

the BREAKDOWN

JANUARY

Book	Comp Focus	COMMON CORE:	Grammar Focus	COMMON CORE:
the POLAR BEAR SON	Synthesizing	RL.3.1	Adverbs and Adjectives	L3.1G, L3.1A
RUBY'S WISH	Interaction of Characters	RL.3.3	Possessives	L3.2D
MY ROTTEN REDHEADED OLDER BROTHER & ROTTEN RICHIE AND THE ULTIMATE DARE	Compare and Contrast two texts by same author	RL.3.9	Comparative and Superlative Adjectives	L3.1G
I WONDER WHY PENGUINS CAN'T FLY	Identify Details that Support the Main Idea	RI.3.2	Nonfiction Text Features	L3.4D

nonfiction readers in each unit hit on nonfiction standards as well

the BREAKDOWN

JANUARY

Book	Comp Focus	TEKS:	Grammar Focus	TEKS:
the POLAR BEAR SON	Synthesizing	3.8A	Adverbs and Adjectives	3.22Aiii, 3.22Aiv
RUBY'S WISH	Interaction of Characters	3.8B	Possessives	3.22Ci
MY ROTTEN REDHEADED OLDER BROTHER & ROTTEN RICHIE AND THE ULTIMATE DARE	Compare and Contrast two texts by same author	Figure 19A	Comparative and Superlative Adjectives	3.22Aiii
I WONDER WHY PENGUINS CAN'T FLY	Identify Details that Support the Main Idea	3.13A, 3.15B	Nonfiction Text Features	3.13D

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What IS ROOTED IN READING?

Rooted in Reading is a set of lessons and activities that are centered around a read aloud story each week. The books are purchased separately. The teacher reads the story to the class. There are comprehension questions, activities, and assessments to match the story. So that students are also reading independently, we include nonfiction readers that can be printed for students to read on their own. We also include reading passages with questions so that the skills taught throughout the week can be practiced independently. It doesn't stop there though! We also include vocabulary activities, art, and grammar. This can be used as a stand alone curriculum or as supplemental. We do suggest always checking your state and district sequence and guidelines!

LESSON PLANS

WEEKLY LESSON PLANS INCLUDE INFORMATION ABOUT READING, VOCAB, AND GRAMMAR ACTIVITIES AND LESSONS. THERE ARE WEEKLY LESSON PLANS FOR

EACH BOOK


















I WONDER PATRICIA POLACCO

		Reading & Comp	Vocab
I W TH F	M	Show students the book <i>The Legend of Old Berina</i> . Many students will recognize Torrey Safford's work so give them a chance to discuss other books of his that they have read. Use the question cards to guide instruction. Before reading also go over what a folk tale is. Use the digital anchor chart and verbally practice identifying the story elements of <i>The Goldbacks</i> and <i>The Three Bears</i> by working in partners. Have the kids brainstorm some examples of other folk tales (Legends, Fairy Tales, Tall Tales, myths, fables, and parables.) Read the text and then give students a chance to share their feelings and thoughts about the book. Students should give the mini version of the poster in their notebooks. Use the close anchor chart to record the story elements of <i>Old Berina</i> . Students can use the graphic organizer along with you.	Use the vocabulary and definitions introduced and discuss focus words for the week. Students choose their vocabulary to use as a reference throughout the week. Match a Word: Read the definitions. Students use the bank to write the next to the correct definition.
	T	Have students complete Tuesday's "Thinking about Reading" in their journals. This is a great warmup for the lesson or morning starter. Reread <i>The Legend of Old Berina</i> . Tall students to pay close attention as you read because they will need to recount the important events. Use the question cards at the appropriate time throughout the rereading of the book. Have students work in partners to recount the events of the story using the picture pieces as help. (They are out of order on purpose.) If you would like having students sequence them in their notebooks or storing them in a baggy through the week is a great idea. Complete the non-fiction passage "Little Italy".	Vocabulary Spin: Students have five to do with the vocabulary as Students spin I which word they in each box. SA complete the vocabulary to
	W	Have students complete Wednesday's "Thinking about Reading" in their journals. Discuss the question cards for Wednesday and review their recounting of the story from yesterday. Tell students that they are going to use what they did yesterday to help them write a summary of <i>The Legend of Old Berina</i> today. Remind students of how to write a summary using the digital anchor chart. They can use the writing paper or flipbook.	Vocabulary Flip: Students flip the Flipbook on the table and out on the lines. Students choose three as focus on. On the students complete task. On the students write the Students switch partner to see if can guess each words.
	F	complete the Comprehension Check.	vocabulary words for the week.

		Reading & Comp	Vocab	Grammar
M TH F	M			
	T	Have students complete Thursday's "Thinking about Reading" in their journals. This would be a nice warmup for the lesson. Read the informational book "American Author and Illustrator: Patricia Polacco." Have students reread the text on their own with the mini-versions. Students will write information that they learned using the flip-flap.	Vocabulary Cards: Put up the cards around the room to be used as a scoot or place a set of the cards on each table. Students will visit a card, read the description of the word, and write the vocabulary word on their recording sheet.	Four in a Row: Students play this game with a partner. Students each need their own color. Students spin, choose an adjective, and either make that adjective comparative or superlative based on what they spun. Students are trying to get four in a row.
	W	Complete the fiction passage "The Summer Carnival."	Vocabulary Assessment: Students take an assessment on their vocabulary words for the week.	Students read the sentences from the story. Students choose the adjective that would complete the sentence.
	F	Students should complete the Comprehension Check.		











QUESTIONING

EACH WEEK THERE ARE QUESTIONING CARDS TO GUIDE DISCUSSIONS IN THE CLASSROOM. (4 SETS TOTAL)

	<p>Before Reading: Do you know the author Patricia Polacco? What books have you read by her before?</p>	 <p>Before Reading: What culture do you think Ruby's wish is about? What do you know about that culture?</p>	 <p>Before Reading: We will meet a Polar Bear named Kunikdjuag. Let's practice saying his name. (pronounced koo-nick-joo-uck). Why would the author use such a difficult name?</p>
	<p>Before Reading: Polacco writes about her family. Do you know about any traditions in your family?</p>	 <p>Before Reading: Fact that all cultures, we do things differently. How do you think Ruby's wish is different from yours?</p>	 <p>Before Reading: Inuit means "the people" in the Inuit language. Discuss what you might already know about this group of people. Make predictions based on the cover.</p>
	<p>How do you show superstitions in your life? Have you ever seen a superstition in a story?</p>	 <p>Before Reading: Paragraphs about the bear. What do you think the illustrator in the book is trying to tell you? What popular superstitions do you know?</p>	 <p>Before Reading: The story of Kunikdjuag was passed down for a very long time. Why does this mean?</p>
	<p>Before Reading: Photograph of the boy and girl. What do you think the books are about?</p>	 <p>Before Reading: What do you think Ruby's wish is about? How do you think she will feel if you were to give her a wish?</p>	<p>Before Reading: When you first listened, what did you think about the old man giving the bear in to Ruby? Did you think it was a good decision?</p>
	<p>Before Reading: Any "Rot" in your family? How do you think Ruby's wish is different from yours?</p>	 <p>Before Reading: How do you think Ruby's wish is different from yours? How do you think she will feel if you were to give her a wish?</p>	<p>Before Reading: How do you think Ruby's wish is different from yours? How do you think she will feel if you were to give her a wish?</p>
	<p>In the video, how does Ruby's skin feel? Explore the texture. Do you like it?</p>	 <p>Before Reading: Read the picture of Ruby by the author. How does the picture of Ruby by the author and the bear look like? What do you think the author is trying to tell you?</p>	<p>Before Reading: What was the Gold Rush? Where did Ruby's grandfather go to become a very rich man?</p>
	<p>What does it mean to be a "Rot" in your family? How do you think Ruby's wish is different from yours?</p>	 <p>Before Reading: How do you think Ruby's wish is different from yours? How do you think she will feel if you were to give her a wish?</p>	<p>Before Reading: How do you think Ruby's wish is different from yours? How do you think she will feel if you were to give her a wish?</p>

STUDENT ?S

EACH WEEK THERE ARE 4 COMPREHENSION PROMPTS THAT ALLOW STUDENTS TO RESPOND TO THE TEXT IN THEIR SPIRALS.

<p>THINKING ABOUT READING</p>  <p>Why doesn't it make sense that the men want to kill Kunikdjuag? Would you consider this to be a "short-sighted" reaction?</p>	<p>THINKING ABOUT READING</p>  <p>Why doesn't it make sense that the men want to kill Kunikdjuag? Would you consider this to be a "short-sighted" reaction?</p>
<p>THINKING ABOUT READING</p>  <p>How does the Old Woman change throughout the book? Make sure to focus on her feelings.</p>	<p>THINKING ABOUT READING</p>  <p>Between the two books, Trisha and Richie have to leave their grandparents farm. Have you ever moved? How do you think they felt?</p>
<p>THINKING ABOUT READING</p>  <p>What do you notice about the animals in this book? Why? Draw some examples.</p>	<p>THINKING ABOUT READING</p>  <p>Discuss the dramatic event in <i>My Rotten Redheaded Older Brother</i>. How do you think Richie felt while this was going on?</p>
<p>THINKING ABOUT READING</p>  <p>What did Trisha and Richie learn from each other's sport? Did they learn to respect the difficulty of each one?</p> <p>Trisha learns that hockey requires a lot of strength and balance. Richie admits that ballet helped his hockey. They seem to come to a truce.</p>	<p>THINKING ABOUT READING</p>  <p>Would you like to live in a big house with your whole extended family? Why or why not?</p> <p>Sometimes yes! I love my nieces and nephews. I also like to be alone through and need space.</p>
<p>THINKING ABOUT READING</p>  <p>"[Honey is sweet] and so is knowledge. Knowledge is like the bee that made that honey. If you have to chase it through the pages of a book." -Polina What does this quote mean?</p>	<p>THINKING ABOUT READING</p>  <p>Analyze the scene where Ruby's grandfather reads her poem. Why do you think grandfather felt that way?</p>

DIGITAL POSTERS

DIGITAL POSTERS CAN BE DISPLAYED IN THE CLASSROOM OR THROUGH A PROJECTOR TO ENHANCE COMPREHENSION LESSONS

COMPARE and CONTRAST

When someone is **COMPARE** they are looking for similar someone is **CONTRASTING** they are looking for differences

WORDS TO USE:

- both
- similar
- however
- different

What is Synthesizing?



Strong re or change through do this b informat

Interactive Character



Dialogue

Dialogue is when a character is **TALKING**.

Dialogue can help us make a **PREDICTION**.

Dialogue can

Inference

What you already know



Main Idea and Supporting Details



Supporting Details Tell:

- How
- What
- When
- Where
- Why
- How much
- How many
- ...About the Main Idea

Main Idea

Definition: What is the book or section of text mostly about?

Main Idea: Sundae!



Details: SPRINKLES
CARAMEL
CHERRY

How do I find the Main idea?

- Look at the title and headings
- Look at the photographs
- Look for words used multiple times
- Reread the first and last sentence

COMPREHENSION

HERE ARE THE SKILLS INCLUDED IN DECEMBER:

- Synthesizing

- Character Interactions

- Main Idea and Details

- Character Analysis

- Compare and Contrast 2
Texts

- Making Inferences

- Nonfiction Text

- Features

NONFICTION PASSAGES

THERE ARE 8 PASSAGES TOTAL: 1 FICTION AND 1 NONFICTION PASSAGE TO GO ALONG WITH EACH STORY. STUDENTS USE EVIDENCE FROM THE TEXT TO ANSWER QUESTIONS.

Name: _____ {Nonfiction Passage}

SHOOTING STARS

Directions: Read the passage and answer the questions.

Have you ever seen a shooting star? It is so exciting! You might have been told to quickly make a wish by a grown-up! If you haven't seen a shooting star, it looks like a flash of light streaking across the dark sky. Did you know it isn't really a star at all? Shooting stars are actually small fragments of rock. They are only a few centimeters big! These small pieces of rock are called meteoroids and are floating everywhere in the universe. If the meteoroid makes it into our atmosphere and strikes the surface it is called a meteorite. If the meteoroid disintegrates in the atmosphere before getting to the ground it is called a meteor or more commonly, a shooting star!

If you are driving in a car on the highway, it would probably take you about an hour to go 50 miles. That is about how far away these meteoroids are. The light of a shooting star is caused by friction between the rock and our atmosphere. This is why people often mistake the rock for a star! If you would like to see something really exciting, you should watch a meteor shower. If you research best dates to see meteor showers, astronomers make predictions and write about them on the internet.

Scan the QR code to watch a short video about meteor showers.



Write and draw about something you find to be fascinating about "shooting stars".

Name: _____ {Nonfiction Passage}

THE TRUE STORY OF KNUT

Directions: Read the passage and answer the questions.

The polar bear is a fascinating creature. Zoos around the world are doing what they can to protect this mammal which is classified as "vulnerable." This classification means that the polar bear population is decreasing. In Berlin, Germany, polar bear cubs were born to mother bear, Tosca, at show mother instincts so zookeepers Thomas Derflinger and his team took care of the babies. The babies were not use their chance of survival was very slim. In fact one of them died within a couple of days. Thomas became an around the remaining cub. He bottle fed him, changed his bedding, and cuddled him. Thomas kept up this routine for over a year and named him "Knut". Knut had become very strong and by his side not even leaving the zoo until Knut was four years old.

{Nonfiction Passage}

WOMEN IN HISTORY

Directions: Read the passage and answer the questions.

Clara was a famous Mexican artist in a time when female artists were overlooked. This was because of her illness and the pain she felt. She was very brave and she was a success in grand art. Her neighbor was a woman and she was very kind to her.

Name: _____ {Nonfiction Passage}

THE UNICORN OF THE SEA

Directions: Read the passage and answer the questions.

Unicorns of the sea? Not quite! Narwhals do have what appears to be a horn like the mythical creature though! This long spear-like addition to their faces is actually a large tusk or an overgrown tooth. Most of the time the males are the only ones who have this tusk which makes scientists believe that it isn't an adaptation for protection. Most likely these tusks, that can grow to be ten feet long, are used to impress females in the same way that a deer's antlers are.

Scientists don't know a ton of information about narwhals because their natural habitat makes it hard to observe them. We do know that they are part of the subspecies of toothed whales and closely related to the Beluga. They can grow to weigh between 2,000 and 3,500 lbs. Narwhals easily swim under large sheets of ice and use their tusks to break the ice when they need to come up for air. Remember that since they are whales, they are mammals and have lungs. The Narwhal's biggest predator is actually another whale! The Orca likes to travel in large pods and warm water. This might be why the Narwhals like to stick to the Arctic waters! Like many other whales, Narwhals communicate underwater by whistling or clicking. This helps them to hunt and find mates.

Scan the QR code to watch a short video about Narwhals.



Write and draw what you find fascinating about the Narwhal.



FICTION PASSAGES

THERE ARE 8 PASSAGES TOTAL: 1 FICTION AND 1 NONFICTION PASSAGE TO GO ALONG WITH EACH STORY. STUDENTS USE EVIDENCE FROM THE TEXT TO ANSWER QUESTIONS.

Name: _____ {Fiction Passage}

A DAY OF DOG SLEDDING

Directions: Read the passage and answer the questions.

The Jenkins family didn't quite know what they were getting themselves into when they decided to go dog sledding, but they would soon find out! Abby Jenkins didn't want to buy her kids videogames for Christmas. Instead she decided an adventure was just what the family needed. She did her research and found out about Winterdance Dog Sled tours in Ontario and on a whim booked a reservation for her family of four. She found out that this dogsledding company was run by a family who own ISO huskies! She knew that Freddie and Amy would be absolutely in awe of the beautiful dogs.

In Mid-January after a flight from Alabama, the family landed in Ontario and prepared for a day of dogsledding. The climate change from Alabama to Canada was the first hurdle the family had to overcome. They just couldn't get over how cold their fingers and toes were.

immediately a quickly they p well trained a whole family After a different dog couple of how foasty fire. A their adventu

Name: _____ {Fiction Passage}

SNOW TUBING

Directions: Read the passage and answer the questions.

All he wanted for his birthday was to see snow. Joshua moved to South Carolina four years ago, and he hadn't seen a snowflake since. He missed a lot about Vermont, but white winters topped the list. On the morning of his birthday, Joshua opened his bedroom door to head downstairs to breakfast. In his morning grogginess, he almost fell over his suitcase. "What in the world?" he muttered to himself as he tried to nudge the suitcase out of the way. The suitcase wouldn't move. Joshua realized the suitcase was packed full of clothes!

With his curiosity peaked, Joshua trotted down the stairs in search of his dad. "Pops!" he yelled as he grabbed a box of cereal from the pantry. Just then his best friend Parker opened the front door hauling a suitcase behind him. "Are you ready man?" Parker yelled. Following right behind Parker, was Joshua's dad with a big grin on his face. Dad jingled the keys. "Load 'em up. You wanted to see snow right?"

Dad tossed a brochure at Joshua. Joshua didn't take long to look through the pamphlet, because all he needed to know was that he was on his way to the white flaked "Wahoo!" he yelled as he ran to give his dad a hug. "The only thing between us and the hills is a quick five hour drive!" Dad said as he turned to lock up the house. Parker and Joshua put their suitcases in the back of the truck and everyone piled into the front cab. The boys couldn't stop talking about all the fun that they were about to have snow tubing in the North Carolina mountains. The best part? The snow was guaranteed! Even if there wasn't snow in the forecast, the location had a snow machine to make their own!

1. What do you think guaranteed/mean?

2. What about Joshua's situation changed four years ago?

3. How did Joshua end up in the car on the way to the mountains?

Name: _____ {Fiction Passage}

CHINESE NEW YEAR

Directions: Read the passage and answer the questions.

"Come on Kai!" yelled Lynne as the girls tried to keep up with their father in the busy streets of San Francisco's Chinatown. Normally the area wasn't so crowded, but with the celebration of the New Year many people filled the streets. The sisters and their parents had reservations at the favorite restaurant Mama Ji's and their father did not want to be late! "Girls, they will give our table away if we do not hurry up!" announced Papa as they shuffled quickly through the hards of people. The girls were careful not to step in any puddles as their mom had specifically picked out their outfits for this special day.

Eventually the family made it to the restaurant and once seated, enjoyed a delicious meal of spring rolls, fried rice, and pork belly. The girls' papa reminded them how lucky they were to live in San Francisco and to be able to see the Chinese New Year's parade for themselves. It is the largest and most spectacular of its kind outside of Asia. The girls could barely finish their meals before they rushed out the door so that they didn't get to the parade in time.

"They're starting!" Lynne shrieked as she spotted bright balloons and floats in the distance. Since it was the year of the Rooster, many of the floats had this intelligent bird as part of their decorations. Kai's favorite act was a local martial arts group where Lynne couldn't take her eyes off the colorful dragon floats that came by them. At the end of the night the girls were exhausted, but content. They held hands and whispered about next year as they followed their parents home.

What do you think spectacular means?

What did the girls have to eat? Do you think you would enjoy this meal? Why or why not?

Where does the passage take place? What is the special occasion?

the goldfish sign. Their mom followed closely behind the boys who wandered around choosing wisely where they spent their allowance money.

Two hours later the family met up at the designated spot. The boys couldn't believe their eyes. Dad was carrying two fish bowls and Katie walked slowly next to him with a third. Dad laughed and shrugged his shoulders sheepishly. "I guess Katie's arm has improved a little since last summer." The boys clutched their bellies as the laughs poured out and Katie beamed with pride.

1. What do you think designated means?

2. How can you tell the family has a good relationship?

3. What is funny about the ending of the passage?

Name: _____ {Nonfiction Passage}

WINTER

Directions:

favorite baths at the the mallet and it tells Well my favorite is mol. Last year I med. "Who needs he little goldfish ear they spent half it ten feet short of

l and your ears wide nination always s not playing around ling her dad towards

COMPREHENSION ASSESSMENT

THERE IS AN ASSESSMENT TO GO ALONG WITH EACH READ-ALoud STORY (4 total).

Name: _____  {The Polar Bear Son}

COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- At the beginning of the book, how did the Old Woman feel?
 - angry
 - lonely
 - scared
 - happy
- Why do you think sending a woman?
 - she did not have any
 - She thought of the price
 - He provided her with
 - all of the above
- What do
 - give
 - talk
 - feel
 - believe
- Why did the Inuit people have a weapon of choice?
 - an old
 - new
 - broken
 - sharp

Name: _____  {The Polar Bear Son}

COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- What is Ruby's home like?
 - a small, simple house
 - a large, fancy house
 - a house with a garden
 - a house with a pool
- Why is Antarctica colder than the Arctic?
 - it's land surrounded by water
 - It's further from the sun
 - there are no animals there
 - The ice caps have all settled there
- What are small icebergs called?
 - Ice Chunks
 - Pipsqueaks
 - Groulers
 - None of these
- What can a glossary help you do?
 - find a page you need
 - give you a definition
 - know what is coming next
 - see small details in a diagram
- Why do scientists who want to learn about space, go to Antarctica?
 - because it is empty
 - because there isn't a lot of wildlife
 - because they need to observe lemmings in the wild
 - because space is the only place colder than Antarctica

COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.


- What is the term used to describe both Antarctica and the Arctic?
 - Greenland
 - Polar Lands
 - Iceland
 - Russia
- Why is Antarctica colder than the Arctic?
 - it's land surrounded by water
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Name: _____  {Polacco Books}

COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- Why was Trisha always irritated with Richie?
 - Grandma Bubba loved him more
 - he always ran away from her and left her
 - he stole all her toys and ruined them
 - he told her he could do everything better than her

Name: _____  {Ruby's Wish}

COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- How did Richie run the ballet before he saved it?
 - he threw up
 - he cut up a costume
 - He caused the main dancer to sprain his ankle
 - all of the above
- How did life change for Trisha and Richie between the two books?
 - Richie was a prankster who enjoyed teasing his sister Trisha.
 - True
 - False
- Describe Trisha and Richie's relationship. Use examples from both books.

- How are the conclusions of *My Rotten Redheaded Older Brother* and *Rotten Richie* and *The Ultimate Dare* similar?

 {Polacco Books}

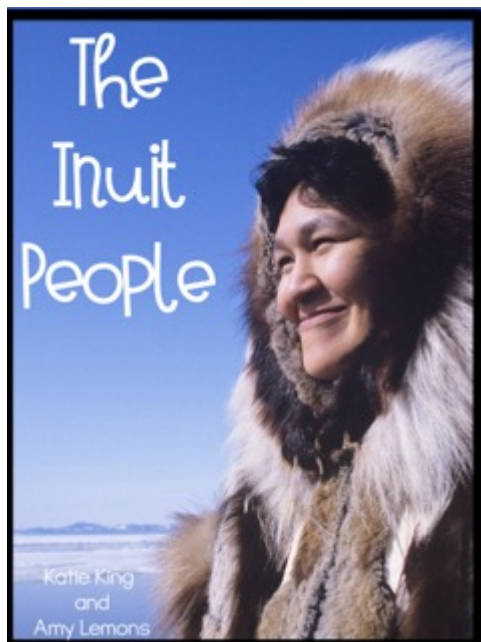
ANCHOR CHARTS

ANCHOR CHART PIECES ARE INCLUDED TO MATCH THE COMPREHENSION SKILLS AND LESSONS FOR EACH WEEK

<h2>CHINESE NEW YEAR</h2> <p>Anchor chart for Chinese New Year featuring the title in large red and blue letters. Below the title are several yellow sticky notes with handwritten text: 'Chinese New Year is a festival', 'It is celebrated in many countries', 'It is a time for family and friends to get together', 'There are many traditions', 'It is a time for new beginnings', and 'It is a time for good luck'.</p>	<h2>I CAN SYNTHESIZE</h2> <p>AT FIRST I WAS THINKING...</p> <p>LEARNED I SAID REASON, I STARTED TO THINK...</p> <p>AFTER READING, I THINK...</p> <p>Anchor chart for synthesis with a title in blue and pink. It has three sections: 'AT FIRST I WAS THINKING...' (green sticky note), 'LEARNED I SAID REASON, I STARTED TO THINK...' (pink sticky note), and 'AFTER READING, I THINK...' (orange sticky note). There are also several small white sticky notes with handwritten text.</p>	<h2>LET'S LEARN ABOUT POLAR EXPLORERS</h2> <p>Anchor chart for polar explorers with the title in blue and purple letters.</p>	<h2>RUBY</h2> <p>DIALOGUE CHARACTER TRAIT</p> <p>Anchor chart for Ruby with the title in red. It has two sections: 'DIALOGUE' (with speech bubbles) and 'CHARACTER TRAIT' (with a character icon).</p>
<h2>LET'S LOOK AT RICHIE</h2> <p>Anchor chart for Richie with the title in blue and purple. It features a pair of glasses with four circular lenses. Each lens contains handwritten text: 'He helped his father when she fell off the roller', 'He earned the medal by skating with Richie. They both perfect performance', 'Richie was a great skater', and 'Richie was a great skater'.</p>	<h2>TALKING ABOUT MAIN IDEA</h2> <h3>THE MAIN IDEA:</h3> <p>There are plants that grow in the poles during the summer.</p> <p>DETAIL DETAIL DETAIL DETAIL</p> <p>Anchor chart for main idea with the title in yellow and pink. It has a large blue box for 'THE MAIN IDEA:' containing a sticky note with text. Below are four green boxes labeled 'DETAIL', each with a sticky note: 'The plants spend the winter beneath the snow.', 'They huddle in tight clumps to survive.', 'They have hairy leaves to protect inside.', and 'A layer of bottom has adapted to the cold.'</p>		
<h2>LEARNING ABOUT THE INUIT PEOPLE</h2> <p>Anchor chart for Inuit people with the title in blue and purple. It features several blue stars with handwritten text: 'The Inuit live in the Arctic region', 'They are known for their hunting skills', 'They have adapted to the cold climate', 'They have a rich culture and traditions', 'They are known for their art and crafts', and 'They have a strong sense of community'.</p>			

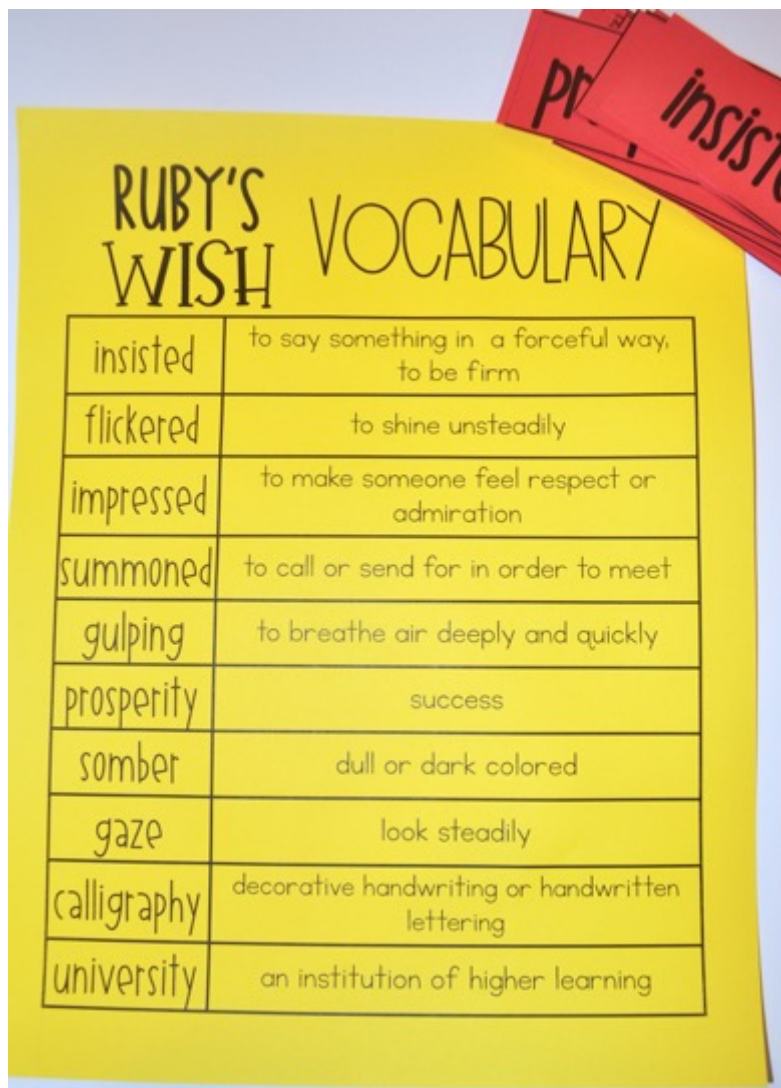
NONFICTION READERS

NONFICTION READERS ARE INCLUDED EACH WEEK THAT TIE INTO THE STORY. WE ALSO INCLUDED A PRINTER FRIENDLY VERSION FOR STUDENTS TO USE.



VOCABULARY

VOCABULARY WORDS ARE CHOSEN FROM THE TEXT TO DEEPER THE STUDENTS' UNDERSTANDING. EACH WEEK WE INCLUDE VOCABULARY WORDS WITH DEFINITIONS.



RUBY'S WISH VOCABULARY	
insisted	to say something in a forceful way, to be firm
flickered	to shine unsteadily
impressed	to make someone feel respect or admiration
summoned	to call or send for in order to meet
gulping	to breathe air deeply and quickly
prosperity	success
somber	dull or dark colored
gaze	look steadily
calligraphy	decorative handwriting or handwritten lettering
university	an institution of higher learning

VOCAL ACTIVITIES

EACH WEEK THERE ARE AT LEAST 5 ACTIVITIES AND A VOCABULARY ASSESSMENT

THE POLAR BEAR SON

VOCABULARY CARDS

bill	feed	depend	pleading	spare
billily	blubber	cupish	provider	alone

CARD ① depend	CARD ② spare
CARD ③ feed	CARD ④ bitterly
CARD ⑤ blubber	CARD ⑥ plead
CARD ⑦ provider	CARD ⑧ Inuit

RUBY'S WISH VOCABULARY

insisted	to say something in a forceful way, to be firm
frisked	to show unpredictability
impressed	to make someone feel respect or admiration
summoned	to call or send for in order to meet
gubing	to breathe or deeply and quickly
prosperity	success
somber	dull or dark colored
stare	look steadily
calligraphy	beautiful handwriting or handwriting
university	an institution of higher learning

Patricia Polacco

Use the words below to complete the sentences.

She consoled ...	he after her best friend had made her sad.
The baby leered ...	at the other children as he walked into the playground.
There was a stare ...	and coming from the kitchen after the milk was left out of day.
"That food is beautiful!" her son sneered ...	
"This cannot come to my party!" she protested ...	
He also definitely ...	called the name of the mother.

Write two words that are a synonym and one word that is an antonym.


ordinary dandled puny lurid

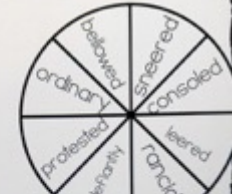
The player **received a penalty** after **intercepted** the **kick**.

There was a **stare** **and** coming from the **kitchen**.

VOCAB: SPIN A WORD


Word Spun: bellow Write a synonym: shout	Word Spun: ordinary Write an antonym: unique
Word Spun: rancid Write what it means: Smell bad, rotten	Word Spun: consoled Write it in a sentence: I consoled my sad friend.


Word Spun:
rancid
Draw a picture:




VOCAB: SPIN A WORD


Word Spun: gaze Write a synonym: look	Word Spun: somber Write an antonym: colorful
Word Spun: prosperity Write what it means: Success	Word Spun: gubing Write it in a sentence: He was gubing for air.

Word Spun:
flicker
Draw a picture:




MATCH A WORD

depend	rely on
provider	a person or thing that gives something
Inuit	a member of an indigenous people of northern Canada and parts of Greenland and Alaska
stare	smooth and glossy
pleading	to beg
spare	to stop from hurting
feed	look after and provide for oneself without any help from others
bitterly	forcefully

PICTURE IT: 

DEFINE IT: Someone who provides for others

SYNONYM FOR: Tradition

ART & WRITING

EACH WEEK WE INCLUDE AN ART PIECE THAT CAN BE DISPLAYED WITH WRITING. THE WRITING NORMALLY RELATES BACK TO THE BOOK OF THE WEEK OR TO THE NONFICTION READER.



DAILY DEEP DIVE

EACH WEEK WE CHOSE A SENTENCE FROM THE STORY TO ANALYZE. STUDENTS COMPLETE ACTIVITIES IN THEIR SPIRALS WITH THAT SAME SENTENCE EVERY DAY.

In the ponds, Ruby could see the orange-and-white carp gulping for breath under a thin layer of ice.

Ruby's Wish

Monday
Write the sentence. Label the parts of speech or anything you notice about the sentence.

Articles	Prep	Noun	Verbs	Adj.
the	In	Ruby's	see	orange
a	under	carp	gulping	white
	of	breath		thin
		layer		ice

Tuesday
The vocabulary word, gulping, is found in this sentence. Write the meaning of the word.

gulping- gasping for breath




Wednesday
Ruby sees the fish gulping for breath. How does this also show how Ruby is feeling before Chinese New Year?

Ruby feels like she is gulping for breath in her own life. She wants to have freedom to live her own life.

Thursday
Fill in the blanks to make this your very own sentence.

In the ocean, Ruby could see the blue whales gulping for breath under the surface.

GRAMMAR: COMPARATIVE ADJ.

		
Small	Smaller	Smallest

②. G...
are
ar

⑦. An elephant is _____ than a mouse.
a. heavy
b. heavier
c. heaviest

⑩. It is _____ to go by train than by car.
a. fast
b. faster
c. fastest

Name: _____

FOUR IN A ROW

		COMPARATIVE	SUPERLATIVE
bumpy	gentle	quick	cold
bumpier	gentler	quickest	colder
angry	tall	dry	heavy
angrier	tallest	driest	heavier
strong	smart	slow	tiny
stronger	smarter	slowest	tiniest
wise	great	strange	close
wiser	greater	stranger	closest

Name: _____

WHICH ADJECTIVE?

1 bigger	2 tallest	3 quick	4 smaller
5 biggest	6 tallest	7 heavier	8 best
9 wide	10 older	11 faster	12 more clever
13 hotter	14 funniest	15 more fun	16 best

CHOOSE AN ADJECTIVE

Choose the correct adjective to fit in the sentence.

1. The new cat was so fat that it couldn't fit on the sofa.
a. thin b. heavy c. tall

2. The car was so fast that it was hard to follow.
a. slow b. quick c. big

3. The car was so big that it was hard to fit in the garage.
a. small b. heavy c. tall

4. The car was so old that it was hard to drive.
a. new b. quick c. big

5. The car was so smart that it was hard to beat.
a. slow b. quick c. big

6. The car was so strong that it was hard to break.
a. weak b. quick c. big

7. The car was so close that it was hard to see.
a. far b. quick c. big

8. The car was so hot that it was hard to touch.
a. cold b. quick c. big

9. The car was so cold that it was hard to sit in.
a. hot b. quick c. big

10. The car was so heavy that it was hard to lift.
a. light b. quick c. big

adjectives









ADJECTIVE	COMPARATIVE ADJECTIVE	SUPERLATIVE ADJECTIVE
longer	longest	longest
heavier	heavier	heaviest
smarter	smarter	smartest
stronger	stronger	strongest
angry	angrier	angriest

GRAMMAR: POSSESSIVES

Name: _____

Make Me Possessive!

Look at the sentence and the picture. Write the possessive nouns on the blank.

This is Viv. 	This is <u>Viv's</u> tablet.	This is Chad. 	This is <u>Chad's</u> book.
This is Kory. 	This is <u>Kory's</u> locker.	This is Ann. 	This is <u>Ann's</u> block.
This is Tim. 	This is <u>Tim's</u> spinner.	This is Angel. 	This is <u>Angel's</u> basketball.
This is Tiff. 	This is <u>Tiff's</u> guitar.	This is Gia. 	This is <u>Gia's</u> purse.

the office that belonged to the grandfather

the poem that belonged to Ruby

The teacher's Students were very well-behaved.

the shoes that belonged to Ruby

Name: _____

Possessive Nouns

Cut out the words at the bottom. Sort into the two categories: Correct and Incorrect.

CORRECT	INCORRECT
Jake's blanket	Cannons ring
Marley's bone	Marios' dog
Greg's present	Hanks' flower
Jared's shirt	Moya's book
	Annas


Ms. Green's hamburger

Victoria's football



the candy that belongs to the boy

The boy's candy was sweet and Savory.



NONFICTION TEXT FEATURES

Finding those **TEXT FEATURES**
name: _____

Antarctic Circle
North Pole
magnetic North Pole
every day.

PAGE 4-5: MAP
This map shows you where the poles are located on our earth.

name that text feature!

<p>CONTENTS</p> <p>3-4: Cosmos & The Milky Way</p> <p>11-12: Our Solar System</p> <p>13-14: The Sun & The Moon</p> <p>15-16: The Sun & Other Stars</p> <p>17-18: Space Exploration</p> <p>19-20: The View from Space</p>	<p>photograph</p>	<p>Living World Cycle</p> <p>11-12: Living World Cycle</p> <p>13-14: Living World Cycle</p> <p>15-16: Living World Cycle</p> <p>17-18: Living World Cycle</p> <p>19-20: Living World Cycle</p>
<p>table of contents</p>	<p>map</p>	<p>index</p>

Central Nervous System

subheading

NONFICTION TEXT FEATURE

1
photograph

NONFICTION TEXT FEATURE

2
bold print

NONFICTION TEXT FEATURE

4
subheading

A map helps you know where things occur.

my COLLECTION of NONFICTION TEXT FEATURES

text features

Heading

photograph

bold print

label

caption

who don't polar bears and penguins?
A polar bear would have to swim a long way to eat a penguin because they live at opposite ends of Earth. Polar bears live in the Arctic and penguins are found only south of the equator.

PHOTOGRAPH
a picture taken with a camera that shows how things look in real life