful, Matthew. These potted plants don't need too much water. If we overwater them, they can get unhealthy." Matthew watched Grandma Emma as she used a small watering can to carefully trickle water onto the plant's soil.

When it was time to go home, Matthew gave Grandma Emma a big hug. "Before you leave, I want to give you a little gift," Grandma Emma said with a smile. She walked over to a table and picked up a small pot. She held the pot out for Matthew. Inside was an African violet! "This is for you, Matthew. You can put this in a window at your house and watch it grow. Just make sure not to **neglect** it! Check on it. Water it once a week."

"Thank you, Grandma Emma! I can't wait to show you how big my plant gets!" Matthew smiled the whole way home, **gazing** down at his beautiful new plant.

When Matthew got home, he put his African violet on his bookshelf. He gently stroked one of the plant's leaves. He imagined his plant growing big and strong, just like the plants at Grandma Emma's house. However, Matthew would soon learn that was easier said than done.

*TO BE CONTINUED...*



## Matthew Grows a Green Thumb

Answer these questions based on the text. Use complete sentences for questions 1 & 2.

1. What do you know about plants after reading this text?

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2. The author's last sentence is an example of foreshadowing. What do you predict will happen in part 2 of the story?

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3. What was Matthew's favorite part of visiting Grandma Emma's house?

- (A) Matthew visited his grandmother every other Sunday.
- (B) Matthew loved laughing at his grandmother's jokes.
- (C) Matthew enjoyed eating Grandma Emma's delicious food.
- (D) Matthew liked being around all of his grandmother's plants.

4. One reader infers that Matthew is feeling happy and confident about his new plant. What evidence from the text supports this? There might be more than one answer.

- (A) Matthew smiled the whole way home, *gazing* down at his beautiful new plant.
- (B) However, Matthew would soon learn that was easier said than done.
- (C) He imagined his plant growing big and strong, just like the plants at Grandma Emma's house.
- (D) "Thank you, Grandma Emma! I can't wait to show you how big my plant gets!"

## Matthew Grows a Green Thumb, part 2

*Previously: Matthew enjoyed spending time with his grandmother. He helped with the plants and learned about them. Matthew's grandmother gave him a plant to take home. He put the plant on his bookshelf.*

Every evening, Matthew would walk to his bookshelf and check his plant before starting his homework. On Saturday, Matthew noticed that something was different about the plant. The leaves appeared to be sagging, and they were turning yellow on the edges. Maybe that means the plant needs water, he thought. Matthew carefully poured water on the soil, just like Grandma Emma taught him.

Unfortunately, the water did not seem to help the plant. The leaves were still drooping and were still turning yellow. Matthew didn't know what to do to make the plant look healthy again. He decided to call Grandma Emma and ask for advice.

The phone rang, and Matthew felt nervous and embarrassed. What would Grandma Emma say? Would she be mad that Matthew hurt the plant? Would she be disappointed that he couldn't take care of his African violets?

"Hi Matthew," Grandma Emma said cheerfully, "How is your plant?"

Matthew gulped. "Well Grandma Emma, it's not doing too well. I'm sorry. I thought I could take care of it like you do but I don't think I'm doing a very good job."

"Don't give up yet, Matthew," Grandma Emma replied. "Does the plant still have green leaves? Is the soil still a little **damp**?"

"The soil is damp, but the leaves are turning yellow," Matthew said.

"Here's what we'll do, Matthew. I am going to tell you the most important things plants need to be healthy, and you are going to write them down in a list. Then you can decide what you need to do to make your plant healthy again."

Matthew listened carefully and wrote down what Grandma Emma said.

### How to Keep African Violets Healthy

- Water the soil once a week so the soil stays damp.
- Don't pour water on the leaves.
- Keep the plant near a window so it will get sunlight every day.

"Grandma Emma, I figured it out! My plant isn't getting enough sunlight on my bookshelf. I need to move it closer to the window," Matthew explained. "Do you think that I will be able to make my plant healthy again?"

"Matthew, I believe that you are going to take great care of your plant. I am so proud of you for searching for a solution when you noticed the plant was unhealthy."

"Thank you for your help, Grandma," Matthew said with a smile.

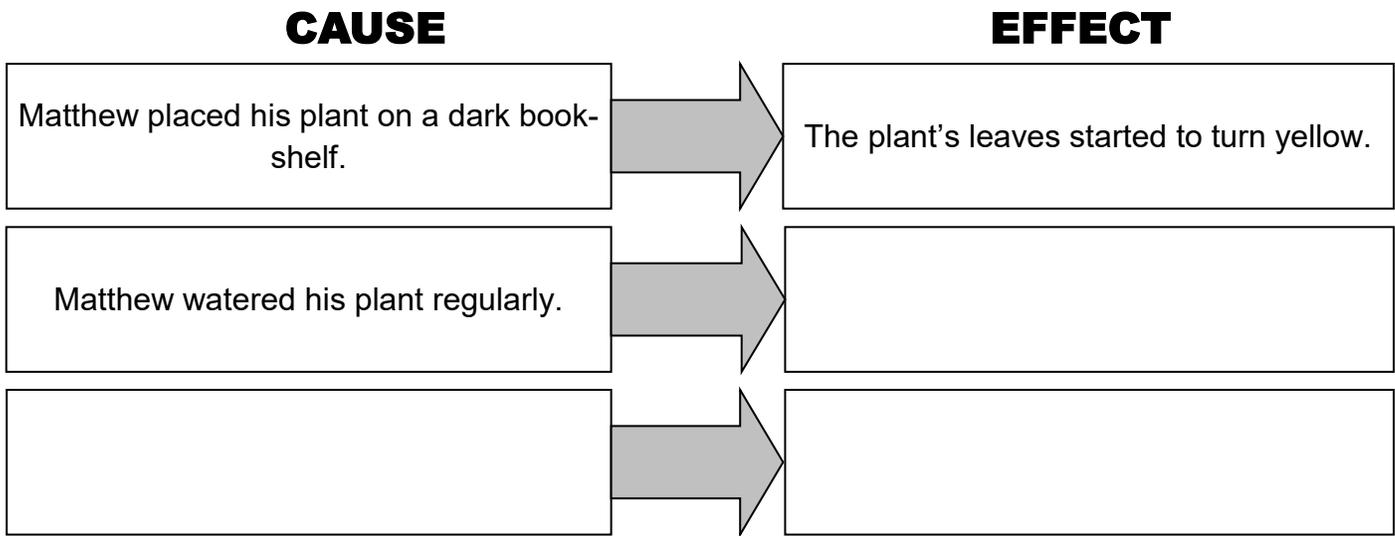
## Matthew Grows a Green Thumb, part 2

Answer these questions based on the text. Use complete sentences for questions 2 and 3.

**1. Which of the following is the best summary for this story so far?**

- (A) Matthew took a plant home. He wanted it to be just as healthy and big as the plants at Grandma Emma's house. He put the plant on his bookshelf. He checked on his plant every day.
- (B) Matthew had never taken care of a plant before. His plant got unhealthy, but he figured out how to help it get better. He put his plant on his bookshelf and checked on it every day. His grandma gave him a plant to take care of.
- (C) Matthew's grandma gave him a plant to take care of. He put the plant on his bookshelf and checked on it every day. He wanted it to be just as healthy and big as the plants at Grandma Emma's house. His plant got unhealthy, but he figured out how to help it get better.
- (D) Matthew checked the soil of his plant. It was damp. However, the leaves were yellow. He called his grandmother for advice.

**2. Fill in the cause and effect boxes from this story:**



**3. Why did the author add details about things plants need?**

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Reader's  
Notes

## Sarah and the Bean Seed

"Sarah, why don't you wash up for breakfast instead of sitting there watching your seed?" Sarah turned to see Mom smiling. "It probably won't change in the next few hours."

Sarah responded, "Okay...if you're sure it won't start growing yet!" Sarah's mom nodded her head.

This was the first time Sarah had ever tried to grow a plant from a seed, and she was full of **anticipation**. Her mom had helped her set up their experiment. First, they folded up a paper towel and dampened it with water. Then, they placed that paper towel inside of a plastic sandwich bag. Next, they carefully placed a pinto bean on the paper towel. After that, they sealed up the sandwich bag and taped it to the sunniest window in the house. Now, Sarah knew it was only a matter of time until the seed changed!

Right after breakfast, Sarah went to carefully examine the bean. Was anything growing yet?

To Sarah's disappointment, the seed still looked exactly the same! She wondered if she made a mistake. "Mom, did we pick a bad seed?"

"No, the seed is probably just fine. It might take a few days for the seed to **germinate**, though," Sarah's mom replied.

"What does 'germinate' mean," Sarah asked **quizzically**.

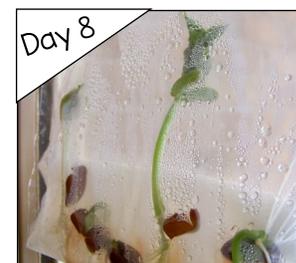
"When a seed germinates, you see the tiny plant starting to grow out of the seed."

So, Sarah waited. Every morning and afternoon, she carefully observed the seed. One day, she noticed that the skin of the seed was very wrinkly and looked like it might fall off. The next day, Sarah saw that the seed had started to germinate! A tiny, pale green sprout was poking out of the seed. Sarah drew a picture of what she observed.

The next day, Sarah observed that the tiny sprout was a darker green, and the sprout had grown even more! The seed was split in half, and little leaves were opening up. Sarah could see plant roots spreading across the paper towel. Sarah drew another picture.

After a few days, the sprout was so long that it was pushing against the top of the bag. Sarah's mom suggested they move the plant to a pot with soil. Sarah carefully opened the sandwich bag, removed the sprout, and placed it in a small pot with soil. Sarah gently covered the roots with soil.

"What a great experiment," Sarah said proudly. "I can't wait to see how tall our bean sprout grows!"



## Sarah and the Bean Seed

Answer these questions based on the text. Use complete sentences for questions 1, 3, & 4.

**1. Complete the sequence for Sarah’s experiment.    2. Put Sarah’s observations in the correct order.**

First, fold up a paper towel and dampen it with water.
Then, place a bean on the paper towel.

The sprout is so long that it’s pushing against the top of the bag.	_____
A tiny, pale green sprout is pushing out of the seed.	2 _____
The skin of the seed is very wrinkly and looks like it might fall off.	_____
Plant roots are spreading across the paper towel.	_____

**3. Based on what you know about plants, draw a conclusion.**

Sarah and her mom put the pinto bean on the sunniest window because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Compare this story to Matthew’s story. Put a ✓ in the box if the statement is true. Write a statement that is true for both stories.**

Comparison Statements	Matthew Grows a Green Thumb	Sarah and the Bean Seed
The main character wants a plant to grow.		
A character has to figure out what is harming the plant.		
An adult helps the main character.		
	✓	✓

Reader's  
Notes

## The Perfect Attendance Celebration

Rebecca had been looking forward to Friday all week. On Thursday evening, Rebecca could hardly sit still to eat her dinner. "Mom, Dad, which one of you is going to come to the awards **ceremony**?"



"Rebecca, please don't talk with your mouth full. Dad will be there. He will take lots of pictures for me to see as well," Rebecca's mom replied. Rebecca smiled, nodded, and kept eating. This was going to be Rebecca's fifth celebration for perfect attendance. Rebecca had never missed a day of school! Students with perfect attendance were invited to this special awards ceremony, and the fourth-grade ceremony was tomorrow. They would have pizza, cookies, punch, and take lots of pictures. As soon as Rebecca finished her meal she raced to her room.

Rebecca paused to **admire** her collection of perfect attendance trophies. Each trophy was the shape of a golden star. On the bottom of each trophy Rebecca could see her name, the school year, and the words PERFECT ATTENDANCE. Rebecca had a trophy for kindergarten, first grade, second grade, third grade, and she was getting her fourth-grade trophy tomorrow!

Rebecca pulled out her clothes for the ceremony. She brushed her teeth and got under her blankets. She tried to read herself a story before bedtime, but she was too excited. She tossed and turned, and finally she was able to go to sleep.

The next morning, Rebecca could tell something was wrong the moment she opened her eyes. Her throat was sore and scratchy. Her muscles **ached**. Her head was pounding. She sniffled and threw off her blanket. Maybe I just need to go wash my face and drink some water, she told herself.

However, that didn't help. "But I can't be sick," Rebecca said out loud with a little cough. She couldn't miss the day of her perfect attendance celebration! "Maybe I just have a little cold," Rebecca said to herself. She sniffled, coughed, and got dressed for school.

*TO BE CONTINUED...*

Answer these questions based on the text. Use complete sentences for questions 1 & 3.

1. What do you predict will happen in the second part of this story?

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## The Perfect Attendance Celebration

2. Draw a conclusion about Rebecca based on the story.

During the school year, Rebecca most likely...

- (A) ...forgets about school projects until the night before they are due.
- (B) ...buys lunch at school every day.
- (C) ...usually turns in her homework on time.
- (D) ...doesn't care about what she wears to school.

3. What is your evidence? What did you read in the story that helped you answer question 1?

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4. Pick the correct part of the sequence.

After Rebecca finished eating, she raced to her room. Next...

- (A) Next, she could tell something was wrong the moment she opened her eyes.
- (B) Next, she paused to admire her collection of trophies.
- (C) Next, she asked if her mom or dad would be at the ceremony.
- (D) Next, she brushed her teeth and went to bed.

5. Make a connection to the text. Write about a time when you were very excited for something happening the next day.

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Reader's  
Notes

## The Perfect Attendance Celebration, part 2

*Previously: Rebecca was excited for her perfect attendance awards ceremony. She prepared the night before. However, she felt sick the following morning.*

Rebecca **trudged** into the kitchen to get some breakfast. "Good morning," she called out with her scratchy voice. "I'm not very hungry. I think I'll just skip breakfast."

Rebecca's mom and dad looked up at her with **concerned** looks on their faces. "Good morning, Rebecca. You sound like you're sick." Rebecca's mom stood up and felt Rebecca's forehead. "Goodness! You're burning up. We need to check your temperature."

Rebecca's dad shook his head. "It looks like you might have to go back to bed instead of to your awards ceremony, Rebecca."

Rebecca's mouth opened in **dismay**. "No way! I just have a little cold, that's all!" Talking made Rebecca cough. Coughing made her head pound. Rebecca sat down with a sigh. "Okay, maybe it's not such a little cold. But my trophy! Our pizza party!" Rebecca put her head down on the kitchen table.

Rebecca's mom put the thermometer in Rebecca's mouth. When the thermometer beeped they looked at the temperature. "Just as I thought," Rebecca's mom said with a frown. "You have a 100-degree fever."

"That means I can't go to school," Rebecca said sadly. Rebecca thought of her beautiful little horse trophy. All the other students with perfect attendance would get their trophy and have their pizza. I'll be stuck in bed feeling **miserable**, Rebecca thought. Tears began to well up in her eyes.

"I'm sorry, Rebecca," said mom while stroking Rebecca's head. "I know how much you wanted to attend your ceremony. Right now, your body needs to rest to fight this sickness. We're going to get you some medicine."

After the medicine, Rebecca trudged back to bed. She felt **awful, through and through**. "Well, I hope the rest of the students enjoy getting their trophies," Rebecca said with a little cough. She closed her eyes and fell back asleep.

Hours later, Rebecca opened her eyes. She felt better! Unfortunately, she had already missed the ceremony and pizza party. Rebecca sat up, stretched, and walked into the kitchen. Something shiny caught her eye. She walked closer and saw that it was a little horse trophy! On the bottom of the trophy, Rebecca saw her name, the school year, and the words PERFECT ATTENDANCE.

Next to the trophy was a card with her friends' names written on it. "Dear Rebecca," the card read. "We missed you at the ceremony! Get well soon. P.S.: We sent some pizza home with your dad. Hopefully he didn't eat it all himself!"

Rebecca's face lit up in a smile. She missed the ceremony and pizza party, but it warmed her heart to know her friends cared about her. Plus, she could add her beautiful new trophy to her collection!

## The Perfect Attendance Celebration, part 2

Answer these questions based on the text. Use complete sentences for question 4.

1. Choose the best summary for this story.

- (A) Rebecca was excited for her perfect attendance awards ceremony. She prepared the night before. However, she felt sick the following morning.
- (B) Rebecca could tell she was sick because she was coughing and sniffing. She really wanted to go to school but she couldn't.
- (C) Rebecca was excited for her perfect attendance awards ceremony. However, she was too sick to go to school. She had to stay home. Then, her classmates gave her the award and some pizza from the ceremony.
- (D) Rebecca's classmates sent home her award and some pizza. She wasn't able to go to the ceremony because she was sick.

2. "Rebecca's mouth opened in *dismay*." *Dismay* is the feeling of being upset from a bad surprise. Which answers describe how the reader can use context clues to guess the meaning of *dismay*?

- (A) In the sentence before "*dismay*" was used, Rebecca's dad said she would have to stay home.
- (B) In the sentence with the word "*dismay*", it says Rebecca's mouth opened like she was surprised.
- (C) In the sentence after "*dismay*" was used, it says Rebecca coughed.
- (D) In the paragraph with the word "*dismay*", it says Rebecca put her head down on the table.

3. "Rebecca's mom and dad looked up at her with *concerned* looks on their faces." *Concerned* most likely means \_\_\_\_\_ because Rebecca's parents said she sounded sick.

- (A) worried
- (B) angry
- (C) sick
- (D) silly

4. In the rough draft, this story's author did not have the last 3 paragraphs. Why do you think the author wrote about the card, trophy, and pizza that Rebecca's class sent her?

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Reader's  
Notes

## Summoned by the Dentist

Emmanuel woke up on Wednesday morning thinking it was going to be a normal day. He would sit at the table with his dad and eat cereal for breakfast. Afterwards, he would go to school for a normal day of classes. However, he thought wrong.

In the kitchen, Emmanuel poured cereal and milk into a bowl. His father was drinking a cup of coffee. Emmanuel munched happily on his cereal. When he was finished, he started **gathering** his homework from the table. He paused to look at a bright yellow flyer. It had a large tooth with a smiling face. The tooth was holding a toothbrush. In bold, blue letters, the flyer said, "Get ready! Dentists on Wheels is visiting your school!"



Emmanuel's stomach dropped. He had forgotten that today the dentist was going to be at his school. Emmanuel didn't remember the details of his last visit to the dentist because he was too young. Emmanuel did know his friend Marcus had to get a tooth pulled the last time he went to the dentist. His other friend Isaac went to the dentist one day and came back to school the next day with braces. The braces were wires that would make Isaac's teeth move and straighten out. Isaac always complained about his whole mouth being sore.

"Dad," Emmanuel said **feebly**, "do I HAVE to go to school today? The dentist is going to be there..."

"Of course you do, Emmanuel," his dad said **sternly**. "We signed you up to get a cleaning with the dentist."

"But I brush my teeth every night and morning," Emmanuel replied. "Why does the dentist need to clean my teeth too?"

Emmanuel's dad shrugged. "The dentist can explain that to you. Finish gathering your homework, so we can get going."

Emmanuel slowly packed his school bag. His thoughts grew darker and darker. "But what if the dentist pulls my teeth out? What if the dentist..."

Emmanuel's worried thoughts were interrupted by his dad. "Don't worry, Emmanuel. If you are taking care of your teeth, the dentist's visit should go off without a hitch. It should be a very easy visit."

Emmanuel sure hoped his dad was right. He shrugged, put his backpack on one shoulder, and walked with his dad to school.

TO BE CONTINUED...

## Summoned by the Dentist

Answer these questions based on the text. Use complete sentences questions 3 & 4.

1. Based on the text, the reader can infer that Emmanuel is feeling \_\_\_\_\_ about his appointment with the dentist.

- (A) shy                     
  (B) fearful                     
  (C) excited                     
  (D) curious

2. Which evidence from the text supports your answer to question 1?

- (A) "Emmanuel slowly packed his school bag."  
 (B) "His thoughts grew darker and darker."  
 (C) The flyer "had a large tooth with a smiling face."  
 (D) "'But I brush my teeth every night and morning,' Emmanuel replied. 'Why does the dentist need to clean my teeth too?'"

3. "However, he thought wrong." The last sentence of the first paragraph is an example of foreshadowing. When you read this paragraph, how do you predict Emmanuel's day will go?

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4. Do you know what happens during a tooth cleaning? What do you predict will happen during Emmanuel's appointment?

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Reader's  
Notes

## Summoned by the Dentist, part 2

*Previously: Emmanuel wanted a normal day at school, but the dentist was coming to his school. He was nervous about getting his teeth cleaned, but he still had to go to school.*

That morning, Emmanuel was **fidgiting** nervously in the classroom. He couldn't concentrate on what the teacher was saying. The dentist knocked on the classroom door. She had on a white lab coat and she was holding a clipboard with a list of names. Please don't pick me first, Emmanuel thought desperately. "Sorry to interrupt," said the dentist, "May I take Emmanuel for his cleaning?"

With a feeling of **dread**, Emmanuel stood up and joined the dentist. She was not much taller than Emmanuel. "Hello Emmanuel," said the dentist. "My name is Dr. Yara." Dr. Yara smiled at Emmanuel, and he could see something shiny on her teeth. She had braces! The dentist noticed Emmanuel looking at her mouth. "Yes, I have braces just like some of your friends!" They started walking down the hallway.

Emmanuel asked shyly, "Do braces hurt?"

"They do at first, but your mouth gets used to them. Don't worry though. You aren't getting braces today! You would need to go to a different dentist for that." Emmanuel and Dr. Yara arrived at the school's door. "We're going to step out of the school, and in to my office!" Dr. Yara **gestured** to a giant blue trailer with the words "Dentists on Wheels" painted in yellow. The truck was also decorated with smiling faces.

When Emmanuel stepped in, he saw another dentist writing at a computer. The dentist smiled at Emmanuel. Dr. Yara gestured to a cushioned chair next to a lamp. "Okay Emmanuel, please sit in my **examining** chair," Dr. Yara said. "Do you brush and floss your teeth every day?" Emmanuel nodded his head to say yes. "That's great! Then this should be a really easy cleaning. I'm going to clean off any plaque I find on your teeth. Then, I'm going to polish your teeth with my special brush. Afterwards you will rinse with a liquid that will keep your teeth strong." Dr. Yara was pointing to the tools she would use for Emmanuel's teeth.

Dr. Yara seemed friendly and she was explaining everything. "How does that sound, Emmanuel? Do you have any questions?"

"What is plaque?"

Dr. Yara answered, "Plaque is a sticky film that grows on our teeth. Too much plaque on our teeth can make our gums unhealthy and our breath stinky. Do you have any other questions?"

"Is the rinsing liquid minty?"

Dr. Yara smiled. "You'll have three choices: mint-flavored, cherry-flavored, or cinnamon-flavored."

Emmanuel nodded his head. "Okay. One more question...Is this going to hurt?"

"I will do my best to make sure you're comfortable. When we're all done, you will have a delicious, sugar-free lollipop to look forward to!" Dr. Yara smiled and put a small mask of blue cloth over her mouth. Emmanuel smiled and sat back.

## Summoned by the Dentist, part 2

Answer these questions based on the text. Use complete sentences for question 4.

1. Emmanuel was the main character in the story. He is a \_\_\_\_\_.

- (A) dentist     
  (B) father     
  (C) student     
  (D) teacher

2. The main problem in the story was that...

- (A) ...Emmanuel didn't want to go to school because he was sick.  
 (B) ...Emmanuel was nervous about seeing the dentist.  
 (C) ...Emmanuel didn't want to have a normal day at school.  
 (D) ...Emmanuel was having trouble gathering his supplies.

3. The problem was resolved when...

- (A) ...Emmanuel met the dentist and learned what to expect.  
 (B) ...Emmanuel didn't have to see the dentist after all.  
 (C) ...Emmanuel's appointment went well and he didn't have any problems.  
 (D) ...Emmanuel saw that his dentist had braces.

4. Use the answers from questions 1, 2, and 3 to write a summary of the story.

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5. Based on the text, predict which event happens next in the story.

- (A) Next, Emmanuel will have a simple cleaning because he already brushes and flosses.  
 (B) Next, Emmanuel will suffer during his appointment with the stern dentist.  
 (C) Next, Emmanuel will enjoy his sugar-free lollipop.  
 (D) Next, Emmanuel will encourage other students to sign up for an appointment with the dentists on wheels.

## The Treasure Trade

### Reader's Notes

Once, there was a young man who was very strong and **determined**. However, he could also be quite foolish and proud. One day, the young man was chipping away at the stone of a cave. He planned to use this stone to **barter** at the market. Toolmakers would happily trade clothing and food for the stone pieces he was collecting.

As the young man hammered away at the dark gray stone, he noticed a glittering object buried in the rocks. He carefully chipped and brushed away pebbles and dust. He had found a gemstone the size of his fist! The young man admired his treasure in awe. He knew he had found a very valuable treasure.

The next day, the young man rushed to the market. All he carried with him was the large gemstone. In the loudest booming voice he could muster, the young man announced his discovery. "Everybody! I found the most amazing treasure!" He held his gemstone high above his head, and the people in the market gasped when they saw how large and beautiful the treasure was. "I am ready to barter with this gemstone for something equally **precious** and valuable."

All the people of the market rushed to get the young man's attention. "I will offer you a cow for that gemstone," cried out a farmer.

"I will offer you my best pair of shoes for that gemstone," hollered the shoemaker.

"No, no, no," replied the young man, shaking his head. "A cow is not as precious as this gemstone! These are disappointing offers. I will come back tomorrow. Hopefully you can offer me something better tomorrow." With that, the young man returned home.

The next day, the boy arrived at the market. Once again, he announced that he wanted to barter. The jeweler was ready to make an offer. "I will give you my finest gold chain in exchange for that gemstone," she said. The young man **declined** with a shake of his head.

"I will trade that gemstone for my wagon full of spices," offered a merchant. The young man declined again with a shake of his head.

"No, no, no. I suppose I will return tomorrow. Hopefully I will get a better offer," said the young man. He turned around to leave and almost bumped into an old woman.

"Pardon me," the old woman said. "Young man, who weaves the best clothing in this market? I have an amazing trade for the best weaver."

The young man pointed to the best weaver in the market. "That man makes the finest clothing. What are you going to trade?"

"I'm going to offer him the moon in exchange for a few dresses. Thank you for your help," said the old woman as she shuffled away.

The moon! Now *that* was a precious item! "Please wait," yelled out the young man. "Instead of trading with the weaver, trade with me! If you give me the moon, I will happily give you this gemstone!"

The old woman carefully examined the gemstone. She shrugged. "I accept your offer. We can trade tonight, after the sun sets and the moon is seen in the sky." The old woman told the young man where to meet. They shook hands and went their separate ways.

TO BE CONTINUED...

## The Treasure Trade

Answer these questions based on the text. Use complete sentences for question 4.

1. A reader inferred that this story takes place a long time ago. Which pieces of evidence support this inference?

- (A) "Toolmakers would happily trade clothing and food for the stone pieces he was collecting."
- (B) "I will trade that gemstone for my wagon full of spices," offered a merchant."
- (C) "Once, there was a young man who was very strong and determined."
- (D) "The young man pointed to the best weaver in the market. 'That man makes the finest clothing.'"

2. Using context clues, the reader can tell that *bartering* means:

- (A) trading
- (B) buying
- (C) selling
- (D) stealing

3. Which answers describe how the reader can use context clues to guess the meaning of *bartering*?

- (A) In the sentence before "*barter*" was used, the young man was collecting stone pieces.
- (B) In a sentence with the word "*barter*", the young man says he wants something precious and valuable for his gemstone.
- (C) In the sentence after "*barter*" was used, the author says people would trade for the stone pieces.
- (D) In the paragraphs after "*barter*" was used, people offer valuable things to the young man so they can have the gemstone.

4. What do you predict will happen in Part 2 of this story?

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Reader's  
Notes

## The Treasure Trade, part 2

*Previously: A young man was working in a cave when he found a large gemstone. He wanted to trade the gemstone for something very valuable. However, nobody could offer him something he wanted. Then, a woman offered him the moon and he agreed to trade.*

As the sun went down, the moon rose high in the sky. The sky darkened, and the moon seemed to grow brighter. The young man **eagerly** set off to meet the old woman and collect his precious treasure. The old woman did not even give the young man a greeting. "Are you ready to trade," she asked him.

"Yes," said the young man, "but how are you going to give me the moon when it is still so high up in the sky?" He pointed up at the moon.

"Well, you will have to knock it down of course," replied the old woman. "Don't worry. I already planned it out. You will use this rock. Standing in this spot, you must throw the rock up with all your **might!** You'll knock the moon out of the sky. You will also knock down a lot of dust, so you must wear this scarf to shield your eyes." The woman put a scrap of cloth over the young man's eyes. She tied it tightly at the back of his head.

"I can't really see," the young man **protested**.

"Don't worry. Just throw the rock up as hard as you can. You are in the perfect position. The moon will fall right into your hands!"

"Okay..." The young man put his precious gemstone down on the ground. The scarf was covering the young man's eyes, so he could not see the old woman silently snatch the gemstone and hide it in her cloak. The young man **launched** the rock up as hard as he could. It flew high into the air.

"Get ready," the old woman called out. "Here comes the moon!" Smiling, she pulled a round white rock from her cloak. She tossed the rock into the young man's waiting hands. Then she snuck away and was lost in the shadows along with the gemstone she had **pilfered**.

The young man could not believe his luck! He removed the scarf that covered his eyes and looked down at the treasure in his hands. "I can't believe the moon is so small," he said, amazed. The young man looked around, but the old woman was gone. He shrugged and returned home, very happy with his trade.



**Answer these questions based on the text. Use complete sentences for question 2.**

**1. Which word is a synonym for "pilfered"?**

- (A) stole                      (B) bought                      (C) sold                      (D) touched



## The Treasure Trade, part 2

2. Write a summary for this story. Mention the main characters, the problem, and how the character tries to solve the problem.

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3. Compare the two main characters of this story. Put a ✓ in the box if the statement is true. Write a statement that is true for both characters.

details to compare	the young man	the old woman
desires valuable, precious things		
very clever		
confident but foolish		
	✓	✓

4. Which comparing statements are true?

- (A) Both the young man and the old woman want to own valuable things.
- (B) The young man is very clever, but the old woman is a bit foolish.
- (C) Both the young man and the old woman are good at bartering.
- (D) The old woman ends with a valuable gemstone, but the young man ends with a simple rock.

Reader's  
Notes

## Blackout

A lot of people might not like thunderstorms, but Luna actually loved them. She felt a *thrill* when the sky started to darken. She loved watching thick gray clouds cover the sky. She enjoyed being near a window and hearing the first taps of heavy raindrops. Then, when it really started to pour, Luna would get under the covers and play on her tablet.

This evening, the thunderstorm started just like every other thunderstorm. Luna watched the first few raindrops drip down the window. She switched off the light, got under her favorite blanket, and powered up her tablet. She played a puzzle game and watched a couple videos. Outside, the trees were *swaying* in the wind. Lightning flashed and lit up the sky. Thunder crashed so loud that Luna's whole house shook. Under the covers, Luna felt calm, warm, and safe.

Ding! Luna's tablet battery was low. She had to leave her cozy spot to charge her tablet. Luna walked in to the living room. Her dad was sitting on the couch, reading a book. "Isn't this a great thunderstorm, dad?" Luna bent down and plugged in her tablet charger.

Suddenly, everything around Luna seemed to pause. The fan motor stopped whirring. The refrigerator stopped humming. All of the lights turned off. Outside, the rain continued to fall and the thunder continued to rumble.

Luna stood up and looked at her dad. He held up his hands. "I didn't do it! We must have lost power." Luna and her dad looked out the window at their block. None of the houses had lights on. "It looks like the whole street has lost power..."

Luna looked at her dad. "Well, how am I supposed to charge my tablet now?"

Luna's dad shrugged as he lit a candle with a match. He sat back down on the couch. "Sorry, Luna. Hopefully the power will come back soon."

Luna sat down next to her dad. Usually, Luna loved thunderstorms. However, if she couldn't use her tablet, this thunderstorm was going to be boring and awful! In fact, this was the worst stormy evening ever.

Luna's dad kept reading his book. Luna looked around. She had sat on this couch a million times before, but this evening it looked different. The light of the candle was a soft, glowing orange. Luna held her hand up to see it in this strange light. The flame of the candle shook, and it made her shadow dance around on the wall.

Luna's dad looked up from his book. "Luna, have you ever made shadow puppets?" He twisted his hands around each other. Luna looked at the shadow on the wall. It looked like a dog! The dog's mouth was open and his tongue was hanging out. Then the shadow *morphed* into a rooster, and then a bull.

"I want to try," said Luna. Her dad taught her how to position her hands. Together, they came up with a very silly and entertaining story about a rooster trying to take a ride on the back of a bull.

It had been an hour, but there was still no power in the house. The storm quieted down, and the sky cleared. Luna and her dad peeked out the window. The sun was setting, but the streetlights were still off. The whole street was full of shadows. Luna noticed fireflies flickering in the darkness. Their glow was very bright in the dark. Luna felt calm, warm, and safe. This was the best stormy evening ever.



# Blackout

Answer these questions based on the text. Use complete sentences for questions 2 & 4.

1. Which of the following is the best summary for this story?

- (A) Luna wants to relax during the thunderstorm. However, her tablet needed to be charged. So, she learned to make shadow puppets. Then, she made up a story with her dad.
- (B) Luna wanted to relax during the thunderstorm. However, the house lost power so she couldn't charge her tablet. So, she did activities with her dad that didn't need electricity. Then, she realized this was the best thunderstorm ever.
- (C) Luna loves thunderstorms. She really loves playing on her tablet during thunderstorms. She was cozy on her bed, but then the tablet turned off because it needed to be charged.
- (D) Luna got up to charge her tablet, but the power turned off in the whole house. She looked out the window and the whole block had lost power. She saw fireflies flickering in the darkness.

2. How do you know that is a good summary of the story?

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3. Draw a conclusion about Luna based on the story.

During the next thunderstorm, Luna will most likely...

- (A) ...complain about how boring it is.
- (B) ...make more shadow puppet stories with her dad.
- (C) ...ask to go outside and play in the rain.
- (D) ...not care about the storm.

4. What is your evidence? What did you read in the story that helped you answer question 3?

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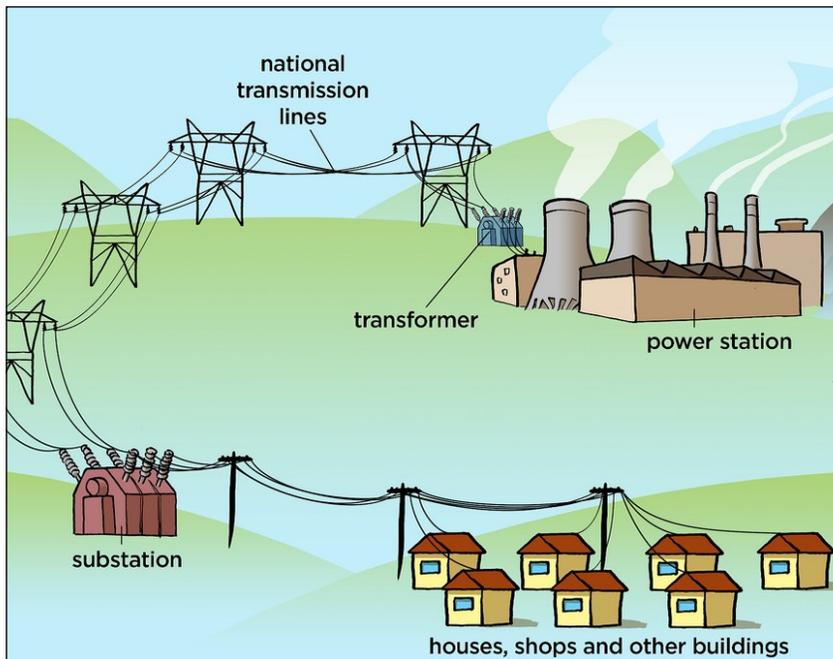


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Reader's Notes

# Power Outage!

There is never a good time for the power to go out in your house! Imagine you are in the middle of watching television, you're microwaving some popcorn, or you're reading a book next to a lamp, and suddenly everything around you turns off! What's happened? It might not be a problem with just your house's power. It might be much bigger than that.



Do you know how your house gets electricity? It all starts at a power plant. A

power plant is a building where electrical power is made. If a building pays the power plant, the power plant will send over some electricity. Have you seen the power lines around your neighborhood? They are long, thick cables hanging from tall wooden posts. The power plant uses those cables to send electricity to all the buildings around you.

The most common *culprits* of neighborhood power outages are trees! During strong thunderstorms or ice storms, tree limbs can get heavy and break. When these branches fall down, they might take a power line down with them. What happens when you have a lamp turned on and then you pull the plug out of the wall? The same thing happens if a power line breaks outside. All the buildings it was sending power to will lose power.

When a power line breaks, it can be very dangerous. Sometimes, the cable still has electricity. This can cause a fire. A broken power line can injure people and animals if they touch it. If you ever see a broken power line on the ground, stay far away from it. Usually, power plants try to turn off the electricity on that cable so that nobody gets hurt. That means even more houses might lose power for a while too.

Power outages are very *inconvenient*, and sometimes uncomfortable. However, just try to have patience- somebody will be trying to fix the problem as fast as possible! You can keep an emergency kit just in case your home has a power outage. Just make sure none of the items in your emergency kit require electricity to work!

Answer these questions based on the text. Use complete sentences for questions 2 & 4.

1. Use the diagram to fill in the blanks.

Another name for the power plant is the \_\_\_\_\_.

After the substation, the power goes to \_\_\_\_\_.

## Power Outage

### 2. What usually causes power outages?

- (A) Ice usually causes power outages. The power lines freeze and break.
- (B) Fires usually cause power outages. The power lines melt.
- (C) Trees usually cause power outages. The branches catch on power lines and break them.
- (D) Animals usually cause power outages. They run across power lines and break them.

### 3. The author claims that broken power lines can be dangerous. Which sentences below support this statement?

- (A) "During strong thunderstorms or ice storms, tree limbs can get heavy and break."
- (B) "A broken power line can injure people and animals if they touch it."
- (C) "That means even more houses might lose power for a while too."
- (D) "Sometimes, the cable still has electricity. This can cause a fire."

### 4. Which of the following is the best summary for the text?

- (A) There is never a good time for a power outage. They usually happen when tree branches break.
- (B) Power outages can happen in many ways. Usually, they happen when a power line breaks. That means the power plant can't get electricity to your house. Plus, these broken power lines can be very dangerous.
- (C) Buildings get power from the power plant. The plant sends electricity in long, thick cables. These are called power lines.
- (D) During thunderstorms, power outages happen if a tree branch falls on a power line. The power lines can be very dangerous.

### 5. Finish the statement:

It is very important to remember that \_\_\_\_\_

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## Jené's New Friend

### Reader's Notes

It was a warm afternoon and Jené was enjoying her walk home from school. The breeze was ruffling and shaking the leaves and grass. A feather danced by in the wind. Jené had no idea that she was about to meet a new friend.

Jené's soon-to-be friend was sitting on the sidewalk, examining a large leaf. Jené sweetly called out, "Hello. I haven't seen you around here before. You must be new!"

Jené's new friend turned to look at her. She didn't make a sound. Jené continued, "I would love a new friend to play with. My name is Jené. I'm a fourth grader. I like examining leaves and plants too. My older sister will probably love you too! She's in high school, so she comes home later than me."

The wind swept more leaves into the air. Jené and her new friend watched them dance in the air. Jené **resumed** walking. Jené's new friend walked next to her. "Would you like to come over and meet my mom? She is very kind, and she will be so happy to meet you. You and I can eat a snack. I bet you like tuna! Then we can go play in my backyard! We have a vegetable garden and lots of flowers."

Jené happily spoke to her new friend all the way home. Jené opened the front door and called for her mom. "Mom, I'm home... and I brought over a friend for you to meet!"

Jené's mom walked to the front door. Jené presented her new friend. Jené's mom smiled as she looked at Jené's new friend. "Well, aren't you adorable," Jené's mom **cooed**. She kneeled down in front of Jené's friend. "Do you have a name, sweetie?"

Jené's mom picked up the new friend and began petting her head and rubbing behind her ears. "See," said Jené to her friend, "I knew my mom was going to be happy to meet you!"

Jené's new friend purred and said, "Meow!"



Answer these questions based on the text. Use complete sentences for questions 2 & 4.

1. Which lines from the text give us details about Jené's new friend?

- (A) "Do you have a name?"
- (B) Jené happily spoke to her new friend.
- (C) "Well, aren't you adorable?"
- (D) "She kneeled down in front of Jené's new friend."

## Jené's New Friend

**2. Complete the sentences.**

In the story, Jené's mom "kneeled down in front of Jené's friend." This action shows that the friend...

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In the story, Jené's mom says "Well aren't you adorable?" This dialogue shows that...

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In the story, "the wind swept more leaves into the air". This imagery shows that...

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**3. Imagery is when an author gives extra details about something using the 5 senses. This helps the reader imagine what is happening. Which line from the text is an example of imagery?**

- (A) "The breeze was ruffling and shaking the leaves and grass."
- (B) "Jené's new friend turned to look at her."
- (C) "Jené happily chatted with her new friend all the way home."
- (D) "I knew my mom was going to be happy to meet you!"

**4. Write 2 or 3 sentences using imagery that can be added to this story. (Some ideas: describe how a character looks, or describe how the setting sounds)**

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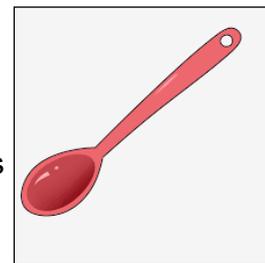


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Reader's  
Notes

## Snow Day Superstitions

Jessica had butterflies in her stomach as she watched the evening news with her mom. The **meteorologist** was pointing to symbols and numbers on the screen. Greenish blobs moved across a map of Jessica's state and stayed over her city. "Based on these clouds and the pressure, we are most likely going to see some **precipitation** over these next few days. If Friday night's temperature stays below freezing, there is a chance that this precipitation can turn into snow," the meteorologist stated.



Snow! Jessica's heart started beating quickly. She turned to her mother and eagerly asked, "does that mean we're going to have a snow day on Friday?"

"It's still too soon to tell," Jessica's mom calmly explained with a smile. "Today is only Wednesday. This forecast is a careful prediction... but things can change in 2 days."

Jessica nodded. She knew this forecast was just a prediction, but she strongly wished that it would come true!

The next day at Jessica's school, everybody was excited about the forecast. "My dad said that we'll get a snow day if I sleep with a spoon under my pillow," Jessica heard a student say.

"That's just a **superstition**," his friend said. Jessica was puzzled- What's a "superstition"?

"If we all flush an ice cube down the toilet on tonight, then we will get a snow day tomorrow," another student replied.

I need to make sure we have ice in the freezer, and I need to remember to put a spoon under my pillow tonight, Jessica thought.

Even Jessica's teacher was excited about the possibility of a snow day! "We are going to take our spelling test today in case we don't have school tomorrow. Also, make sure to wear your pajamas inside out tonight to help us get our snow day," said Ms. Stewart with a smile. "That was the superstition my grandpa taught me."

Jessica's mind was racing. She was going to follow all the advice she heard! As soon as she got home she put a spoon under her pillow. "Mom, we have plenty of snacks for our snow day tomorrow, right?"

"Jessica, the snow day isn't a sure thing yet," her mom replied.

Jessica tossed an ice cube in the toilet. She flushed it with joy. She brushed her teeth and put on her pajamas. They were inside out, of course. She put them on backwards as well, just to make sure. As Jessica closed her eyes, her mind was still racing with excitement. Maybe there would be enough snow to make a snowman! Maybe she could go out and have a snowball fight with her friends! Jessica drifted off to sleep.

"Jessica, it's time to wake up." Jessica felt her mom sit on the bed.

Jessica sat up quickly. Snow day! She threw off her blanket and imagined seeing everything outside covered in snow. She ran to a window and threw open the curtain.

(Continued on page 32)

## Snow Day Superstitions

Reader's  
Notes

Jessica saw people walking outside, bundled up in their winter jackets. She looked closely at bushes and lawns... but there was nothing! No snow! The street looked wet, as if it had rained during the night, but there wasn't even the tiniest bit of ice.

"That can't be," Jessica cried out. "I followed everybody's advice! I flushed the ice cube down the toilet, I slept with a spoon under my pillow, and I even slept with my pajamas inside-out AND backwards!"

"Well that's the thing about superstitions," Jessica's mom said with a little laugh. "Just because people believe they might make something happen doesn't mean it really will!"

**Answer these questions based on the text. Use complete sentences for questions 2 & 4.**

**1. A student wrote an incomplete summary:**

*"Jessica wanted it to snow the next day. She woke up the next morning and saw there was no snow on the ground."*

**What does the student need to do to correct this summary? (Pick all the correct answers.)**

- (A) The student needs to write about the main character.
- (B) The student needs to write what the main character wants.
- (C) The student needs to write what the obstacle/conflict/problem is.
- (D) The student needs to write how the main character tries to solve their problem.

**2. Write a complete summary for this story.**

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**3. The meteorologist is a person who shares weather predictions on TV. Which parts of the meteorologist's predictions came true?**

- (A) There will be precipitation.
- (B) The weather will be very cold.
- (C) There will be snow.
- (D) The water froze on Friday night.

**4. What was the lesson that Jessica learned about *superstitions*?**

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Reader's  
Notes

## Longing for a Snow Day

There was an excited buzz in Mr. Gomez's 4th grade classroom today. Students kept turning to **peer** out of the window and up at the sky. Tiny snowflakes were already drifting down. A student raised his hand. "Mr. Gomez, did you check the weather at lunchtime like you said you would? Has school been cancelled for tomorrow?"

"The larger clouds are still approaching our area. It's still too soon to tell though, so please try and stay focused on your assignment," Mr. Gomez responded calmly.

The students whispered among themselves. "I really think we're going to have a snow day tomorrow," Marcus **eagerly** whispered to his partner. His partner peered out the window.

"Marcus and Julia, eyes on your assignment," Mr. Gomez stated sternly.

Two students transitioned to reading time, but they took longer than usual picking out books. Mr. Gomez came to investigate what the problem was. Jocelyn calmly explained the situation. "If we have a snow day tomorrow I want to make sure I have a good book with me."

Sage piped up with a smile. "Mr. Gomez, if I don't finish my book report today and we have a snow day tomorrow, is my report just going to be due the next day?"

Mr. Gomez wasn't smiling. "You have the afternoon to finish your book report, Sage. Focus on your task and not on whatever might happen tomorrow," he reminded her. "Get to work, you two." Jocelyn and Sage **scurried** to their desks.

Mr. Gomez sighed and crossed his arms. "Justin and Shreya, if you two keep getting distracted by the window I'm going to have to draw the curtains!" Justin and Shreya snapped their attention back to their books, but they couldn't stop smiling. The snowflakes appeared to be bigger *and* more **abundant!** Mr. Gomez shook his head.

At dismissal, Mr. Gomez reminded his students that their books reports were due the next day. They had a math test and a science experiment planned as well. Mr. Gomez gave each student a big smile and a high five as they said goodbye.

When the last student left, Mr. Gomez sat in his quiet classroom and finished grading his students' work. He sent two emails. He ordered a new set of books for a novel study. Finally, he turned off the classroom light and closed the door. When Mr. Gomez got in his car, he turned on the radio.

"Well, it's official," said a voice on the radio. "Schools in the area are announcing closures tomorrow due to the heavy snow we will be seeing through the night!" At that moment, Mr. Gomez's phone buzzed and beeped. It was a message from his principal saying that there would be no school tomorrow. "Stay safe out there," continued the voice on the radio. "And I hope you all enjoy your snow day!"

Mr. Gomez tapped his steering wheel and smiled.



## Longing for a Snow Day

Answer these questions based on the text. Use complete sentences for question 4.

1. Based on the action and dialogue in the story, the reader can infer that...

- (A) ...students are eager for a snow day.
- (B) ...the students of Mr. Gomez’s class are *mischievous*.
- (C) ...Mr. Gomez is more eager for a snow day than his students.
- (D) ...Mr. Gomez hopes that school is not cancelled.

2. Which line from the text supports your answer to question 1?

- (A) “Students kept turning to *peer* out of the window and up at the sky. Tiny snowflakes were already drifting down.”
- (B) “‘Marcus and Julia, eyes on your assignment,’ Mr. Gomez stated sternly.”
- (C) “Mr. Gomez tapped his steering wheel and smiled.”
- (D) “‘The larger clouds are still approaching our area. It’s still too soon to tell though, so please try and stay focused on your assignment,’ Mr. Gomez responded calmly.”

3. A reader used context clues to find that *abundant* means there is a lot of something. Which context clues helped the reader?

- (A) In the sentence before “*abundant*” was used, the students are excited and smiling when they look outside.
- (B) In the sentence with the word “*abundant*”, it says the snowflakes were bigger *and* \_\_\_\_.
- (C) In the sentence after “*abundant*” was used, it says Mr. Gomez shook his head.
- (D) After “*abundant*” was used, it says there was lots of snow falling.

4. Write statements to complete the comparison chart below. You can use the characters, setting, or summary.

my comparison statements	Snow Day Superstitions	Longing for a Snow Day
	✓	
	✓	✓
		✓

Reader's  
Notes

## Pen Pals

Dear Jonelle,

Hello from Kalamazoo, Michigan! My name is Rohan and I am in 4th grade, like you. I'm nine years old, and my birthday is in May. My teacher told us that your class goes to school in Florida. What is your school like? At our school, we have one homeroom teacher along with a music teacher, art teacher, and gym teacher. We have lunch in the classroom, and then we have recess. Unfortunately, we have had indoor recess these past few days because it is too cold to go outside. Plus, the playground is icy and covered in snow! What is your favorite subject in school? My favorite subject is science. Well, it's time to go to science club! I am excited to get to know about you and your life in Florida.

Sincerely,

*Rohan*

Dear Rohan,

Hello from Ft. Myers, Florida! Thank you for sending your letter. I'm nine years old too, but my birthday is in February. At our school, we have an art teacher, music teacher, and gym teacher. We also have a teacher for math and science, and a teacher for language arts and social studies. My favorite subject is science, too! I like learning about the weather. Speaking of weather, it sounds like Kalamazoo is really cold! Here, the temperature usually isn't below 40 degrees... even on the coldest winter days! That means we never have snow. I really love kayaking in the winter. A kayak is a type of small boat that I sit in and row by myself. I watch wildlife swimming around in the water while I float in the kayak. What is your favorite season? What do you like to do during that season? Well, I have to go get ready for art club now. I look forward to hearing from you again soon!

Sincerely,

*Jonelle*

Dear Jonelle,

Hello, again! Thanks for responding to my letter. I enjoy winter, too! It gets very cold and snowy here, which is perfect for cross-country skiing. This type of skiing is more fun than just skiing down one big hill or mountain. My family goes to big parks during the winter and we ski together. We go across fields and through areas with trees. My favorite part is getting to watch wildlife as we pass by. That's why I also really enjoy hiking in the spring and summer, too. The next time you go kayaking, will you take a picture of the wildlife you see? I will do the same when we go skiing!

Until next time,

*Rohan*

## Pen Pals

**Answer these questions based on the text. Use complete sentences for question 4.**

**1. Based on these letters, the reader knows that Jonelle lives in \_\_\_\_\_.**

- (A) Kalamazoo, Michigan
- (B) Houston, Texas
- (C) Fort Meyers, Florida
- (D) Miami, Florida

**2. Who wrote the first letter?**

- (A) Rohan
- (B) Jonelle

**3. Use clues from the text to infer when the first letter was written.**

- (A) The first letter was written in January.
- (B) The first letter was written in April.
- (C) The first letter was written in June.
- (D) The first letter was written in October.

**4. Based on the text, which student will most likely mention the colorful collage they are working on?**

- (A) Rohan
- (B) Jonelle

**5. What evidence from the text helped you answer question 3? (In the text, it says...)**

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## Time for the Lyonsville Winter Festival!

November 20, 2019

Dear Students,

It's time to start preparing for the highlight of the school year: The Winter Festival! Every classroom is going to represent a community from a different country. Your class will work together to prepare **elements** of that community's winter holiday celebrations. On the day of the festival, it will feel like we are travelling and experiencing holiday **traditions** from all over the world!

First, your class must decide on a country or community to represent. Your teacher might already have some ideas, or the whole class might brainstorm together and vote. Most participants say they have more fun when the class has voted on a region that is unfamiliar to them.

Next, begin searching for information on the country's winter holiday traditions. We suggest starting with Griff Jones' book, *Understanding Winter Celebrations Around the World*. Some important details to search for might be the history of the wintertime celebrations, traditional food and music, or the clothing worn during the celebrations. Perhaps there is a special name for that winter celebration, or a specific day for the celebration.

Finally, it is time to decide how to present the information. Is somebody going to prepare a traditional dish? Can the class sing a traditional song, or find a recording to play? Can everybody work together to make traditional decorations?

Another fun part of our Winter Festival is the door contest! After learning about your country's winter celebrations, your class will use that information to decorate your classroom door. Last year's winner was Las Posadas, celebrated in Mexico. Students worked for a long time to make their decorations by hand, and they did a lot of research. The lovely red flowers they used to decorate the door really captured our judges' hearts.

The Winter Festival is a joyful event at our school. It is also a great opportunity to learn about cultures that are different from our own. I hope all classes have a great time participating. I look forward to seeing what everybody prepares!

Sincerely,

*Principal Chee*



Isn't that door lovely? You can see why it won first place!



## Time for the Lyonsville Winter Festival!

Answer these questions based on the text.

1. Principal Chee's main purpose for writing this letter is...

- (A) ...to persuade readers to participate in the upcoming Winter Festival.
- (B) ...to inform readers of the upcoming Winter Festival and how to participate.
- (C) ...to entertain readers with stories from last year's Winter Festival.
- (D) ...to entertain readers with images from last year's Winter Festival decorations.

2. Principal Chee uses the phrase "captured our judges' hearts". This phrase is...

- (A) ...positive, because the door had lovely red flowers.
- (B) ...positive, because the holiday is celebrated in Mexico.
- (C) ...negative, because the students worked on the door decorations for a long time.
- (D) ...negative, because to capture something is to trap it.

3. Before beginning research, students must...

- (A) choose a country.
- (B) choose a door to decorate.
- (C) begin researching winter holiday traditions.
- (D) choose a food or song that represents a winter celebration.

4. This text is written as a letter. So is the previous text between pen pals Rohan and Jonelle. How are these texts similar? How are they different?

my comparison statements	Pen Pals	this text
The text has an informal voice.		
The text has a formal voice.		
Write a statement that is true for both texts.	✓	✓

Reader's  
Notes**Interview: The Lyonsville Winter Festival**

*Students at Lyonsville Elementary are thrilled to be participating in this year's Winter Festival. Student journalist Gemma Chan interviewed 5th grader Luis Chavez to get updates on his class' **preparations**.*

**GEMMA:** Luis, you have been a student at Lyonsville Elementary since Kindergarten. This is now going to be your last Winter Festival. How are you feeling?

**LUIS:** Everybody loves the Winter Festival. It's always a blast to decorate our rooms, try new foods, and to learn about the different ways people celebrate during the winter. I learn something new every year. I'm a little sad because this is my last Winter Festival, but mostly I'm excited to share what we've learned about the Chinese New Year and to see what everybody else shares with the school.

**GEMMA:** What are some interesting facts you have learned so far about the Chinese New Year?

**LUIS:** One important fact is that the Chinese New Year is not celebrated on January 1st. The Chinese New Year is actually in February!

**GEMMA:** Why is the Chinese New Year in February? All the calendars in the USA start over on January 1st. I thought that is what everybody did!

**LUIS:** The Chinese New Year isn't based on our calendar. It's based on **lunar cycles**, or moon phases. When a new moon gets full and then becomes a new moon again, a month has passed on the lunar calendar. Each lunar month is 28 days.

**GEMMA:** That sounds confusing because it doesn't match up with our calendar. Our months are 30 or 31 days! Is your class going to be preparing any food for the Winter Festival?

**LUIS:** Dumplings are an important food for celebrating the Chinese New Year. We are going to have a large **variety** of dumplings! Some will have meat inside, and some will have vegetables.

**GEMMA:** I love dumplings! I can't wait to try them. By the way, I heard that your class requested to be the final presenters in the festival. Why is that?

**LUIS:** The Chinese New Year happens during the winter season, but it is a symbol of winter ending. In fact, in some parts of China it is called the Spring Festival. It is a celebration that welcomes spring and new beginnings. So, we decided this would be a good way to end the whole Winter Festival.

**GEMMA:** Luis, thank you for sharing all this information with me. I look forward to tasting those dumplings and any other food your class shares with us. Good luck with your final preparations! Is there anything else you would like to say to readers?

**LUIS:** See you all at the Lyonsville Winter Festival!

## Interview: The Lyonsville Winter Festival

**Answer these questions based on the text. Use complete sentences for question 2.**

**1. What is the main purpose for including this interview in the newspaper?**

- (A) The interview will persuade readers, because Luis and Gemma give many reasons for why people should participate in the festival.
- (B) The interview will inform readers, because it gives details on how one class is getting ready for the festival.
- (C) The interview will entertain readers, because Gemma and Luis tell lots of jokes during the interview and have a fun conversation.
- (D) The interview will entertain readers, because Gemma and Luis are using their words to make art.

**2. How could the author make this article more persuasive to get people to attend the festival?**

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**3. The author wants to add an image to this text. Which image would go best with the text?**

- (A) a Christmas tree
- (C) a plate of Chinese dumplings
- (B) a snowflake
- (D) a picture of a calendar with 31 days

**4. Using information from the text, compare and contrast the USA and China. Write statements in the blank boxes.**

my comparison statements	USA	China
They use a lunar calendar for celebrations.	_____	_____
	✓	✓
	✓	
		✓

## Worldwide Winter Festivals

Below is an **excerpt** from the book Understanding Winter Celebrations Around the World, written by Griff Jones.

The solstice is the day when the earth is tilted farthest away from the sun. The **winter solstice** is the longest night of the year. This special day happens on December 21 or 22 in the Northern Hemisphere. It happens on June 20 or 21 in the Southern Hemisphere. People all over the world have celebrated this night for thousands of years!

The Hopi Indians of northern Arizona celebrate Soyal on December 21 or 22. There is lots of dancing and many rituals. Sometimes, they exchange gifts. During the celebration the Hopi welcome protective spirits that come from the mountains. *Read more on page 15.*



People of Iran celebrate the winter solstice as well. Their festival is called Yalda. Yalda is viewed as the victory of light over dark. Celebrators believe this is the birthday of the sun god Mithra. Families celebrate together with special foods. Some stay awake all night long to welcome the morning sun! *Read more on page 18.*



St. Lucia's Day is celebrated in Scandinavia. It is a festival of lights. St. Lucia is a person in Christian history. During this celebration, girls dress up in white gowns with red sashes around their waists. They wear wreaths of candles on their heads. They walk around and hand out special food. *Read more on page 22.*



People in China celebrate Dong Zhi, or the "arrival of winter". Family members gather together. It is a time for celebrating all the food and wealth the family has worked hard to earn. Special foods such as tang yuan, or rice balls, are enjoyed. *Read more on page 25.*



In Japan people will celebrate Toji. The most popular activity during this celebration uses yuzu. Yuzu is a type of citrus fruit. It tastes like a grapefruit. Japanese people think the yuzu brings good luck. People will draw a hot bath and add several yuzus to the bathwater. The yuzus make the bath **aromatic**. The fruit's scent is supposed to help fight illness and ward off bad luck. *Read more on page 29.*



# Worldwide Winter Festivals

Answer these questions based on the text.

**1. Who did the author write this book for?**

- (A) The author wrote this book for readers who are curious about the customs of Japan.
- (B) The author wrote this book for readers who are curious about the winter-time traditions of the world.
- (C) The author wrote this book for readers who need evidence for a science project.
- (D) The author wrote this book for readers who are planning school events.

**2. This text is...**

- (A) ...informational nonfiction. It gives details about real events in order to teach the reader.
- (B) ...persuasive nonfiction. It gives details about real events in order to convince the reader to do something or to change the reader's mind.
- (C) ...entertaining fiction. It gives details about imaginary events and people to tell the reader a good story.
- (D) ...persuasive fiction. It gives details about imaginary events and people to convince the reader to do something or to change the reader's mind.

**3. The main idea: "People all over the world have traditions for the winter solstice." Next, you write 3 supporting details:**

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**4. Predict: When readers go to page 15, they will most likely find...**

- (A) ...information about where Iran is located.
- (B) ...explanations of the Hopi rituals for their winter celebration.
- (C) ...information about how the Hopi celebrate birthdays.
- (D) ...a collection of pictures of different winter celebrations around the world.

## Cooking Bloopers

Reader's  
Notes

### Blooper 1:

Uncle Blaine's birthday was coming up, so Elizabeth decided to try her hand at making his favorite dessert: chocolate chip cookies. First, Elizabeth found a delicious recipe in a cookbook and copied it down. Then, she gathered the ingredients. She needed eggs, butter, vanilla, sugar, flour, salt, baking soda, baking powder, and chocolate chips.

Elizabeth turned on music and hummed along to the song. She mixed the eggs, butter, and vanilla. She added all the dry ingredients. She added in the chocolate chips. Elizabeth carefully dropped heaping spoonfuls of cookie dough onto the metal cookie sheet. She put the tray of cookies in the oven. She set a timer for 10 minutes. While Elizabeth waited for the cookies to finish baking, she washed the dishes. She wiped off the counters. She put away the ingredients.

Several minutes later, Elizabeth noticed something a bit strange. "That's funny," Elizabeth said to herself. "I thought I would be able to smell the baking cookies, but I don't smell anything! Maybe it's the recipe..." Elizabeth shrugged. The timer beeped, and Elizabeth walked to the oven, full of **anticipation**. She eagerly opened the oven door. Being careful not to burn herself, Elizabeth used oven mitts to pull out the cookie sheet.

"How strange," Elizabeth said out loud, "my cookies are still so soft!" Elizabeth poked one of her cookies. It was still a sticky scoop of dough. It wasn't even warm.

Elizabeth's brother came to investigate. "I think I found your problem," he said with a **smirk**. He pointed to the oven control. Elizabeth had followed all the recipe's directions, except for one: she forgot to turn on the oven!



### Blooper 2:

"Cody, you're baking up a storm in here," said Cody's dad.

Cody nodded. "I want my class to win in the bake sale competition, so we need a variety of baked treats!" So far, Cody had baked two different kinds of cookies. His batch of brownies had a few minutes left in the oven. Cody was furiously mixing the ingredients for a second batch of brownies.

"Just make sure you are being mindful as you go, Cody," his dad warned. "You can easily make a mistake in the kitchen, and it's usually too late once the food is done cooking."

Ding! The first batch of brownies were done! Cody whipped together the last few ingredients and poured the batter in a baking dish. He yanked out his freshly baked brownies and tossed his batter in the oven. Finally, he was done baking!

Ding! When the last of his brownies were cooling on the countertop, Cody called his dad into the kitchen. "My favorite part...the taste test!"

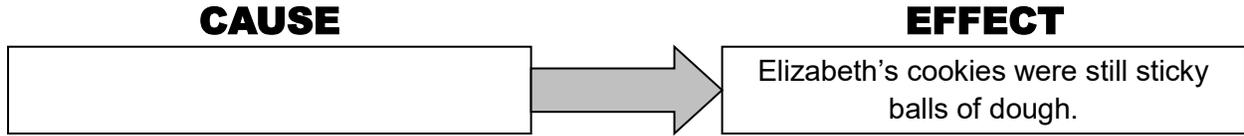
Cody cut two small pieces of brownie. His dad popped a piece in his mouth, and his smile instantly turned into a puzzled **grimace**. Cody was startled and worried. "Dad, what's wrong? Did I use too much vanilla?"

"I think you may have mixed up some key ingredients," Cody's dad responded. "It tastes like you accidentally swapped the sugar and salt!"

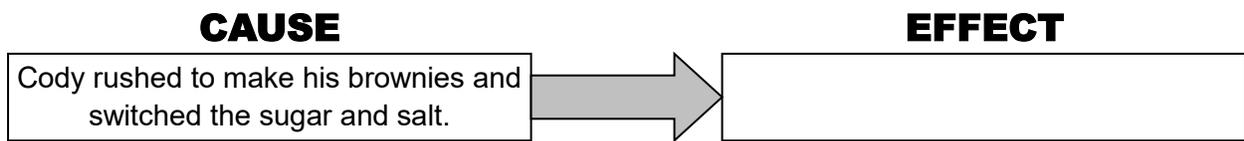
# Cooking Bloopers

Answer these questions based on the text.

## 1. Complete the cause and effect diagrams:



- |  |   |
|--|---|
| <p>(A) Elizabeth poked the cookies.</p> <p>(B) Elizabeth used oven mitts to pull out the cookie sheet.</p> | <p>(C) Elizabeth forgot to turn on the oven.</p> <p>(D) Elizabeth set a timer for 10 minutes.</p> |
|--|---|



- |  |  |
|--|--|
| <p>(A) Cody's brownies were far too salty.</p> <p>(B) Cody whipped up the brownies very quickly.</p> | <p>(C) Cody used too much vanilla.</p> <p>(D) Cody cut two small pieces of brownie to taste.</p> |
|--|--|

## 2. A reader infers that Elizabeth is not an experienced baker. Which line from the text helps support this inference?

- (A) "Uncle Blaine's birthday was coming up, so Elizabeth decided to try her hand at making his favorite dessert: chocolate chip cookies."
- (B) "First, Elizabeth found a delicious recipe in a cookbook and copied it down."
- (C) "Elizabeth carefully dropped heaping spoonfuls of cookie dough onto the metal cookie sheet."
- (D) "The timer beeped, and Elizabeth walked to the oven, full of anticipation."

## 3. Complete the comparing chart by writing statements:

my comparison statements	Blooper 1	Blooper 2
	✓	
	✓	✓
	✓	✓
		✓

Reader's  
Notes

## The Delicious Mistake

Karina had been brainstorming which dessert to make for her neighborhood block party for weeks! She had been looking in all sorts of magazines and books. Finally, she found the perfect recipe online. It was a layered jelly cake. Each layer of the cake was a different color of gelatin and had a different type of fruit. It looked beautiful and delicious! Karina knew some of her neighbors did not eat **gelatin**, so she would use **agar** instead.



Karina got to work. She washed the fruit for the first layer: blueberries. She placed the blueberries at the bottom of a large bowl. She boiled some fruit juice and mixed in the powdery agar. Then, she carefully poured the agar mixture over the blueberries. Karina placed the bowl in the refrigerator. It would have to cool before she could start the next layer.

Thirty minutes later, Karina examined the first layer of her dessert. It worked! The blueberry layer had turned solid, and it was bouncy and jiggly. Now, it was time to start on the next layer: the grape layer. She repeated all of the steps, but this time she had to slice grapes. Then, the bowl went back in the refrigerator.

After another hour, Karina's dessert was complete! The bottom layer had blueberries, the middle layer had green grapes, and the top layer had sliced kiwis. She added more grapes and kiwi slices to the top. Karina hoped her dessert would be a hit.

The neighborhood block party started in the afternoon. It was an unusually warm September afternoon. Luckily, the trees **provided** shade and the neighbors provided paper fans. Karina proudly placed her jelly cake on the table full of food, and went off to play with her friends.

When it was time to eat, Karina checked on her jelly cake. Her eyes widened in surprise. The heat had not been good for her dessert... Her jelly cake had melted into a puddle of mixed up fruit! There were no layers anymore. Everything was swirling together. Her dessert was one big failure.

Karina stood there, staring at her failed cake and wondering if she should go toss the liquid mess in the trash now or wait until the party was over. One of Karina's neighbors came over and greeted her. "Hi, Karina! Is this what you made?" The neighbor was pointing at Karina's fruity disaster.

Karina nodded her head. She muttered, "It wasn't supposed to..."

"It looks delicious," her neighbor said. He hadn't even heard her. He scooped some ice cubes into a paper cup. "I bet it'll be quite refreshing on this warm day," he continued. He ladled some of Karina's dessert into the cup and took a sip. His eyes brightened. "Mmm! That hits the spot," he said with a smile before walking away.

Karina stared after him in shock. He had no idea this was supposed to be a cake, she thought to herself. Karina could hardly believe it when two more people came by and ladled some of the **botched** dessert into their cups, too!

Karina was so disappointed when her jelly cake did not turn out the way she expected it to. She thought it was a total failure. However, that failure turned into a very popular fruit

(Continued on page 46)

## The Delicious Mistake

punch! At the end of the block party, there wasn't a drop left and every single blueberry, kiwi slice and grape was eaten up. Karina smiled. I guess a mistake can still turn out well if you let it become something else, Karina thought to herself as she walked back home with the empty bowl.

**Answer these questions based on the text.**

**1. Why did the author write "his eyes brightened" in the ninth paragraph?**

- (A) This shows that the man was lying about enjoying the punch.
- (B) This shows that the man really enjoyed the punch.
- (C) This shows that it was a very sunny day.
- (D) This shows that the man saw something nice when he was drinking the punch.

**2. When making the jelly cake, Karina washed and cut the grapes and kiwi...**

- (A) ...while the fruit juice heated up.
- (B) ...while the agar powder mixed with the fruit juice.
- (C) ...while the agar powder heated up.
- (D) ...while the cake chilled in the refrigerator.

**3. Which of these science projects is similar to what happened in Karina's story?**

- (A) A boy throws up a ball and counts how many seconds it takes to fall back down to the ground.
- (B) A boy leaves an ice cube on a plate and counts how many minutes it takes to melt.
- (C) A girl heats up different liquids until they boil.
- (D) A girl melts wax crayons and watches them become solid again.

**4. Complete the comparing chart using "Cooking Bloopers" and "The Delicious Mistake":**

my comparison statements	Elizabeth	Cody	Karina
The main character is preparing food to share with others.			
The main character makes a careless mistake in the kitchen.			
A cooking mistake actually turns out to be a success.			
Write your own statement and check the stories:	_____	_____	_____

## Amazing Accidents

Reader's  
Notes

Henry Ford once stated, "Even a mistake may turn out to be the one thing necessary to a **worthwhile** achievement." Many times, we get discouraged when we make a mistake. However, sometimes mistakes turn out to be amazing discoveries!

One day back in the 1930s, Mrs. Wakefield accidentally baked the first chocolate chip cookies. Mrs. Wakefield wanted to make a batch of her famous chocolate cookies for her guests. However, she had run out of the chocolate powder that she usually used! So, she decided to try using a regular chocolate bar she had in the kitchen. She broke the chocolate bar up into small pieces and mixed it in the dough. She thought the chocolate would melt and mix with the dough. Unfortunately, things didn't go as planned. The chocolate pieces kept their shape. She thought the cookies were a failure, but her guests **devoured** them and asked for more!



In 1853, Chef George Crum accidentally made the first potato chips. He was working at the Moon Lake house in Saratoga Springs. One customer ordered a plate of fried potatoes. The customer tried the dish, then sent it back to the kitchen. "These potatoes aren't cut thin enough," the customer complained. George Crum tried again, and the customer sent the dish back again! "These potato slices are still too thick," the customer said. The chef was **fuming**. He decided to get back at the customer. He cut the potatoes as thin as he could. He fried the potatoes to a crisp. They were hard and crunchy. He wanted the customer to feel annoyed, but Crum's plan **backfired!** The customer actually loved these new crispy potato chips.

One day, Spencer Silver was trying to make the strongest **adhesive** he could. However, the sticky substance he created was actually weaker than the glues that already existed. The adhesive stuck to objects, but it could be pulled off easily without leaving a mark. Later, his friend brushed some of the weak glue on the back of a piece of paper to make a sticky bookmark. This sticky piece of paper gave them the idea to make Post-it notes!



All three of these people had a plan. However, none of their plans went the way they were supposed to. We're lucky they didn't throw away their mistakes and give up! Try to remember their stories the next time you make a mistake. Maybe you can turn your mistakes into a great discovery, too!

**Answer these questions based on the text.**

**1. Which ingredient was Mrs. Wakefield missing to make her famous cookies?**

- (A) flour
- (B) sugar
- (C) chocolate powder
- (D) chocolate candy bar

## Amazing Accidents

**2. When Chef George Crum heard a customer was complaining about his potatoes, he most likely said...**

- (A) "I'll show him!"
- (B) "I hope he likes my potato chips!"
- (C) "Sorry, we're all out of potatoes."
- (D) "Maybe the other chef can make some potatoes instead."

**3. The author started this text with a quote from Henry Ford. The quote means...**

- (A) Mistakes are necessary.
- (B) A mistake might help you make a big achievement.
- (C) Mistakes usually stop us from making big achievements.
- (D) It is necessary to learn from our mistakes.

**4. Which of the following stories would fit with this text's main idea?**

- (A) A girl is preparing a science project, but somebody accidentally throws it away. She stays up all night trying to prepare the project again. She gets an A on the project.
- (B) A boy wants to make bowl in art class, but everybody thinks the finished object is a hat. They ask him to make them a hat, too. He makes money selling the new hats.
- (C) Somebody left old furniture out on their curb. A group of kids fix up the furniture to sell. They sell the furniture at a garage sale.
- (D) A group of kids learn to use building tools. They make a plan to build an amazing clubhouse. They have a party in the clubhouse.

**5. Make a connection to the text. Write about a time when you made a mistake that turned out better than the plan. Or, write about a time when you heard this happen to somebody else.**

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Reader's  
Notes

## A Silver Lining

"Children, I want to tell you a story. Back when I was your age, my parents owned a farm. Farms require a lot of hard work. Farmers must get up very early. They have to use a lot of physical strength during the day. Even the kids have work to do for the farm.

"One Saturday morning, I had just finished eating my breakfast. I was getting ready to turn on the television to watch some Saturday cartoons. My mom had other ideas.

"She told me and my brother to go outside and clear part of the field. That means I had to walk around the field and pick up any big **debris**, like rocks or branches. This debris can hurt some of the farmer's machines.

"I wasn't too happy about the task, but I listened when my mom gave me directions. I put on my shoes and **trudged** outside. It was sunny and warm with a cool breeze now and then. I told my brother, 'At least it's a nice day.'

"My brother replied, 'Each cloud has a silver lining...' I didn't know what this phrase meant. He explained that the phrase means there is always something positive. Even if it seems like a bad situation or a problem, you can find something positive.

"Well, we were outside clearing the field for a good hour when my brother found something very interesting. It was shaped like any other rock, but there was something unusual about the rock's color. It had rings of red and brown. My brother put the rock in his pocket to show our mother after we finished.

"By lunchtime, we were exhausted. We ate in silence. After our plates were cleared, my brother pulled out the rock and asked my mom about it. She said she was going to take it to a **lapidary** to get polished. She pulled a small box from the shelf. She opened the box, and inside was a collection of beautiful, polished rocks. They were different sizes and shapes, and some were even cut into fun figures, but they all had very interesting designs like the rings on the rock we found.



"My brother and I started our own **agate rock** collection that day. It was a lot more fun to clear the fields when we thought we might find another treasure. Now, I have my own box full of beautiful rocks. Each one is a reminder that there is always a silver lining."

### Answer these questions based on the text.

#### 1. Who is most likely telling this story?

- (A) a grandfather talking to his grandchildren
- (B) a father talking to his brother
- (C) a news anchor talking to his listeners
- (D) a student talking to his peers

## A Silver Lining

**2. A reader learns that a lapidary is a person who cuts, polishes, or engraves stones. Which choices show context clues that support this definition?**

- (A) Before the word *lapidary*, the boys ask their mom about the strange rock.
- (B) In the sentence with the word *lapidary*, the rock is going to get polished.
- (C) In the paragraph with the word *lapidary*, the mom has a box full of polished, cut stones.
- (D) In the paragraph with the word *lapidary*, there is a box with lots of striped rocks.

**3. The speaker told this story for a reason. The speaker probably told this story so the listeners would...**

- (A) ...start their own rock collection.
- (B) ...not complain as much when they have to do work.
- (C) ...start looking for treasure everywhere.
- (D) ...take their rocks to the lapidary.

**4. Which of the following is another story about finding a silver lining?**

- (A) Some friends are making fun of a student. One friend decides to speak up. She tells them to stop making mean jokes.
- (B) A girl is trying to make her dad a birthday card. She thinks the card looks sloppy but her dad loves it.
- (C) A boy can't go on the field trip because he has a broken leg. He helps in another classroom for the day. He thinks it will be awful and boring, but he has a lot of fun.
- (D) A boy realizes he lost his phone. He has to retrace his steps. He finds out that his dad had his phone all along!

**5. Make a connection to the text. Write about a time when you found a silver lining. Or, write about a time when you heard this happen to somebody else.**

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Reader's  
Notes

## Perfect Perla and the Party

Perla was happily preparing for her friend's birthday party two blocks away. She had picked out the perfect present with perfect wrapping paper. She had picked out the perfect dress. She had perfectly styled her hair. Perla walked out the door and onto the sidewalk.

Perla hummed to herself as she walked. Two houses down, she noticed that the sky had darkened and was covered in clouds. *Uh-oh*, she thought to herself. *I didn't think to look at the weather. Oh well, it's probably just overcast.* She shook her head. The clouds would surely clear soon.

Perla passed two more houses. The wind picked up. She heard the wind shaking the leaves and whistling across roofs. *Should I go back for an umbrella? I'm almost halfway there. I'll be fine.*

As Perla crossed the street, she noticed two cats hiding under a car. *Even the cats can tell something is about to happen... Maybe I should have gone back for that umbrella. But I'm almost there! Vanessa's house is at the end of this block.* Perla picked up her pace.

Splat! A fat raindrop landed on Vanessa's gift. Perla wiped it away and began walking very **briskly**. Another drop landed on her arm. Perla could hear rain pattering against cars, windows, and the sidewalk. The sound got louder and louder as the downpour increased. Perla broke into a run, shielding her head with Vanessa's gift. *I'm still 4 houses away!*

Perla was breathless and soaked by the time she arrived at the door to Vanessa's house. She **covered** under the patio roof. She rang the doorbell and tried to wring water out of her dripping dress.

When the door opened, and Perla saw Vanessa's beaming face, Perla tried to smile. "Happy birthday," Perla said, meekly handing Vanessa her gift. Perla could barely be heard over the storm. So much for perfect wrapping! The box was soggy, and the colors of the wrapping paper had bled and mixed together. Vanessa invited Perla inside, and the chilly air made Perla shiver.

"You must be freezing," Vanessa said. She had a worried look on her face. Perla's teeth were chattering. "Will you come change into some of my dry clothes?" Perla nodded her head, thanking Vanessa. So much for the perfect dress!

After Perla changed into dry clothes, she went into the bathroom. She gasped when she saw her reflection... the water had ruined her hair! For a moment, Perla was near tears. She was supposed to look perfect for this party, and everything got ruined!

*Well, this party is for Vanessa. As long as Vanessa is happy, it is going to be the perfect party.* Perla walked back downstairs and heard the doorbell ring. When Vanessa opened the door, Perla saw 3 more shivering girls with dripping hair and clothes, all carrying soaked presents. Perla couldn't help but laugh. *I guess I wasn't the only one who missed the weather forecast!*

Laughing, Perla and Vanessa spoke at the same time: "We'll get you some towels!"



## Perfect Perla and the Party

Answer these questions based on the text.

1. A reader inferred that Vanessa is a good party host. Which statement best supports this inference?

- (A) "When the door opened, and Perla saw Vanessa's beaming face, Perla tried to smile."
- (B) "Vanessa invited Perla inside, and the chilly air made Perla shiver."
- (C) "'Will you come change into some of my dry clothes?' Perla nodded her head, thanking Vanessa."
- (D) "As long as Vanessa is happy, it is going to be the perfect party."

2. Draw a conclusion about Perla. Which of the following is most likely?

- (A) Perla's room is usually messy and disorganized.
- (B) Perla usually spends a lot of time making sure her school projects are done nicely.
- (C) Perla's favorite subject is most likely science.
- (D) Perla probably has several pets.

3. Which statement is an example of *foreshadowing* in the story?

- (A) Two houses down, she noticed that the sky had darkened and was covered in clouds.
- (B) Perla could hear rain pattering against cars, windows, and the sidewalk.
- (C) Perla was happily preparing for her friend's birthday party two blocks away.
- (D) Perla was breathless and soaked by the time she arrived at the door to Vanessa's house.

4. Which of the following is the best summary for this story?

- (A) Perla wanted everything to be perfect for her friend's birthday party. However, the rain ruined everything. Then, Perla realizes the important thing is for the birthday girl to be happy.
- (B) Perla planned to have the perfect present and dress for her friend's birthday party. Then, she realized the most important thing was to make sure the birthday girl was happy.
- (C) Perla was happily preparing for her friend's birthday party two blocks away. Then, it started to rain. Perla ran to get to the house, but she was soaked by the time she got there. She had to change into her friend's clothes.
- (D) Perla was breathless and soaked by the time she arrived at the door to Vanessa's house. She was wearing the perfect dress and had the perfect present.

Reader's  
Notes

## Henry: An Integrity Challenge

It was Wednesday, and that meant Library Day for Henry's class. Each Wednesday, Henry and his classmates were invited to freely explore the library's shelves of books. The librarian's name was Ms. Jagtap. She would help students search and pick the perfect book. Afterwards, the whole class would go sit in the reading *nook* and Ms. Jagtap would read everybody a fun new story.



As Henry walked from shelf to shelf with his friends, he enjoyed looking at the decorations Ms. Jagtap had put up. She had posters with silly quotes from comic books. She had stuffed animal versions of book characters. She had little bookmarks that students could use if they were reading a chapter book.

Henry's friend Chris picked up one of the librarian's stuffed animals. It was a tiny dragon. Henry saw Chris look around. Then, Chris put the little dragon in his pocket.

Henry's mouth opened in surprise. He had never seen his friend steal something before. In fact, he had never seen any of his classmates steal something. Henry kept walking with his friends, but he stopped noticing the fun decorations.

After students checked out their library book for the week, they were *corralled* into the reading nook. The librarian read the class a picture book based on the life of a famous scientist. Unfortunately, Henry didn't hear a single word from the story. He was still thinking about seeing Chris steal the dragon.

Soon, Henry's teacher arrived to take them all back to class. The students walked back to their room with their teacher, Mr. Stewart. After everybody was seated, the teacher spoke. "Class, our librarian shared some *unpleasant* news with me. Ms. Jagtap told me that one of her stuffed animals has gone missing. She saw it before we arrived at the library, but it was not on the shelf as we were lining up to leave the library."

I *glanced* at Chris, then back at the teacher, and then down at my desk. The teacher continued, "If you can help us solve this problem, please let me know. It's time for math now. Please put away your library books and take out your math folders."

Answer these questions based on the text.

1. This story is incomplete. Which element of the story is missing?

- (A) the main character
- (B) the setting
- (C) the problem
- (D) the solution



## Henry: An Integrity Challenge

2. The text says Henry “stopped noticing the fun decorations”. Make an inference. How did Henry feel about seeing his friend’s actions? How is Henry feeling after his teacher’s announcement to the class?

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3. What would you do if you were in Henry’s position?

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4. Write a summary of the story. Add your own solution and ending.

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## The New Girl

### Reader's Notes

"Class, we are going to have a new student join our class today," Ms. Houston announced excitedly. "She will be arriving shortly. Her name is Lakshmi, and she is from India! Please be kind and welcoming to her."

Ms. Houston showed us on a map where India was. India is a country in Asia, which is on the other side of the world. Ms. Houston explained that Lakshmi had to take a long plane ride to get to the United States of America. She and her family had only been in the USA for three days!

The principal knocked on our door 30 minutes later. "Class, I would like to introduce you to Lakshmi."

Lakshmi was wearing our school uniform. She was carrying a backpack on her shoulder. In her hands she carried a pencil box and a lunch bag. Lakshmi smiled at the principal, and then turned to look at all her new peers.

Ms. Houston guided Lakshmi to her new cubby. Lakshmi hung her backpack on the hook and **stowed** away her lunch bag.

Lakshmi sat next to a very friendly girl named Marie. I overheard Marie introduce herself to Lakshmi. "Hi, Lakshmi! My name is Marie. I'm so happy you're at our school! It's time for math now so you should get out your math notebook. Do you need help finding anything?"

Lakshmi smiled at Marie, tilted her head, and said, "Okay." Then, she turned away from Marie, took out a notebook, opened her pencil box, and started to doodle.

Marie looked confused. She shrugged her shoulders and kept working on her math problems.

At lunchtime, students usually lined up in a special order when Ms. Houston called their group. However, Lakshmi didn't listen to the teacher! She stood up when the teacher called Group 1, even though Lakshmi was in Group 4. Marie told her to sit back down, but Lakshmi just smiled and ignored her. *That was kind of rude*, I thought to myself, *I wonder if the teacher is going to talk to her.*

In the cafeteria, Lakshmi sat down with our class and opened her lunch bag. She took out a container of rice and vegetables. She opened the lid and ate some of the rice with her hand! The students around Lakshmi started to **snicker**. I guess she is trying to be silly, I thought to myself. Lakshmi looked around and smiled at the students. She pointed to another student's plastic fork. Somebody handed her a fork and she began using that to eat. I shook my head and finished my sandwich.

After lunchtime was recess. On the playground, Lakshmi and I made eye contact. I smiled at her, and she smiled back. I turned to wave to a friend while I walked, until Lakshmi and I bumped into each other. "Oops, sorry, that was an accident," I said. Lakshmi didn't say 'sorry,' or 'excuse me.' When I looked at her, she just stared at me. Then she kept walking.

That's it! I thought to myself. I am tired of trying to be nice to that girl. She is just too rude. I walked up to Ms. Houston to tell her about how rude Lakshmi was being. When I explained all the things Lakshmi did, Ms. Houston listened carefully.

(Continued on page 56)



# The New Girl

Reader's  
Notes

"I understand you're feeling frustrated by how Lakshmi is acting," Ms. Houston told me. "We are all going to need to practice patience. When Lakshmi was in India, her school did not teach her very much English. She learned Hindi and Telugu, which are Indian languages. She is going to try her best to catch on, but she still doesn't know all the rules of our culture. For some people in other countries, like in India, it is traditional eat with your hands. Lakshmi may not know how to say 'excuse me' or 'sorry' in English yet, so maybe that is why she didn't say anything at all."

I was shocked! Lakshmi wasn't acting rude- she just didn't know the rules of how to behave at our school yet, and she was surrounded by a language she still needed to learn.

Ms. Houston continued, "So, what do you think? Will you still try to be friendly to Lakshmi and to help her feel welcome in our classroom?"

**Answer these questions based on the text.**

**1. How many languages can Lakshmi speak and understand?**

- (A) one
- (B) two
- (C) three
- (D) four

**2. Based on the text, the reader can infer that...**

- (A) ...this school often has students from other countries.
- (B) ...the teacher learned information about India before Lakshmi joined her class.
- (C) ...the classroom has a lot of students from India.
- (D) ...the narrator has travelled all over the world.

**3. What do you predict the narrator will do next? Why do you think that?**

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**4. What would you do if you were in the narrator's position?**

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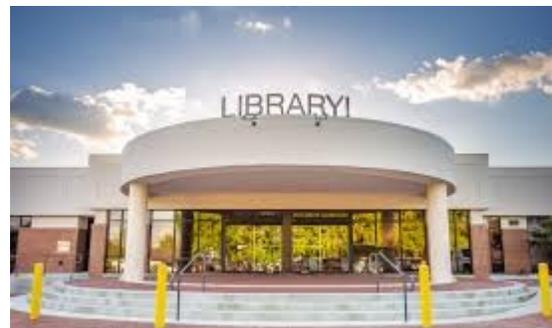


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Reader's  
Notes

## Michael's Library Dilemma

When Michael opened the door to the brand-new public library, he felt like he was in **paradise**. Michael heard the city was building a library in his neighborhood eight months ago, and he had been waiting eagerly for the grand opening. Michael loved reading more than anything, and now he had thousands of books to choose from just a block away from his home!



There was relaxing music playing quietly in the library. Adults and children were talking in hushed voices. Some people sat in colorful chairs with comfortable cushions while they read books and magazines. Michael explored the shelves of books in the children's section. He pulled out some books and put some books back.

Soon enough, Michael had a stack of nine books! One was a mystery about a girl's missing backpack. One was a fantasy about a talking book who sends a group of kids on an adventure. Three books were biographies of scientists. Two books were about baseball. One book had tips on how to draw animals. One book was a fantasy about a boy who finds out he is a wizard.

Michael **lugged** his beloved books through the library. He followed the signs that said "Check Out Counter". There was a man typing on a computer at the counter. Michael gently placed the stack of books next to the man's computer. "Hello! I would like to check these books out," Michael said excitedly. He pulled his library card out of his pocket.

"Hello," said the librarian in a kind voice. "I love your **enthusiasm**, but unfortunately you can only check out 3 books at a time."

Michael was **crestfallen**. Three books?! He had carefully chosen all nine of these books. He couldn't possibly narrow down his choices to three! Michael sighed and held each book in his hand. He opened the front cover of each book.

Answer these questions based on the text.

1. Using context clues, the reader can tell that **crestfallen** means...

- (A) ...sad. Michael wanted all 9 books but could only pick 3.
- (B) ...quiet. In the library, people were using hushed voices to talk.
- (C) ...relaxed. The author said relaxing music was playing in the library.
- (D) ...excited. Michael was excited to be in the library.

## Michael's Library Dilemma

**2. An example of *conflict* in this story is...**

- Ⓐ Person vs. person: Michael wants to check out 9 books, but the clerk will only let him check out 3.
- Ⓑ Person vs. others: Michael wants to check out 9 books, but the library rule states that he can only check out 3.
- Ⓒ Person vs. self: Michael had trouble reading one of the books he picked.
- Ⓓ Person vs. nature: Michael has to go home before it gets too dark outside.

**3. How long was Michael waiting for the library to open?**

- Ⓐ Michael waiting nine months for the library to open.
- Ⓑ Michael wanted nine books when the library opened.
- Ⓒ Michael waited eight weeks for the library to open.
- Ⓓ Michael waiting eight months for the library to open.

**4. Finish this summary of the story. Add your own solution for the story. *Michael was excited to explore his new library. He wanted to check out nine books. However, the problem was...***

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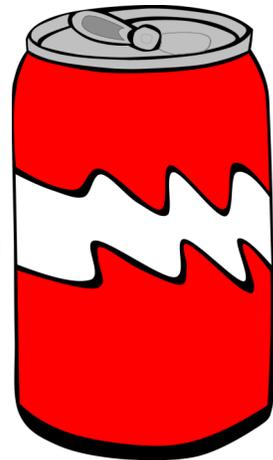
## Soda Experiment

Reader's  
Notes

Even though she knows how much I love soda slushies, my mom didn't want to stop at the convenience store to get me a delicious treat. I walked into the house pouting. "Hi, sis," my older brother said **jovially** as he smiled at me. Then, he noticed my pout. "Why do you have such a sour face today?"

I explained that mom refused to stop and get me a slushy, even though I had been daydreaming about one all day.

"Well, it's your lucky day. I have one more can of soda. It's no slushy, but maybe it will satisfy your craving. Here," said my older brother. He held out the can for me.



"Thanks," I said. Then a lightbulb turned on in my head. "Hey, I have an idea! I'm going to go put this in the freezer right now," I told him with excitement. I already knew it takes a long time for water to freeze. It would probably take the same amount of time for soda to freeze, too. "Maybe after dinner the soda will be frozen like a slushy!"

My brother smiled. "Have you ever put a can of soda in the freezer?"

I shook my head. "No. But I want to make a soda slushy," I explained.

My brother shrugged, still smiling. "Okay...it's your soda."

I placed the can of soda in the freezer. I covered it with bags of frozen peas and carrots to help it freeze faster. Then, I went to my room to start on my homework.

A few hours later, everybody helped get dinner ready. Afterwards, we sat down to eat. It was my turn to clear the table and wash the dishes. Finally, when all the dishes were washed, I eagerly opened the freezer door. I pulled away the bags of frozen vegetables and imagined the soda slushy I would have for dessert.

When I saw the can, I frowned. The can had changed shape. It had **bulges** on the top and bottom. Sticky syrup was leaking out of the can from a long crack. I picked up the frozen can and discovered a huge puddle of sticky brown syrup. "Aww, man!"

My brother walked into the kitchen, smiling. "Here's a science lesson for you: Water **expands** when it freezes. Plus, the gas that makes soda fizzy gets pushed out when the water is freezing. All that pressure busts the can open. So, now you know what happens if you put a can of soda in the freezer!" My brother laughed, tossed me a wet rag, and walked out of the kitchen.

Answer these questions based on the text.

1. "A lightbulb turned on in my head." This figurative language means...

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## Soda Experiment

2. At the beginning of the story, the narrator knows water freezes. This helps her draw the conclusion that...

- (A) ...if she puts the can of soda in the freezer, the can will burst open.
- (B) ...if she puts the soda in the freezer, the soda will freeze.
- (C) ...if she leaves the frozen can of soda on the counter, it will melt.
- (D) ...if she needs a cold drink, she should look in the freezer.

3. Which of these statements can be supported by text in the story? Underline your evidence.

- (A) The narrator's brother remembers science facts.
- (B) The narrator's brother always gives advice to the narrator.
- (C) The narrator's brother is very helpful.
- (D) The narrator's brother tricks and pranks the narrator.

4. A reader is figuring out what "*jovially*" means. In the sentence with the word *jovially*, it says the brother was smiling when he said "Hi, sis." The reader guesses that *jovially* means...

- (A) meanly
- (B) angrily
- (C) cheerfully
- (D) calmly

5. "Water *expands* when it's frozen." A reader guesses that "*expands*" means "grows". Which of the following context clues support this?

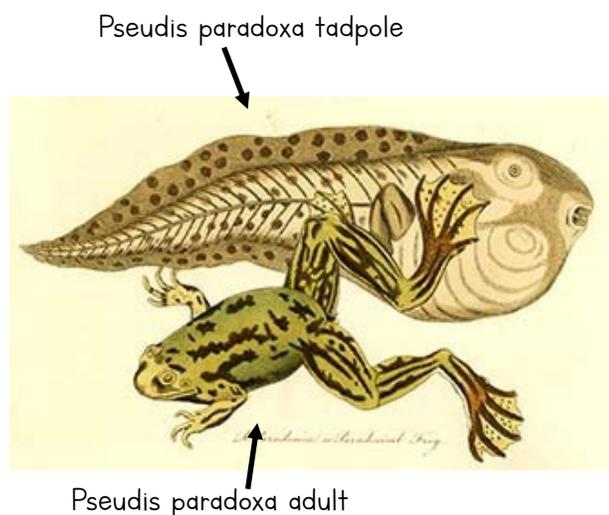
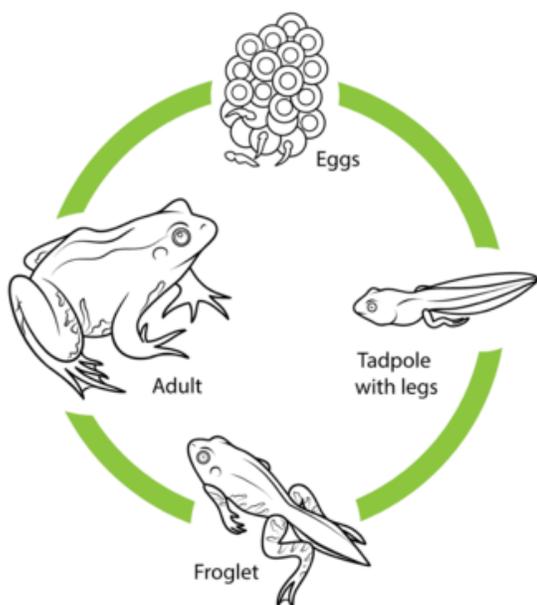
- (A) In the sentence before "*expands*" was used, the narrator sees that the frozen soda can has bulges and a crack.
- (B) In the sentence with the word "*expands*", the author writes that the water is frozen.
- (C) In the sentence after "*expands*" was used, the brother mentions that the soda's gas gets pushed out.
- (D) In the paragraph with the word "*expands*", it says the narrator had to clean up the mess.

## The Backwards Frog

Reader's  
Notes

Usually, we relate getting older to getting bigger. We can imagine a puppy growing up to be a dog. We can **visualize** a chick becoming a full-sized chicken. A human baby grows to become a human adult. However, scientists have learned about an animal that breaks this rule.

The frog is called the *Pseudis paradoxa*, the paradoxical frog, or the shrinking frog. It lives in the Amazon forest. A **paradox** is something that doesn't seem to make sense. This frog has a similar life cycle to most frogs: it starts as an egg, then hatches to become a tadpole. Next, it grows legs and becomes a full-grown adult frog. The unusual thing about these full-grown paradoxical frogs is that they are much smaller than paradoxical tadpoles.



When scientists first observed this frog, they were very confused. Scientists wondered if this frog somehow had a reverse life cycle! They thought that the animal might start as a frog and end up as a tadpole. Scientists continued to observe the frog and discovered how this unusual animal **develops**.

The tadpoles hatch from regular-sized eggs, but then they grow a *lot*. A tadpole grows to a length of 22 centimeters, or almost 9 inches. Soon, the tadpole starts to mature into an adult frog. As the tadpole matures, it grows smaller! An adult paradoxical frog is usually about 5 centimeters, or 2 inches. This means the tadpole is 3 or 4 times larger than the adult! No wonder this frog was called the paradoxical frog... While most species grow up, this animal grows down!

## The Backwards Frog

Answer these questions based on the text.

1. How large can the paradoxical tadpole be?

- (A) 2 inches      (B) 5 inches      (C) 9 inches      (D) 22 inches

2. What audience did the author write this for?

- (A) The author wrote this for his friend.      (C) The author wrote this in his diary.  
(B) The author wrote this for learners.      (D) The author wrote this for a movie.

3. A student wrote this statement:

*The paradoxical frog has "paradox" in its name because it does the opposite of most animals.*

Which pieces of evidence from the text support this statement?

- (A) "A **paradox** is something that doesn't seem to make sense."  
(B) "This frog has a similar life cycle to most frogs: it starts as an egg, then hatches to become a tadpole."  
(C) "The unusual thing about these full-grown paradoxical frogs is that they are much smaller than paradoxical tadpoles."  
(D) "Scientists wondered if this frog somehow had a reverse life cycle!"

4. Which of the following choices give context clues for the meaning of "**develops**"?

- (A) Before **develops** is used: It says scientists thought the animal started as a frog and became a tadpole.  
(B) In the sentence with the word **develops**: It says scientists are observing the frog.  
(C) After the word **develops**: It says the eggs hatch and the tadpole grows a *lot*.  
(D) In the paragraph with the word **develops**: It says scientists were confused about this frog's life cycle.

Reader's  
Notes

## My Track Meet: A Compassion Challenge

Today was Track and Field day at our school. This is one of my favorite school events because all the classes break into teams and play games all day. Some students think the best part of the day is the water balloon fight. Others think the popsicle break is the best part. Some say it's the bean bag toss. Not me! I'm a very fast runner, so everybody wants me on their team when we're having the relay race!

Mr. Andrews picked team captains for each event. The captains took turns picking their teammates. I was the first person picked for the relay race. I didn't even bat an eye! I just jogged to join my new captain. Each team had 4 people for the race. We decided that I would be the last one to run.

During the race, I watched all the other runners hand off the gold stick we were using as a baton. It was exciting to see! I wasn't nervous when it was my turn. I felt calm and confident. I waited in position as my teammate ran up to me with the baton. I counted down in my head as my teammate got closer. 5...4...3...2...1! As soon as I was **grasping** the baton, I **launched** off in a sprint.

I stared straight ahead as I ran. I focused on the finish line. My heart was pounding. I flew past one runner, and then another. I smiled as I passed a third runner.

I was catching up to another runner, and she turned her head to look at me. In that moment, she tripped and fell to the ground with a loud thud! She cried out in pain. I fell once when I was running, and it left me with very painful scrapes on my knees. I imagined her knees all scraped up, too. I remembered feeling embarrassed when I fell, because I had to get up and limp by myself to finish the race as all the other runners passed me by. I remembered feeling lonely because none of the runners looked at me or asked if I was okay.



### Answer these questions based on the text.

1. The author is describing a relay race. Which sentence below is another example of a relay?

- (A) A woman gives money to a fundraiser.
- (B) A man sends a postcard to a friend. His friend sends a postcard back.
- (C) A doctor leaves a message for a patient.
- (D) A dad gives his daughter a message. He tells her to give the message to her teacher.

## My Track Meet: A Compassion Challenge

**2. What do you think the narrator will do next? Be the author and finish the story.**

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**3. The narrator’s favorite part of Track and Field Day is...**

- (A) ...the water balloon fight.
- (B) ...the popsicle break.
- (C) ....the relay race.
- (D) ...watching all the other runners hand off the relay baton.

**4. I know this is the narrator’s favorite part of track and field day because...**

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**5. What audience did the author write this for?**

- |  |  |
|--|--|
| (A) The author wrote this to a friend.                         | (C) The author wrote this in a diary.            |
| (B) The author wrote this for people doing a research project. | (D) The author wrote this for a book of poetry.. |

Reader's  
Notes

## Louise Loses her Glasses



Louise knew it was a **careless** mistake. She had never done anything like this before. The whole way home, she had a terrible feeling in the pit of her stomach. How in the world was she going to face her mom? Louise couldn't even distract herself by looking out the car window, so she just stared down at her hands the whole way home.

As Louise opened the front door and stepped into the apartment, the **knots** in her stomach tightened. "Hi, mom," Louise called out feebly.

Louise heard her mom reply cheerfully from the kitchen. "Hi, Louise! How was the canoe adventure? I can't leave the stove right now, so come into the kitchen and tell me all about it."

Louise gulped. She took a breath and walked to the kitchen. She stood next to her mom, who was stirring a sauce for pasta. "Well," Louise began, "the trip was great at the beginning. The weather was perfect, and the water wasn't **choppy** at all. But then...something happened."

Louise's mom kept stirring, but she glanced up to look at her daughter. "What do you mean? Also, where are your glasses?"

Louise sighed and hung her head. "That's the bad thing that happened. I was leaning over the side of the boat to look at a snapping turtle that swam by. My glasses slipped off and fell into the water. They sank straight down. I didn't even have a chance to reach out and grab them." Louise's cheeks felt hot.

Louise's mom sighed as she continued to stir the pasta sauce, but she didn't say anything. Louise continued, "I'm so sorry, mom. I know those glasses were really expensive."

Louise's mom nodded. "I still have your last pair of glasses...unfortunately, those aren't strong enough. We're going to have to buy you a new pair."

"This was my mistake, so I want to pay for them," Louise replied. "I will pay for it with my allowance."

Louise's mom put the stirring spoon down and turned to face her **nearsighted** daughter. "Louise, I am very proud of you. You are taking responsibility for your mistake." She pulled Louise into a strong hug.

For the rest of the weekend, Louise had to **squint** and hold her books and homework close to her nose. On Monday and Tuesday, she wore her old pair of glasses to school. They gave her a headache if she wore them for too long, but they were better than nothing.

When Louise came home from school on Tuesday afternoon, she found a box on her bed. Inside was a brand-new pair of glasses that looked just like the ones she dropped in the water. There was also a letter from her mom that said, "Dear Louise, thank you for taking responsibility when you lost your glasses. Thank you for offering to pay. Keep your allowance money. I know that we all have accidents. We just try not to have the same accident twice. Love, Mom."

# Louise Loses her Glasses

Answer these questions based on the text.

1. The author mainly includes the first paragraph of this story to...

- (A) ...tell the reader who the main character is.
- (B) ...show the reader how the main character usually behaves.
- (C) ...explain a regular car ride home.
- (D) ...hint that something bad just happened for the main character.

2. Based on Louise’s actions in the story, which of the following is most likely? Underline clues in the story that prove your answer.

- (A) Louis often loses or forgets her homework.
- (B) Louise often watches her mom cooking dinner.
- (C) Louise often completes her chores and homework.
- (D) Louise often spends a lot of money buying new things.

3. Which of the following is the best summary for this story?

- (A) Louise watched her mom cooking. Louise told her mom what happened to her glasses. Then, Louise found a new pair of glasses in her room.
- (B) Louise lost her glasses. She was nervous about telling her mom. However, her mom wasn’t mad.
- (C) Louise went canoeing and lost her glasses. She told her mom what happened. Louise said she would pay for a new pair. Then, she found a new pair of glasses in her room.
- (D) Louise went canoeing. She wanted to look in the water, but her glasses fell off. She was nervous in the car because she had to tell her mom what happened.

4. The next time Louise goes canoeing, she will most likely...

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Reader's  
Notes

## Koko, the Amazing Gorilla

Imagine that you walk into a room, and there is a gorilla seated in the room. How would you greet the gorilla? Would you expect the gorilla to say hello back to you? Would you expect the gorilla to ask you for a toy or some food? That all may seem impossible, but it wasn't impossible for the gorilla named Koko.

This gorilla's life had a normal start. Hanabiko "Koko" was born in the San Francisco Zoo on July 4, 1971. "Hanabiko" is Japanese for 'fireworks child'. Can you guess why she was given this name? Think about her birthdate. When she was one year old, Koko had to go to the zoo's hospital for an illness. While she was at the hospital, Koko met a scientist named Francine Patterson. At first, Patterson just asked to work with Koko for 4 years. Patterson wanted to do some research with Koko. They **developed** a relationship that was more amazing than Patterson ever imagined.



Francine Patterson wanted to teach Koko ways to **communicate**. The scientist knew Koko would not be able to talk like a human. Instead, she decided to teach Koko sign language. After practicing, Koko had a vocabulary of more than 1,000 signs. She could mix these signs together to communicate her ideas. For example, Koko combined the signs for "finger" and "bracelet" when she saw somebody was wearing a ring. Koko was able to use sign language to describe things. She was even able to sign to other gorillas when they were using good sign language! Sometimes, Koko seemed to use sign language to be a trickster, or to tell jokes.

As Koko learned more and more sign language, she became more and more famous. Magazines wrote about her. She was filmed for television. She met other famous **celebrities**. Koko often called herself a "queen". The scientists scratched their heads when they saw this. They never called Koko a queen... Where did she get that from? Maybe she noticed all the attention she was given, and thought she was as special as a queen!

Do you have a favorite type of pet? Koko's favorite type of pet was definitely a cat. One year, Koko asked for a pet for Christmas. The scientists gave her a stuffed animal, but that's not what Koko meant! She didn't play with it, and she kept signing "sad" to the scientists. So, the scientists gave her a real kitten for her birthday. Koko named the kitten "All Ball". Koko cared for the kitten as if it were a baby gorilla. 5 months later, All Ball escaped Koko's cage and was hit and killed by a car. When Koko found out, she signed "bad, sad, bad" and "frown, cry, frown, sad, trouble". Scientists could tell that Koko was heartbroken. The next year, Koko was given two new kittens to care for. She named them Lipstick and Smoky. They were loving friends for a very long time.

Koko learned a lot from Francine Patterson and the other scientists. She learned how to communicate her needs, and how to tell jokes. The world also learned a lot from Koko. Many scientists continue to study gorillas and other primates. They want to find out what else primates are capable of learning. We might not be as different from them as we first thought!

# Koko, the Amazing Gorilla

Answer these questions based on the text.

1. The author mainly includes the first paragraph of this story to...

- (A) ...tell the reader about a problem.
- (B) ...explain how Koko uses sign language.
- (C) ...make the reader think about communicating with a gorilla.
- (D) ...describe the setting of the text.

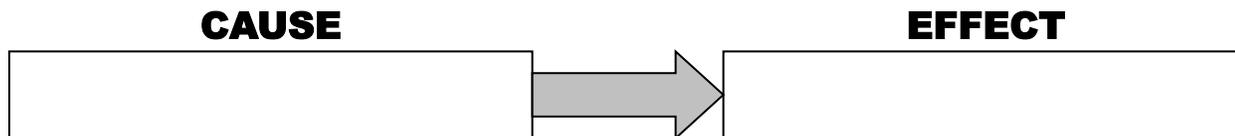
2. Which part of the text does the image illustrate?

- (A) Koko was studied by a lot of scientists.
- (B) Koko asked for a kitten and took care of it like her own baby.
- (C) Koko was sent to the zoo hospital when she is born.
- (D) Koko received two new kittens named Lipstick and Smoky.

3. When Francine Patterson first met Koko...

- (A) ...she wanted to give Koko a kitten.
- (B) ...she wanted Koko to meet a lot of celebrities.
- (C) ...she wanted to teach Koko how to communicate with humans.
- (D) ...she wanted to name Koko "Fireworks Child".

4. Which answer shows a correct cause and effect pattern from the text?



- (A) Koko asked for a cat, so the scientists scratched their heads.
- (B) Koko called herself a queen, so the scientists gave her two new kittens.
- (C) Koko did not play with the stuffed animal, so the scientists gave her a real cat.
- (D) Koko named her kitten All Ball, so the kitten ran away from Koko.

Reader's  
Notes

## Lazy Cat



It was a nice, sunny day, and Cat was relaxing in the shade of an oak tree. "Excuse me, Cat," said a friendly voice. Cat looked up to see his friend Dog, with her tail wagging happily. "Cat, would you please help me search for something? I misplaced my favorite frisbee earlier..."

Cat turned his head away from Dog. "Go away, Dog, I'm far too **relaxed** to search for your toy."

Dog's tail drooped. "Fine," Dog said with a sigh as she walked away.

A few moments later, another one of Cat's friends chirped from a tree. "Hello, Cat!" Bird waved his wing at the sleepy **feline**. "I just dropped some of the leaves and twigs I collected for building my nest. Would you please catch them, so they don't flutter away?"

"Hmph," responded Cat, closing his eyes. "I am far too **tranquil** to try and catch your fluttering twigs and leaves. Catch them yourself, Bird."

"Fine," Bird said, flapping his wings angrily as he ran to catch the materials for his nest.

Soon, Cat's restful state was interrupted once again! "Oh Cat, I am so happy to have found you," cried the **urgent** voice of Fox. "I have"--

"Save it," Cat interrupted. "Whatever it is you lost, dropped, or need help with, I am feeling far too **serene** to get up and help you. Now please leave me alone!"

"Well that is too bad for you," snapped Fox. "I was coming to tell you that I caught an **abundance** of fish earlier today. I was going to offer to share it all with you. Instead I will just leave you alone." Fox ran off with a huff.

Fish! Cat's stomach growled hungrily. "Wait, Fox, tell me about these fish," Cat called after Fox. However, it was too late. Fox was gone.

***The Lesson: Be there for your friends. Share in their struggles and in their rewards.***

Answer these questions based on the text.

1. What is the *genre* of this text?

(A) fable

(C) informational text

(B) realistic fiction

(D) poem

## Lazy Cat

2. Which detail helps you know the genre of this text?

- (A) The author describes what animals eat.
- (C) The author uses words for rhythm and rhyming.
- (B) The characters are animals that can talk.
- (D) The author made characters and a setting that could be real.

3. **Abundance** means “a lot” or “plenty”. Which context clues can help find the meaning of abundance?

- (A) In the sentence before “**abundance**” was used, Fox snapped at Cat and said “Well that is too bad for you.”
- (B) In the sentence with the word “**abundance**”, Fox says he caught fish.
- (C) In the sentence after “**abundance**” was used, Fox says he was going to share all the fish with Cat.
- (D) In the paragraph with the word “**abundance**”, it says Fox ran off and left Cat alone.

4. Use “**abundance**” in a sentence of your own.

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5. The reader can infer that Cat...

- (A) ...is lazy. In the story, Cat says no when others ask for help.
- (B) ...is lonely. In the story, none of the other animals relax with Cat.
- (C) ...dislikes fish. In the story, Fox is trying to offer Cat some fish but Cat says no.
- (D) ...doesn't like being in the sun. In the story, Cat is staying in the shade of the tree.

6. The author uses different *synonyms* for “relaxed”. List the synonyms below:

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Reader's  
Notes

## The Day Kitten Slowed Down

One sunny day, Kitten was **unbearably** bored. She decided to go outside. She zoomed out the door and into the sunshine. She enjoyed the feeling of running so much that she decided not to stop. She didn't notice anything she raced passed- not the trees, nor the flowers, and not even the birds.

Finally, Kitten was **exhausted**. She couldn't take another step. She plopped down, panting. That was fun, she thought to herself. Kitten turned her head, looking this way and that way, but something was wrong. Nothing around her looked familiar.



Kitten's stomach dropped. She had run so fast she hadn't paid any attention to her surroundings! Now, after running so much, Kitten was too tired to make the trip back. She didn't even know how far away from home she was. Kitten thought, 'What do I do now?' She started to meow and cry in **despair**.

"Why are you crying, Kitten," said a slow, deep voice. It was Turtle, crawling closer as he spoke. "You looked so happy just a moment ago when you were racing by as fast as a bullet."

"I was happy," Kitten said. "But now I am hopelessly lost. I have no idea how to get home, and I don't think I even have the energy to get home."

Turtle continued to walk towards Kitten. "Don't you worry, Kitten. I can help you get home. Just hop on my shell."

Kitten carefully stepped onto Turtle's shell. Turtle began **ambling** towards Kitten's home.

Kitten's tail twitched back and forth impatiently. She wished Turtle would walk just a little faster. She reminded herself that Turtle was being generous and kind by letting Kitten ride on his back. She reminded herself to simply be grateful that Turtle offered to take her back home.

Turtle **ambled** along. Kitten heard tiny tweets above her head. She looked up to see a mother bird flapping her wings as she fed her chicks. Up in the sky, fluffy clouds drifted by. On the ground, lovely blue flowers dangled from their stems like bells.

When Kitten was running, she had not noticed the birds, clouds, or flowers. Riding on Turtle's back, she was able to carefully observe the world around her. Her heart felt still and peaceful.

It took a long time for Turtle to arrive at Kitten's home. Kitten hopped off Turtle's shell with a smile. "Thank you, Turtle. It was very kind of you to bring me home. You also helped me learn a very important lesson."

**Answer these questions based on the text.**

### 1. What lesson did Kitten learn in this story?

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## The Day Kitten Slowed Down

**2. Which option is the best summary for this story?**

- (A) Kitten wanted to run outside very quickly. Then, Turtle gave her a ride home. He moved slowly.
- (B) She ran quickly, and got lost. Turtle gave her a ride home. Then, she learned that it can be nice to move slowly.
- (C) Kitten wanted to run outside, but she got tired and was lost. So, Turtle offered to give her a ride home. Then, Kitten learned that it can be nice to move slowly.
- (D) Kitten wanted to run outside. She didn't notice anything when she was running. When she was very tired, she stopped. She was lost.

**3. Underline the context clues that help you know the meaning of *ambled*. Which word is a synonym for *ambled*?**

- (A) raced                      (B) jogged                      (C) strolled                      (D) paused

**4. Complete the comparing chart using "Lazy Cat" and "The Day Kitten Slowed Down":**

my comparison statements	Lazy Cat	The Day Kitten Slowed Down
The story is a fable.	_____	_____
The main character needs help from another character.	_____	_____
	✓	✓
	✓	
	_____	_____
	_____	_____

## How Animals Stay Safe

All animals have developed ways to keep themselves safe. Sometimes animals have unusual **traits** that help them run away or hide. Other animals have traits they use to defend themselves or scare away another animal. Animals might be born with these traits, or they might learn these traits from their parents.

The spittlebug is an animal that knows how to hide to stay safe. The spittlebug is the **nymph** version of an adult froghopper. It lives on plants. When the adult froghopper is threatened, it can jump very far to stay safe. Unfortunately, the spittlebug can't jump away like the adult froghopper. Instead, the spittlebug creates a hiding place to stay safe. The spittlebug sucks up watery sap from a plant. The spittlebug uses that liquid to make a **fortress** of bubbles. Predators leave the spittlebug alone when it is in this foam. Inside the fortress, the young insect can grow up safely. Eventually, it **emerges** from the foam as an adult froghopper and hops away.



The African crested rat also keeps itself safe in a surprising way. If it gets caught by a **predator**, the rodent freezes so the predator can bite it! However, the predator doesn't know that it has been tricked. Every day, the African crested rat chews on poisonous tree roots and smears this poison on its fur. So, if the rat gets bitten by a predator, the predator is going to get a mouthful of poison. The predator might learn to avoid these African crested rats, or the predator might not live to take another bite!



Animals have **ingenious** ways of keeping themselves safe. The next time you are going for a walk, pay attention to the animals around you. How are they keeping themselves safe? Do they hide, run away, or scare their predators?

**Answer these questions based on the text.**

**1. Write one important fact from the text.**

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## How Animals Stay Safe

**2. The author mainly wrote this text to...**

- (A) ...persuade the reader to help keep these unusual animals safe.
- (B) ...inform the reader about how some unusual animals survive.
- (C) ...inform the reader about the survival habits of bugs.
- (D) ...entertain the reader with unusual stories about animals.

**3. A student is using this article as a source for a research project. The student's project is most likely about...**

- (A) ...how to protect endangered species.
- (B) ...food chains in Africa.
- (C) ...how animals are able to survive.
- (D) ...venemous animals.

**4. Which statement from the text is an opinion?**

- (A) Other animals have traits that help them to fight or scare away another animal.
- (B) The spittlebug is the nymph version of an adult froghopper.
- (C) Animals have ingenious ways of keeping themselves safe.
- (D) If it gets caught by a predator, the rodent freezes so the predator can bite it!

**5. Which of the following captions matches the last picture in the article?**

- (A) The African crested rat chews on poisonous roots.
- (B) The African crested rat has long hair that soaks up and stores poison.
- (C) The African crested rat hides to protect itself.
- (D) The African crested rats live in small groups.

Reader's  
Notes

## Leave the Bees in Peace!

Bees are very important for humans because they're pollinators. They help our plants and flowers grow and **reproduce** by spreading pollen. There are many different types of bees, and they all behave differently and have different homes. The bees also share some similarities. For example, only female bees can sting. However, it is very unusual to be stung by a bee! To understand why bees don't usually sting, it helps to understand the special characteristics of different types of bees.



When people think of bees, they often think of honeybees. Honeybees are golden brown with black stripes. The honeybees you see flying around flowers are all female. They will fly up to 3 miles to find food! These bees usually live in **hives** made by beekeepers. The hives look like big boxes. Females are the only ones that can sting. However, honeybees rarely sting unless you handle them roughly or get too close to their hive.

Bumblebees are larger than honeybees. They have a black body with yellow and black hair. The females find flowers with lots of pollen and nectar. They buzz loudly inside the flowers to shake the pollen out. Bumblebees usually live in nests in the ground. They will often use **abandoned** holes dug by mammals like rabbits or chipmunks. The females are the only ones that can sting. However, bumblebees rarely sting unless you handle them roughly or get too close to their nest.



Carpenter bees are even larger than bumblebees! The females fly around looking for flower nectar and pollen. Why are they called a carpenter bee? The females bore into wood. They leave a hole as neat and clean as if it was cut out with a power drill. Carpenter bees make these holes for their nests. The females are the only ones that can sting, but they only sting if they are trapped or their nest is in danger. The males act **aggressive** if you get too close to the nest. The males might swoop down in front of your



face to try and scare you away. But remember: the males can't sting you!

Bees are hardworking animals. They travel far to find food for their **colony**. They make homes in interesting places. They can be fun to watch, but just watch them from a distance. You know what might happen if they feel **threatened**.



## Leave the Bees in Peace!

Answer these questions based on the text.

1. Write three statements of comparison from the article and put a check if it's true for that bee.

my comparison statements	honey bees	bumble-bees	carpenter bees
	___	___	___
	___	___	___
	___	___	___

2. Carpenter bees live inside wood. However, bumblebees...

- (A) ...usually live in hives made by humans.
- (B) ...live inside wood.
- (C) ...live in the ground.
- (D) ...live in trees.

3. The author tells us where carpenter bees live. The reader draws a conclusion that a human carpenter...

- (A) ...is a person that works with metal.
- (B) ...is a person that works with wood.
- (C) ...is a person that digs holes.
- (D) ...is a person that takes care of bees.

4. Which answer has the bees listed from largest to smallest?

- (A) honey bee, bumblebee, carpenter bee
- (B) bumblebee, honey bee, carpenter bee
- (C) carpenter bee, bumblebee, honey bee
- (D) none of the above

## The Bee Hotel

### Reader's Notes

Victoria and Mateo were very excited about their plan. It was going to be a lot of hard work, but they agreed that the result would be worth all the trouble. It all started with two shovels and several packs of seeds.

Victoria and Mateo were going to create a "Bee Hotel". When they first shared the idea with their friends, they got a lot of raised eyebrows and questions.

"A bee hotel? Are you going to have little beds, and a pool?"

"Do bees lay down to sleep? Would they even go into a building?"

"Are you crazy? You know that bees sting, right?"

Mateo sighed. "Let me explain," said Victoria. "Mateo and I have been working on a bee research project, and we learned a lot about these insects. They drink **nectar**, which is a sugary juice that's found in flowers. That's why we always see them flying around gardens. They're also attracted to the sugar in fruit juice and other drinks, but flower nectar is better for them. When they have lots of flower nectar, they can make lots of honey. They keep this honey in their **hives** and use it to feed their babies."

"Also, bees are pollinators," added Mateo. "When bees land on a flower, pollen sticks to their bodies. When the bees move around, this pollen gets dusted on the flowers and helps the flowers make new seeds. Then, these seeds make more flowers!"

Victoria's eyes lit up in excitement. "I also learned something amazing about how they keep track of food. Bees have tiny brains, but they are able to memorize where they found flowers. Then, they tell their bee friends how to get to the flowers by dancing! They dance to share the directions!"

"However, there's a problem. People are using more and more land, which means less and less flowers. People are also spraying **pesticides** on their plants, and pesticides kill insects or keep them away. Plus, there are all these germs and parasites that can kill a whole hive of bees. All of this means there are less and less bees."

Leah, Victoria's friend, rolled her eyes. "Good," she said. "I'm glad there are less and less bees. They're awful, and they sting you!" Leah had been stung by a bee before. It happened when she was at the lake. A bee landed on her arm. She smacked it, and it stung her!

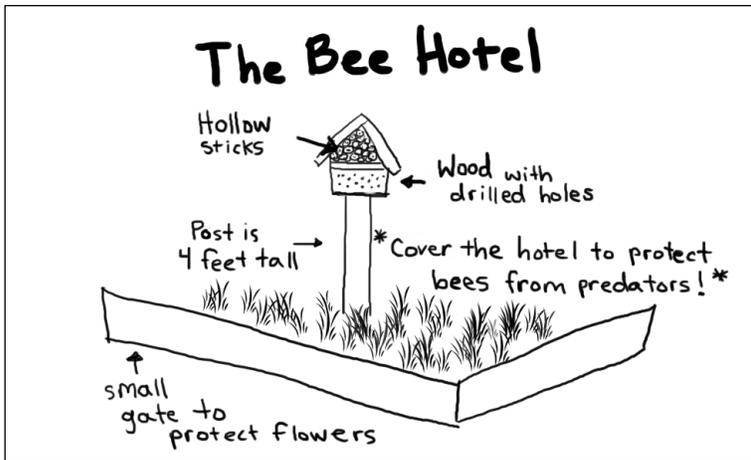
"They can sting," Mateo replied, "but they don't want to. It's the only way they can protect themselves, or protect their hive. They would much rather be left alone."

Leah rolled her eyes again. "Still, who cares if the bees disappear?"

"Do you eat fruits, vegetables, and nuts?" Victoria asked Leah. Leah nodded her head. "Then you should definitely care! Bees and other pollinators help make more seeds. Then those seeds grow plants that turn into more food for us! If the bees disappear, we are going to starve! Plus, they're interesting to observe."

"So here is the plan for our Bee Hotel," Mateo said. He showed his friends a drawing. Their plan was to create a small wildflower garden. They would also build a wooden structure where **lone** bees could find shelter. "Do you want to help us?"

-would you help?  
Why or why not?  
- opportunity to practice RACE or equivalent



1. Mateo and Victoria want to build a bee hotel because it will help the bees. They want to help the bees because...

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2. The word *hives* has many definitions. Which definition is correct for this story?

- (A) to live very close to others
- (B) a colony of bees
- (C) a place with lots of busy activity
- (D) an allergic reaction in which the skin has red itchy patches

3. The reader infers that a character in this story does not like bees. Which action below proves that a character does not like bees?

- (A) "Victoria's eyes lit up in excitement."
- (B) "Leah rolled her eyes again."
- (C) "Leah nodded her head."
- (D) "He showed his friends a drawing."

4. Would you help Mateo and Victoria build the bee hotel? Why?

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Reader's  
Notes

## Visiting Miraculous Monarch Butterflies

It was a cool, sunny afternoon in late August. More than 40 people were crowded here, but we were all quiet as we stared up at the trees. I heard the click of a camera shutter. Sometimes I heard a gasp, or somebody would whisper. We were seeing something magical, and nobody wanted to shatter the quiet or disturb the beautiful scene.

We were all crowded together at Tawas Point State Park in Michigan to see a **miraculous** site. When we began to walk towards the trees, I thought the leaves had started changing to fall colors early. I saw shades of yellow, orange, and red covering the branches. Then, I realized that the leaves were **rustling**. They were shaking and flapping when there was no wind. The orange and red leaves were falling from the branches, twirling through the sky, and flying around to land on another branch!



These weren't leaves after all. All the trees at Tawas Point were covered with thousands of monarch butterflies. This park, right next to Lake Huron, was a common stop for the monarch butterfly **migration**. In the spring, monarch butterflies in Mexico started a long journey north. They travelled almost 3,000 miles to Canada. Now that summer was ending, the butterflies were beginning the journey back down to Mexico. Monarch butterflies completed this migration every year.

After observing the butterflies for a while, we sat at a bench with a tour guide. She started with a question. "Does anybody know the life cycle of a butterfly?"

I raised my hand. "A butterfly starts as an egg, hatches to become a caterpillar, and then makes a chrysalis or pupa. Inside the chrysalis, the caterpillar changes into a butterfly. When it's finished developing, the butterfly breaks out of the chrysalis."

The tour guide nodded and smiled. "That is all correct. Do you know how long a monarch butterfly's life cycle lasts?" I didn't know the answer to this. "Monarch butterflies usually live 2 to 6 weeks. That isn't enough time to make the whole trip. So, the butterflies stop along their journey to lay more eggs. These eggs hatch and develop into butterflies. Then the new butterflies continue the journey their parents started."

Another member of our group spoke up. "It's like a relay race. When one person finishes his part, he passes the baton to the next person."

"Exactly," the tour guide responded. "It takes 4 or 5 generations to make the trip north. When the butterflies finally make it, they have some time to enjoy our flower nectar before the weather starts to get colder. As fall gets closer, female butterflies lay a very special type of egg. When this caterpillar becomes a butterfly, it will live 8 times longer than its parents. That's like one of us humans living to be 400 years old!"

The whole crowd laughed. The tour guide continued. "This super butterfly is bigger than normal butterflies and it is able to fly much farther. In fact, this super butterfly will fly the whole way back to Mexico. The females will lay more eggs when they arrive in Mexico, but those eggs will hatch to be normal butterflies again."

My mouth opened in wonder. I looked up at the butterflies fluttering among the trees.





## Visiting Miraculous Monarch Butterflies

These were super monarch butterflies. Even though they had a brain the size of a sesame seed, these butterflies knew it was time to fly to a forest in Mexico. How would the butterflies find their way? How did they know about a place they had never been? They never even met the great-grandparents who started this journey.

I learned a lot about monarch butterflies during that trip to Tawas Point State Park. I never could have imagined what I saw there. When I left the park, I had beautiful photos of the trees, lots of information about protecting butterflies, and many more questions about this miraculous migration!

**Answer these questions based on the text.**

**1. Which statement from this text is an opinion?**

- (A) "I looked up at the butterflies fluttering among the trees."
- (B) "When this caterpillar becomes a butterfly, it will live 8 times longer than its parents."
- (C) "In the spring, monarch butterflies in Mexico started a long journey north."
- (D) "The orange and red leaves were falling from the branches, twirling through the sky, and flying around to land on another branch!"

**2. Based on the dialogue, the reader can infer that the narrator...**

- (A) ...is a tour guide at a similar park.
- (B) ...has studied butterflies before.
- (C) ...is afraid of insects.
- (D) ...doesn't feel comfortable out in nature.

**3. At the end of the story, the narrator has a lot of questions. Which of the following books should the narrator pick to find answers to those questions?**

- (A) *35 Reasons to Protect Butterfly Populations*
- (B) *Flutters: A Butterfly Poetry Anthology*
- (C) *The Migration Pattern of Insects*
- (D) *Serenity Cares for a Caterpillar*

**4. What makes the super monarch butterfly special?**

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Reader's  
Notes

## Where in the World is Marcus' Mom?

"Well, Marcus, it'll just be me and you for the next two weeks," said Marcus' dad. His dad was smiling, but Marcus was frowning. He liked spending time with his dad, but Marcus was still having trouble seeing the silver lining.

"Don't worry, Marcus! You can call me every night before you go to bed," Marcus' mom said, giving her son one more hug. Marcus' mom worked for a company that sold computer software. Her job was to visit companies and to teach them how to use the software. She had the **opportunity** to visit many different countries for her job! Marcus knew his mother was excited to experience a lot of new places, so he tried to be excited and happy for her. However, he was also sad because that meant he would not see her for a long time.

"Also, don't forget to check the mail every few days," Marcus' mom added with a smile. She winked at Marcus' dad, and he winked back.

Two days later, Marcus and his dad were in the car heading home. Marcus checked the mail before going inside. The mailbox had a postcard. On the front was a picture of a large airplane, and colorful letters spelled the name Chicago. Marcus turned the postcard over. It was from his mom!



Dear Marcus,

I miss you already! Chicago is my last stop in the United States. I am going to be taking a very long plane ride... I'll be in the air for 7 hours! The crew will feed us dinner on the plane. **Can you guess what country I am visiting next?** Here are some clues: The country's name is a 5-letter word. If you remove the last letter from the country's name, the new word is the name of a part of your face. Keep an eye out! I will be sending you another surprise soon...

Love, Mom



Marcus Odoms  
6363 Spring Mill Road  
Indianapolis, Indiana  
46260

## Where in the World is Marcus' Mom?

**Answer these questions based on the text.**

**1. The text says Marcus' Mom winked at Marcus' dad, and he winked back. What can the reader infer from this action?**

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**2. Which of the following are clues to figure out where Marcus' mom is going?**

- (A) "On the front was a picture of a large airplane, and colorful letters spelled the name Chicago."
- (B) "The crew will feed us dinner on the plane."
- (C) "The country's name is a 5-letter word."
- (D) "If you remove the last letter from the country's name, the new word is the name of a part of your face."

**3. Based on the text and images, the reader can infer that...**

- (A) ...Marcus' family lives in Chicago.
- (B) ...Marcus' family lives in Indiana.
- (C) ...Marcus' family lives outside of the USA.
- (D) ...Marcus doesn't listen to his parents.

**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

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Reader's  
Notes

## Where in the World is Marcus' Mom? Part 2

*Previously: Marcus' mom left the country for work. Marcus was sad about this. However, Marcus was surprised to find a postcard from his mom. The postcard gave Marcus clues about where his mom was going next.*

Checking the mail became a daily ***routine*** for Marcus. He was so eager to receive another letter from his mom that he would sometimes check the mail twice in a day! Finally, on a Wednesday afternoon, Marcus opened the mailbox to find a thick, red envelope. Marcus grabbed the envelope, ran back inside, and plopped down on the couch to open the envelope from his mom.

Inside of the envelope was a postcard, a folded note, and a soft ***bundle*** of cloth. The postcard had a picture of an outdoor wall that snaked over hills. The wall was long and made of stone. The caption read: "The Great Wall of China".



Dear Marcus,

Greetings from China! I was able to see the Great Wall of China in person during my visit. It is amazing to see! The wall is 5,500 miles long, and it was built centuries ago! Back then, people didn't have large construction machines. They had to build everything with hand-held tools.

I am also sending you a silk banner that is decorated with adorable black and white pandas. Silk was invented in China, and pandas are China's national animal. There is a panda ***conservatory*** here. Scientists take care of pandas in the conservatory and teach humans how to protect pandas. The conservatory's goal is to help the panda population ***thrive*** again.

I'm heading for my next destination tomorrow... can you guess the country? The country's name is a 7-letter word. Letters 1, 2, 3, and 4 are a synonym for bacteria. Letters 4, 5, 6, and 7 are a synonym for "a lot", or "plenty". Until next time!

Love, Mom

## Where in the World is Marcus' Mom? Part 2

**Answer these questions based on the text.**

**1. A synonym for *conserving* is:**

- (A) wasting     
  (B) watching     
  (C) saving     
  (D) harming

**2. The word *thrive* means to grow well, and to prosper. Which of the following sentences provides a context clue for finding this word's meaning?**

- (A) In the paragraph with the word ***thrive***: "Silk was invented in China, and pandas are China's national animal."
- (B) In the sentence before the word ***thrive***: "Scientists take care of pandas in the conservatory and teach humans how to protect pandas."
- (C) In the sentence after the word ***thrive***: "I'm heading for my next destination tomorrow... can you guess the country?"
- (D) The image of the pandas is a context clue.

**3. When Marcus sees the envelope, the reader can infer that Marcus is feeling:**

- (A) sad     
  (B) lonely     
  (C) excited     
  (D) angry

**Copy down an action that helps prove this inference:**

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**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

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Reader's  
Notes

## Where in the World is Marcus' Mom? Part 3

*Previously: Marcus' mom left the country for work. Marcus was sad about this. However, Marcus' mom would send letters from the countries she visited. So far, she visited China. Each time, she would give Marcus clues. Marcus would guess where she was going next.*

One evening, Marcus' mom called to say goodnight to the household. It made Marcus' heart glow to hear his mom's voice. He tried to get some more clues about the mystery country his mom had visited, but his mom only gave him one more statement: "I learned that this country has a type of sausage called bratwurst." That sounded so familiar! Marcus tried to put the clues together. His thoughts were racing as he fell asleep.

The next day, Marcus was watching TV and eating a snack when his dad opened the front door. "Hi, Marcus. I just checked the mail for you... It looks like we have a package!"

Marcus jumped off the couch and ran to his dad. In his dad's hand was a box the size of a shoe. The postage stamp had the word **Deutschland** printed on it. Marcus eagerly tore off the package's paper. He saw a cardboard box. He pulled back the box's lid. Inside the box was a small, blue car. Next to the car was a note from his mom.



Dear Marcus,

Hello from Germany! To greet you in German, I would say "Hallo" or "Guten tag". This car is a model of the Volkswagen Beetle. You have probably seen them driving around our town. This car was invented here in Germany! The word "volkswagen" means "people's car". I guess "volks" does look and sound like "folks", doesn't it?

I was surprised to learn that Germany has a lot of nature **reserves**. A nature reserve is a type of habitat that is kept safe for living things. Having nature reserves can help protect animals and plants from going extinct. Germany has 97 reserves all over the country!

Tomorrow I will be flying to another location. Can you guess the country based on these clues? The name of the country is a six-letter word. Letters 4, 5, and 6 are a tool used to open a locked door. The name of this country is also the name of a flightless bird. Until next time!

Love, Mom



## Where in the World is Marcus' Mom? Part 3

Answer these questions based on the text.

1. Using evidence from the text and images, compare and contrast China and Germany.

my comparison statements	China	Germany
	✓	✓
	✓	
		✓

2. Write 2 sentences that contrast China and Germany.

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3. Which of the following German words is used as a greeting?

- (A) Deutschland    
 (B) Bratwurst    
 (C) Guten tag    
 (D) Volkswagen

4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?

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Reader's  
Notes

## Where in the World is Marcus' Mom? Part 4

*Previously: At first, Marcus was sad that his mom was travelling around the world. Now, he saw the silver lining. Marcus would receive letters and gifts from his mom, and clues about where she was going next.*

It was a busy weekend for Marcus and his dad. Their neighborhood had a big garage sale on Saturday and Sunday. All the neighbors gathered items they no longer wanted. The neighbors worked together to **display** all the items on long rows of tables. The garage sale was a **fundraiser** for their summer block party. Fortunately, the neighborhood raised a lot of money by selling those unwanted items!

The two-day event was exhausting. After gathering, organizing, and selling so much stuff, Marcus was so tired that he forgot to check the mail on Saturday! He did check the mail on Sunday, and found a flat, rectangular box waiting for him. The postage stamp was red. It had a white crescent moon and a white star on it.

Marcus unwrapped the package and saw a metal tin with a postcard taped to it. The front of the postcard showed a scene of a large **cascade**. Clear blue water was flowing down hills that looked like they were covered with ice. He could tell it was not ice, though, because people in the image were wearing bathing suits, sandals, and short sleeve shirts!



Dear Marcus,

Isn't Cotton Castle Beautiful? The cliffs are made of travertine. Travertine is a type of white rock that really looks like ice!

I think you are going to love this treat I'm sending from Turkey. This treat is called a Turkish delight, or lokum. It is chewy and sweet. Turkish delights sometimes have different nuts inside. Make sure to share some with your father, and don't even think about eating them all at once!

I have met a lot of very friendly people in Turkey. One person told me that the country is known for its **hospitality**. If a person is invited into somebody's home, the guest will always be given plenty to eat and drink.

I'm excited to be home soon! I have one more stop. Can you figure out where I will be? The name of the country is a nine-letter word. Letters 1, 2, 3, and 4 are the verb for when we make music with our voice. Letters 4, 5, and 6 make a synonym for a hole between two objects (this word is also the name of a popular store that sells clothes). Letters 8 and 9 are a prefix meaning "again".

Love, Mom

## Where in the World is Marcus' Mom? Part 4

**Answer these questions based on the text.**

**1. Based on the information in the story, the reader can infer that weather in Turkey...**

- (A) ...is icy and cold.
- (C) ...is icy and sunny.
- (B) ...is warm and sunny.
- (D) ...is cloudy and cold.

**2. Using evidence from the story, compare China, Germany, and Turkey.**

my comparison statements	China	Germany	Turkey

**3. Underline the context clues that help understand the meaning of *hospitality*. Using context clues, the reader can guess that *hospitality* means:**

- (A) quiet
- (B) rudeness
- (C) friendliness
- (D) heat

**4. Use the clues and your own background knowledge. Can you guess where Marcus' mom is going next?**

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Reader's  
Notes

## Where in the World is Marcus' Mom? Part 5

On a sunny Saturday morning, Marcus opened his eyes and sat up in bed. Finally, the day had come... His mom was on her way home! Yesterday evening, Marcus and his dad looked at a globe together. Marcus' dad used his finger to trace the **route** Mom would take to get home. The whole time that Marcus slept last night, his mom was riding an airplane across the Pacific Ocean. The plane would land in San Francisco, California. Then, she would get on a new plane that would take her to the airport in their city.

Marcus **hastily** made his bed. He ate breakfast with his father. Marcus' dad said that mom would be tired after her long flight, so they should make it easy for her to come home and rest. The father and son worked together to tidy up the house so that mom would feel calm and comfortable when she came home.

In the afternoon, Marcus and his dad drove to the airport. The airport was very busy! Marcus felt **anxious** as his father carefully drove next to crowds of people dragging suitcases. "Keep an eye out for your mom," Marcus' dad said.

Marcus **peered** through the crowd, searching for his mom. "There! I see her!" Marcus' mother was standing next to the curb with her suitcase. She had already seen their car and was smiling in their direction. Marcus' father stopped the car next to the curb. Both Marcus and his father jumped out of the car to give Mom a hug. Marcus' mom sat in the backseat with her son on the drive home.

"We sure did miss you," Marcus said with a smile.

"I missed both of you as well," Marcus' mom replied. "I have lots of pictures to show you. But first...would you like to know where my last mystery spot was?"

She held out a long cardboard tube. The tube was painted with flowers. "This is Singapore's national flower," Marcus' mom explained, pointing to the flower, "It's called an orchid. I think they are so beautiful."

Marcus opened the box and found a rolled-up poster. He **unfurled** it and saw a picture of a strange creature! It had the head of a lion and the tail of a fish. "Don't tell me this creature actually exists in Singapore..."

Marcus' mom laughed. "No way! This is Singapore's mascot. It's called a Merlion. Singapore's name originally meant 'Lion City'. It started as a small fishing village."

Marcus smiled up at his mom. "This poster is really nice, mom. All the gifts you sent were amazing. But I think the best gift is having you back home."



## Where in the World is Marcus' Mom? Part 5

**Answer these questions based on the text.**

**1. In part 1, the author wrote this:**

"Also, don't forget to check the mail every few days,' Marcus' mom added with a smile. She winked at Marcus' dad, and he winked back."

**What can the reader infer from these sentences?**

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**2. A reader is making an inference that Marcus and his dad are very considerate. Which line from Part 5 supports this inference?**

- (A) "Yesterday evening, Marcus and his dad looked at a globe together."
- (B) "The father and son worked together to tidy up the house so that mom would feel calm and comfortable when she came home."
- (C) "Marcus *peered* through the crowd, searching for his mom."
- (D) "Both Marcus and his father jumped out of the car to give Mom a hug."

**3. Based on the information in this story, Marcus and his parents most likely...**

- (A) ...enjoy learning new things.
- (B) ...don't talk much because everybody is too busy.
- (C) ...have a messy home.
- (D) ...watch a lot of TV.

**4. Write a summary for this story. Remember to include all the important parts of a summary.**

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## The Charleston Tides

### Reader's Notes

"We're here," my father said cheerfully as he stopped the car. I looked out the passenger window. The sky was a bright blue. Giant, fluffy white clouds floated above us. When I looked out to the horizon, all I could see was blue water. After driving for 9 hours from Nashville, Tennessee, we had finally arrived at the beach in Charleston, South Carolina.

My family loves to spend time outside. We have gone camping in big forests, in the Rocky Mountains, and by the Great Lakes. This was the very first time that we ever planned to camp at a beach. In fact, I had never even been to a beach before!

We opened the car doors and warm air rushed in. I stepped out of the car and onto the hot ground. My muscles were sore from sitting for so long. I stretched and breathed deeply. The air smelled like salt and fish. I felt wind rushing by and heard waves crashing. I wondered how the water would feel. Would it be as warm as this air? Would it be too cold to swim? I was dying to know!

We all applied sunscreen and put on our hats and sunglasses. The sun felt brighter than normal. It reflected off the parked cars. Step by step, we got closer to the water. Finally, we walked down a set of wooden stairs and stepped onto the sandy beach. My feet sank in to the ground with each step. I slipped off my sandals to touch the ground barefoot. At first the sand felt hot from the sun. When I dug my feet in, the sand was cool and soft.

It was a wonderfully warm and sunny day, so I was not surprised to see that the beach had a lot of visitors. I could hear seagulls chirping and wailing. They flew around, trying to steal people's snacks. I heard children screaming happily as they played in the sand with colorful balls and toys. The loudest sounds were the wind and waves rushing along the shore. Some people splashed in the waves. Some people floated and **bobbed** up and down with each wave. When we found a clear, uncrowded area, we stopped and smiled at each other.



*To be continued...*

**Answer these questions based on the text.**

**1. Based on the text, which of the following is the best prediction for Part 2 of this story?**

- (A) The family won't know how to set up a tent.
- (B) The narrator will lose her math homework.
- (C) The narrator will help set up the tent and then go explore the beach.
- (D) The narrator will help set up the tent and then stay inside reading.

## The Charleston Tides

**2. The author wants to add more *imagery* to describe the beach. Which sentence should be added to the last paragraph?**

- (A) Giant gray storm clouds gathered above our heads.
- (B) Tents and sun umbrellas added splashes of rainbow color along the shore.
- (C) Seagulls pecked at the sand.
- (D) The foggy mist felt cool against my skin.

**3. The author’s main purpose in this part of the story is probably to...**

- (A) ...persuade readers to visit a beach.
- (B) ...inform readers of what to expect when visiting a beach.
- (C) ...entertain readers with a story of somebody seeing a beach for the first time.
- (D) ...entertain readers with beautiful imagery of a beach.

**4. What is the family’s *destination* in this story?**

- (A) Nashville, Tennessee
- (B) Charleston, South Carolina
- (C) the Great Lakes
- (D) the Rocky Mountains

**5. Write a summary for this story so far.**

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Reader's  
Notes

## The Charleston Tides, part 2

*Previously: The narrator went to the beach with her parents for the first time. She saw the beautiful sights of the beach and wanted to feel the water.*

My parents suggested we work together to set up our tent first. After that, we could play in the water and explore the shoreline. My family has had a lot of practice setting up our tent. The only difference this time was that the tent had to be **anchored** onto the ground with longer metal **stakes**. These skinny metal spikes had to be longer because beach sand is soft, and this beach is windy. If we used our normal stakes to hook the tent on the sand, gusts of wind might shake the tent off the ground and blow it away!

After the tent was built, we put our items inside. The sun was very strong, so we reapplied sunscreen. Then, we ran down to the water and happily splashed in the waves. After working to build our tent under a hot summer sky, the water felt very cool and refreshing. I closed my eyes and dunked my head. My feet sank into the soft sand.

After splashing around in the water for a while, my mom suggested we explore the shoreline. Dad stayed behind to prepare dinner. Mom and I walked next to the water. **Occasionally**, a cold wave would wash over our feet. I noticed different shells buried in the sand. I picked a handful of empty shells to keep as my **souvenir** from this camping trip.

Mom and I turned around and headed back towards our tent. "Here we are," Mom called out to Dad. "I am starving!" She began walking towards our tent, but I paused. Something seemed very different. The tent was now a lot closer to the water!

"Dad...did you move the tent while we were gone?"

"No way," dad replied with a laugh.

"Then how in the world did our tent get so close to the water?"

Mom and dad were puzzled by this as well. They asked a camper nearby if she could shed some light on this mystery. The camper explained that the ocean moved up and down all day because it is being tugged on by gravity. The pull of gravity keeps the earth revolving around the sun, and it keeps the moon revolving around the earth. The water of the ocean moves when Earth gets pulled on by the moon and sun.

"But don't worry," the friendly camper continued, "Your tent will stay clear of the water. At about 9 o'clock tonight the tide will **recede**. The water level will start to go down. Then in the morning, you can see the tide start to creep back up again!"

That evening, we watched the tide wash closer and closer to our tent. At around 9 o'clock at night, the water started to **ebb away**, just like the camper had predicted. I was lulled to sleep by the rhythmic sounds of the ocean waves.

The following morning, I stepped out of our tent and into the morning sun. It was already warm. The tide was approaching our tent again. My family quietly packed everything up. I placed my souvenir shells in a pocket of my backpack and smiled at the ocean.



## The Charleston Tides, part 2

Answer these questions based on the text.

1. Which sentence correctly uses the word **stake** as it is used in this story?

- (A) The family is having **stake** and potatoes for dinner.
- (B) I pushed a wooden **stake** into the ground to mark where my tomato plant was growing.
- (C) "My team better win, because that trophy is at **stake!**"
- (D) The family takes good care of their **stake** of land.

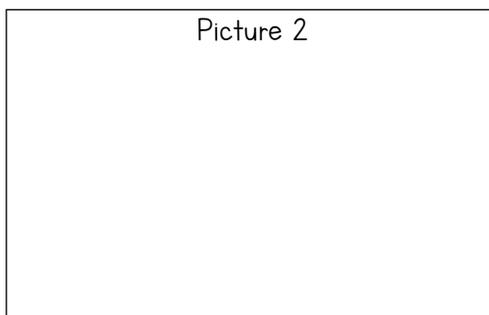
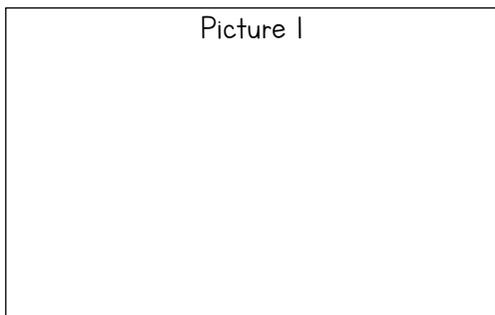
2. **Ebb away** and **recede** are synonyms. Which sentence below correctly shows the meaning of these words?

- (A) Somebody spills fruit juice, and bees and ants start collecting around the juice.
- (B) When the sun comes out, fog slowly disappears.
- (C) The faucet is dripping and a puddle starts growing in the sink.
- (D) Cars were stuck in a traffic jam but now they can start driving at a normal speed.

3. The narrator is interested in learning more about the changes she observed at the beach. Which book sounds like it will most likely support her learning?

- (A) *Ocean Habitats for Mammals and Fish*
- (B) *Strange Animals of the Tide Pool*
- (C) *Crashing Waves: The Anthology of Ocean Poetry*
- (D) *Motion of the Ocean: From Typhoons to Tides*

4. The images and text explain what happens at high tide and low tide. Use the information to sketch the changes the narrator saw near her tent.



## The Plastic Problem

### Reader's Notes

On a **typical** school day, my neighborhood friends and I walked home together in the afternoon. Usually, we would tell stories and jokes to make each other laugh as we walked. However, today was not a typical Monday afternoon. My group of friends walked home together, but there was no laughter, and there were no jokes.

Earlier that day, our 5th grade science teacher started a week-long project about plastic. We looked at some graphs and read a **dismal** article together. With each sentence, the information got worse and worse. We learned that 1 million plastic bags are used every minute. More than a million water bottles are purchased every minute. Most of these bags and bottles are thrown away. We learned that half of the plastic we use gets thrown away after being used only one time. Examples of plastic we use one time are soda bottles, candy wrappers, and straws.

We learned that an average American throws away 185 pounds of plastic every year. That's as heavy as my dad! In one year, people throw away enough plastic to circle the earth 4 times. Some of this plastic gets buried in **landfills** with the rest of our trash. A lot of this plastic gets washed into oceans. There is even a giant pile of plastic garbage floating in the Pacific Ocean. This heap of trash is twice the size of Texas. Plastic is killing 1 million marine animals every year. Some animals swallow the plastic trash and it hurts their organs. Others get trapped or injured by the plastic.

Our science homework was to observe how much plastic we use and throw away in our communities. As my friends and I walked home, we saw plastic everywhere. "There's another one," Tiffany said as she pointed to a grocery bag caught on a bush. I bent down to pick up the bag. Would this plastic bag harm a marine animal in the future? We noticed newspapers wrapped in plastic. We noticed our neighbor drinking water from a plastic bottle. We noticed another kid walking by and eating from a plastic bag of potato chips.

When we passed by my house, I waved to my friends and walked inside. My older sister was inside. She gave me one look and could tell something was wrong. "What's going on? You look like you've seen a ghost."

"No, not a ghost..." I replied, looking around. Even in my house, there was single-use plastic everywhere. Plastic wrap was covering a plate of cookies. All the food in the pantry was in plastic bags and boxes. My sister was drinking from a Styrofoam cup. Two delivered packages were on the dining room table, and both were covered in plastic bubble wrap. "Just lots and lots of plastic."

The next day, our 5th grade science teacher asked if we had done our homework of observing how much plastic we use. "It's awful," a student called out. "Plastic was littering the street. Then when I got home, I was really surprised. I had never thought about how much plastic we use and then throw away." Other students nodded in agreement.

Our teacher also nodded his head. "Now that you recognize there is a problem, it is time to do something. You are each going to create a PSA- a public service announcement- about plastic waste. The goal is to make others aware of how much plastic we all throw





## The Plastic Problem

Reader's  
Notes

away. If enough people are aware of this problem, communities can start working together to find solutions."

My head was racing. All of us were starting to learn about how our actions were impacting Earth. Maybe if we all created strong PSAs, we could start to change the world for the better!

*To be continued...*

### Answer these questions based on the text.

1. Underline context clues for the meaning of *dismal*. What does the word mean?

- (A) gloomy      (B) silly      (C) boring      (D) entertaining

2. Tone is the mood an author gives a story. The author sets the tone by choosing words carefully. Which sentence from Paragraph 1 helps set the tone, or mood?

- (A) "On a typical school day, my neighborhood friends and I walked home together in the afternoon."  
 (B) "Usually, we would tell stories and jokes to make each other laugh as we walked."  
 (C) "However, today was not a typical Monday afternoon."  
 (D) "My group of friends walked home together, but there was no laughter, and there were no jokes."

3. Which statement from the text is an opinion?

- (A) "We learned that an average American throws away 185 pounds of plastic every year."  
 (B) "We looked at some graphs and read a dismal article together."  
 (C) "Plastic is killing 1 million marine animals every year."  
 (D) "We noticed our neighbor drinking water from a plastic bottle."

4. Based on the text and your background knowledge, what kind of PSA would you create for this project?

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## The Plastic Problem, part 2

*Previously: A group of 5th graders had a project. They learned about the harmful effects of plastic waste. So, they started planning a PSA to help solve the problem.*

That evening, my friends and I started our PSA projects with a brainstorm. I wrote "PSA: Plastic Waste" on the top of a sheet of paper. We wrote a list of ideas for how we could show information in the PSA. After a couple minutes, we had a list of ideas.

### PSA: Plastic Waste

- write an article about the consequences of throwing away plastic
- collect photographs showing plastic waste and make a collage
- make a sculpture that represents plastic waste
- create a commercial warning people about wasting plastic
- design an infographic with facts about using plastic

I decided to create an **infographic**. An infographic is a type of chart or diagram. Instead of just writing an article, an infographic shares facts along with images. First, I drew 10 plastic bags. Inside of each bag, I wrote the number 100,000. Below all the bags I wrote, "Each minute, people use 1 million plastic bags." Next, I drew a plastic cup. I colored half of the cup red. I wrote the sentence, "Half of all the plastic we make is thrown away after one use." I drew Earth and then outlined it with 4 circles in different colors. Underneath Earth, I stated, "Each year, we could circle the world 4 times with our plastic trash."

Two of my friends decided to create a sculpture for their PSA. For 2 days, they collected plastic objects that were going to be thrown away in our school. In just 2 days, they collected many armfuls of plastic bags in many sizes, 35 plastic drinking bottles, and 80 coffee pods. They had piles of plastic plates, forks, and cups. When I looked at the piles of trash on their living room floor, my heart sank. All this plastic was only used one time. Soon, it would all be in a landfill or washing into the ocean. They used the trash to create a **towering** sculpture that looked like a monster. They included pictures of other sculptures made from plastic trash.



Another student in the class created a collage. His collage was **devastating** because it showed the harmful effects of plastic pollution. There were pictures of marine animals tangled in plastic. He showed a few images of the gigantic garbage patch in the Pacific Ocean. He also showed photographs of children walking on mountains of garbage. He titled his collage "We Must Change Our Ways Today".

The final PSA was a video presentation by a student. "My fellow classmates have explained the awful effects of how we use and waste plastic," she began. "It is time for us to change our habits. How, you might ask? There are simple steps we can take to make a difference. Find safe and clean ways to reuse plastic instead of throwing it away after the first time. Find different ways to store things, like a reusable plastic container instead of a plastic baggy. Recycle plastic whenever you can. Most importantly, think before you buy or use plastic. You don't always need a straw. You don't always need two grocery bags. Sometimes it is very hard to change habits. However, we must give it our best try."

## The Plastic Problem, part 2

Answer these questions based on the text.

1. Underline context clues for the meaning of *devastating*. What does the word mean?

- (A) confusing      (B) upsetting      (C) uplifting      (D) loving

2. Underline context clues for the meaning of *towering*. Which word is an ANTONYM for towering?

- (A) gigantic      (B) short      (C) silly      (D) terrifying

3. Fill in this Author's Purpose Checklist for each PSA described in the story. Put a star in the main purpose. Put a check if the PSA had another purpose as well.

PSAs	P	I	E
infographic			
picture collage			
sculpture			
speech			

Finish the statement: When an author makes a PSA...

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4. Make a prediction. In the future, the narrator will most likely...

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What makes you think that? What is your evidence?

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## Building a Shelter

### Reader's Notes

"Wow, Macha, I can't believe we didn't think to do this sooner," Takoda said to his sister.

Macha smiled at him. She was proud of her great idea from earlier that morning. That morning she had been looking out the window and watching birds in the backyard. It was then that she noticed the branch. It was a large branch from their cottonwood tree, and it had fallen down in a storm earlier that month. Their dad had leaned it against the tree. Macha noticed how the branch was resting on the stronger branches of the tree. A lightbulb had turned on in Macha's head.

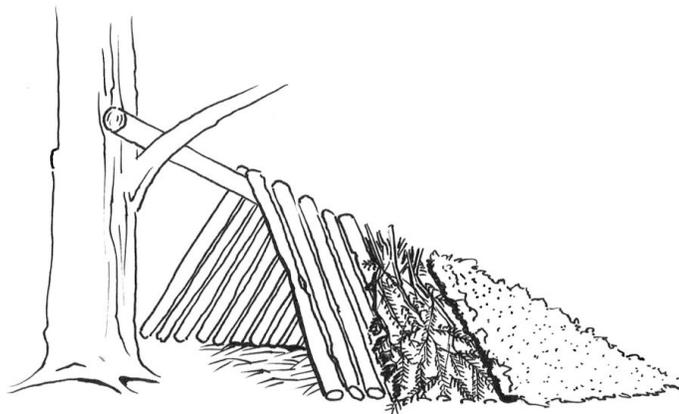
Macha had called over her brother Takoda. She told him they were going to use the branch to make a shelter. First, they cleared off the ground for their future shelter. "Nobody likes relaxing on rocks and twigs," said Macha. After brushing away **debris** they tested the area by laying down. The grass was soft and lush.

Next, they went off to **forage** for large sticks. When both siblings had armfuls of sticks, they returned to their shelter. They carefully leaned each stick on the large branch. Now, the shelter had walls. Macha turned to her brother. "Do you see why it's called an A-frame shelter now?"

Takoda stood back to look at their creation. The sticks resting against the large branch made a triangular prism. The opening of the shelter looked like a capital A.

Macha **retrieved** a large blue plastic tarp. "What's that for," asked Takoda. Macha pointed up at the sky. Dark clouds had formed, and a rumble was echoing across the land. Takoda helped Macha to rest the tarp over the walls of their shelter.

Just as they finished anchoring the tarp down with rocks, the siblings felt heavy drops of water fall down on their heads. The air had the smell of wet earth. Macha and Takoda smiled at each other and crawled into their shelter to watch the rain fall.



## Building a Shelter

**Answer these questions based on the text.**

**1. Why did the author include the image at the bottom of the story?**

- (A) The image shows the reader how the story ended.
- (B) The image shows the reader how the story began.
- (C) The image shows the reader an example of what Macha and Takoda are doing.
- (D) The image shows the reader Macha and Takoda’s problem.

**2. The author writes, “Macha *retrieved* a large blue plastic tarp.” Draw a conclusion. Why did Macha decide to cover the shelter with a tarp?**

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**3. What evidence proves your conclusion in question 2?**

- (A) “Takoda helped Macha to rest the tarp over the walls of their shelter.”
- (B) “Macha pointed up at the sky.”
- (C) “Dark clouds had formed, and a rumble was echoing across the land.”
- (D) None of these answers are correct.

**4. Based on the story, which of the following is most likely? Underline your evidence.**

- (A) Takoda will not listen to Macha’s idea next time.
- (B) Macha and Takoda enjoy spending time outside.
- (C) Takoda likes relaxing inside more than he likes relaxing outside.
- (D) Macha and Takoda enjoy listening to the same music.