

the

BREAKDOWN

m a y

Book	Comp Focus	COMMON CORE:	Grammar Focus	COMMON CORE:
HUMPHREY the LOST whale	Comparing two texts on same subject	RI.3.9	Homophones and Homographs	L3.4
THANK YOU, MR. FALKER	Major vs. Minor Characters and Events	RL.3.3	Adjectives and Verbs: Shades of Meaning	L3.5C
PECOS BILL INVENTS the TEN GALLON hat	Characteristics of a Genre: Tall Tale	RL.3.2	Onomatopoeias	L3.5, 3.3A
MEMOIRS of a HAMSTER	Illustrations and how they help with characterization	RL.3.7	Similes and Metaphors	L3.5

nonfiction readers in each unit hit on nonfiction standards as well

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Book	Comp Focus	Standards	Grammar Focus	Standards
HUMPHREY the LOST Whale	Comparing two texts on same subject		Homophones and Homographs	
THANK YOU, MR. FALKER	Central Message		Adjectives and Verbs: Shades of Meaning	
PECOS BILL INVENTS THE TEN GALLON hat	Characteristics of a Genre		Onomatopoeias	
MEMOIRS OF a HAMSTER	Purpose for Reading		Similes and Metaphors	

nonfiction readers in each unit hit on nonfiction standards as well

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.

MEMOIRS OF A HAMSTER












	READING & COMP	VOCAB	
M	<p>Introduce <i>Memoirs of a Hamster</i>. Use the question cards to help set the stage for the week. Read the book all the way through and discuss students' general impressions. Show students the digital poster for Purpose (author and reader). Allow students to glue the mini-versions in their notebooks. Use the whole class anchor chart to record students' answers for how they were entertained. Discuss as a class.</p> <p>Complete the nonfiction passage "Rabbits."</p>	<p>Vocabulary Cards: Students will look at the card. They will write the word being described on their recording sheet.</p>	<p>In part me co Today has the student be on com</p>
T	<p>Have students complete Tuesday's "Thinking about Reading" in their journals. This is a great warmup for the lesson or morning starter. Review what we learned yesterday about purpose. While rereading allow students to fill in the emoji sheet about what they personally find entertaining about the book. Students will write about the entertaining parts on the provided writing paper and complete the directed drawing. *On Thursday students will have an opportunity to write with the purpose of informing what they learned about rodents to also accompany this drawing.</p>	<p>Vocabulary Assessment: Students will read the sentences. Students find the vocabulary word that completes the sentence.</p>	<p>A little get f pa ad v blar th s</p>
W	<p>Have students complete Wednesday's "Thinking about Reading" in their journals. Use the Wednesday question cards to set the stage for the lesson. Discuss the digital anchor chart that compares purpose vs. point of view vs. perspective. Let students glue the mini-versions in their notebooks.</p> <p>Complete the flip-flap that analyzes the hamster, cat, and dog perspective. Share out as a whole group.</p>	<p>Vocabulary Cards: Students will look at the card. They will write the word being described on their recording sheet.</p>	<p>Co Stu me wri of t</p>

MEMOIRS OF A HAMSTER

	READING & COMP	VOCAB	GRAMMAR
T H	<p>Have students complete Thursday's "Thinking about Reading" in their journals. Read the informational book <i>Remarkable Rodents</i>. Have students reread the mini-version.</p> <p>Have students complete the circle flip-flap to demonstrate learning of the rodents and/or have students complete the "Remarkable rodents" half sheet to go with the directed drawing.</p>	<p>Vocabulary Cards: Students will look at the card. They will write the word being described on their recording sheet.</p>	<p>Creating Metaphors: Students have 8 sentences with metaphors. Students have a word bank at the bottom of their page. They use the words from the word bank to complete the sentences. On the back, have students choose one of the metaphors to illustrate.</p>
F	<p>Complete the fiction passage "The Class Pet."</p> <p>Students should complete the Comprehension Check.</p>	<p>Vocabulary Assessment: Students will read the sentences. Students find the vocabulary word that completes the sentence.</p>	<p>Sort it Out: Students read the sentences. Students locate the similes and metaphors within the sentences. Students sort based on if they contain a simile or metaphor.</p>















QUESTIONING

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

 <p>M</p>	<p><u>Before Reading:</u> Have you ever heard of the term "memoir" before? What does it mean?</p>	 <p>T</p>	<p>What is "Hoover" and why is it scary to Seymour? Do you have a pet that is scared of it?</p>
 <p>M</p>	<p><u>Before Reading:</u> Look at the cover. What do you think the story is about? What kind of book is this?</p>	 <p>M</p>	<p><u>Before Reading:</u> What information can you gain by looking at the cover? What kind of book is this?</p>
 <p>M</p>	<p><u>Before Reading:</u> The book has a hamster on the cover. If you could have one of those pets, what would you choose?</p>	 <p>W</p>	<p><u>Before Reading:</u> What do you already know about humpback whales? How are they alike or different than other whales?</p>
 <p>T</p>	<p>Pick a part of the story to discuss what the author's role is in the story. What is the role of the hamster?</p>	 <p>W</p>	<p><u>Before Reading:</u> Read the information on the back cover that gives general information about humpback whales. Discuss it.</p>
 <p>T</p>	<p>How does Seymour change throughout the story? What kind of hamster do you always have?</p>	 <p>W</p>	<p>Do you think the scientists had a good plan? Would you have done anything differently?</p>
			 <p>T</p> <p>Do you think we have new technologies since Humphrey's rescue that would make things easier now? Like what?</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  Think about something that you have changed your mind about like the characters in this book did. Write and draw about it.</p>	<p>THINKING ABOUT READING  Trisha thinks that she is DUMB, but Mr. Falker knows that she is SMART. These words are antonyms. Make a list of five more antonym pairs.</p>	
<p>THINKING ABOUT READING  What elements of the book are repeated? Do you find these to be humorous parts of the book?</p>	<p>THINKING ABOUT READING  Draw a cartoon depicting how you like that Trisha should respond to the bullies.</p>	
<p>THINKING ABOUT READING</p>	<p>THINKING ABOUT READING  Design a plan to get Humphrey out of the Sacramento complete the diagrams and instructions.</p>	<p>THINKING ABOUT READING  Polacco e read, e. Why?</p>
<p>THINKING ABOUT READING  Make a text to text connection. What is your favorite tall tale, fairy tale, fable, or myth that you have ever heard? Why?</p>	<p>THINKING ABOUT READING  If you could be any ocean creature, which one would you want to be and why? Make sure to include an illustration.</p>	<p>THINKING ABOUT READING  I can't read, but I go hard to be a Polacco s quote from</p>
<p>THINKING ABOUT READING  Draw three desert creatures and include onomatopoeia. Make the pictures more detailed.</p>	<p>THINKING ABOUT READING  If you were a witness to Humphrey swimming upstream, what do you think an interview with you would sound like on television?</p>	
<p>THINKING ABOUT READING  Illustrate and explain why Pecos Bill's different attempts at wearing hats all failed until the ten-gallon hat.</p>	<p>THINKING ABOUT READING  "With every drop of water you drink, every breath you take, you're connected to the sea. No matter where on Earth you live." What does this mean to you?</p>	
<p>THINKING ABOUT READING  "Not as hot as the summer of '88 with the chickens laid fried eggs and the babies born in sawdust..." Pecos Bill What does this mean to you?</p>		


DIGITAL POSTERS

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


THOSE "P" WORDS

PURPOSE • POINT OF VIEW • PERSPECTIVE


PURPOSE— why someone reads or writes



POINT OF VIEW— who is telling the story




PERSPECTIVE— how characters view the events of the story. Someone's,



PURPOSE


When we discuss the **PURPOSE** or reason that an author writes we can use the acronym **PURPOSE**



When beginning a book, also need to establish a

TALL TALES

FOLK TALES that were originally word of mouth about **CHARACTERS** that **EXHUMAN STRENGTHS**.



ories are **EXAGGERATED** es they were able to ways.

HYPERBOLE

An **EXTREME EXAGGERATION** that is made that could never be true. This figurative language tool is used to make a point.



CENTRAL MESSAGE

What the author wants you, reader, to learn from the story apply to your own life.



To help you figure out the **CENTRAL MESSAGE**, look closely at how the main character responds to **MAJOR EVENTS**.



SOURCES


When researching a topic it is important to read as much as possible from many different **SOURCES**



PRIMARY SOURCES include autobiographies, speeches, journals, photographs, videos, interviews, and words from witnesses.



SECONDARY SOURCES include biographies, text books, newspapers, and magazine articles.



RELIABLE? FACT? OPINION?

As a researcher it is important to ask **QUESTIONS** and **EVALUATE** your sources.



- Is this person an **EXPERT**?
- Are they giving me **FACTS** or their **OPINION**?
- What is this person's **GOAL** for sharing this information?
- If it is a website, are they trying to sell a **PRODUCT**? Are there **ERRORS**?
- Does the information seem **SENSATIONALIZED** for website views?

COMPREHENSION

INTERACTIVE NOTEBOOK ENTRIES ARE INCLUDED TO ALLOW STUDENTS TO PRACTICE THE COMPREHENSION SKILLS EACH WEEK

TEXT EVIDENCE

TEXT EVIDENCE

TEXT EVIDENCE

TEXT EVIDENCE

You are wonderfully different! like the fireflies - Grandma

Central Message: With the right guidance and an attitude of perseverance, we can do hard things!

BASICS FACTS: HUMPHREY'S ADVENTURE

- * Humphrey is a 40 ton humpback whale who got stuck in a river!
- * Scientists knew he would get sick if they did not rescue him.
- * They herded him by clanging on pipes and playing music underwater.
- * After almost a month, Humphrey made it out safely.

SUPERHUMAN CHARACTER

Character traits

exaggerated details

Pecos Bill needed to shade his face from the sun.

SOLUTION

MEMOIR OF A HAMSTER

Take notes about the parts of the book that you enjoyed

SCENE: Hamster escaping cage

WHY DID YOU LIKE IT? Seymour has no clue why Pearl is helping him.

SCENE

WHY DID YOU LIKE IT?

SCENE

WHY DID YOU LIKE IT?

THANK YOU, MR. FALKER

- * Both girls were bullied.
- * Both had individual teachers who helped them through the pain.
- * Both girls came out on top!

CHRYSANTHEMUM

PAUL BUNYAN: HYPERBOLES

- * Paul could cut down a large tree with one swing.
- * Paul was so strong he could stomp a stump into the ground with ease.

The hamster's perspective is that life is perfect because he has all he needs! His view is narrow though because he doesn't know much else.

Character PERSP

CAT

DOG

HUMPHREY

SOURCE: Humphrey News Reports Part 1

OBSERVATIONS: PRIMARY Scientists could herd Humphrey 14 miles a day but had to stop at night. They used many methods to herd him!

SOURCE: Humphrey News Reports Part 2

OBSERVATIONS: PRIMARY Scientists seem very confused by what caused Humphrey to travel upstream in the first place!

SOURCE: 40 Ton Humpback... PRIMARY

OBSERVATIONS: General info humpbacks are powerful, but typically gentle giants!

COMPREHENSION

HERE ARE THE SKILLS INCLUDED IN APRIL:

RESEARCHING

COMPARING 2 TEXTS

SOURCES

CENTRAL LESSON

TEXTS THAT ENTERTAIN

PURPOSE

POINT OF VIEW

TALL TALES

HYPERBOLES

NONFICTION Passages

THERE ARE 8 PASSAGES TOTAL: 1 FICTION AND 1 NONFICTION PASSAGE TO GO ALONG WITH EACH STORY.

Name: _____ {Nonfiction Passage}

RABBITS

Directions: Read the passage and answer the question.

Although rabbits are similar to rodents because of their front teeth that continuously grow, they are not part of the rodent family. Rabbits belong to the Lagomorph order which also includes hares and pikas. Rabbits are one of the most common wild animals in the United States. Not to be confused with the hare, who has long ears and long legs, rabbits make their homes in woods, fields, and even neighborhoods. During the summer time, rabbits feast on fruits and vegetables. When food is scarce in the winter, they survive on wooden stems and tree bark.

Male does. Males do thirty days for ten months. They will continue about six feet in the morning to watch a without en

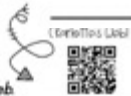
Name: _____ {Nonfiction}

E.B. WHITE

Directions: Read the passage and answer the question.

E.B. White was born and raised in New York in the east. He joined the staff at *The New Yorker* when he was twenty-one. He spent his whole career writing for this magazine, but managed to write a few children's books. Two of his books, some of the most popular reads for elementary age children, are *Charlotte's Web* and *Stuart Little*. *Charlotte's Web* has captured the hearts of millions of students. In 1945 he tried his hand at children's literature for the first time to please his niece Janice. *Stuart Little* is a mouse who was born to human parents. The book was intended to provide comfort for children who feel different from their parents' parents don't mind at all that he is a mouse and a rat.

A few years later, E.B. White and his family were spending a lot of time at their farm in Maine. White became fascinated with a spider he saw at the farmhouse. This arachnid was the inspiration for *Charlotte* who lovingly took care of the pig Wilbur as her friend. We also follow along as Fern is picked on and fussed at for being too involved with the animals in the plot of *Charlotte's Web*.



E.B. White wrote a book for his niece. If someone wrote a book for you to enjoy, tell us what it would be about.

Name: _____ {Nonfiction Passage}

JOHNNY APPLESEED

Directions: Read the passage and answer the question.

John Chapman, also known as Johnny Appleseed, was born in 1774 in Massachusetts. He was a real life person that was the model for the tall tale character celebrated in many American schools to this day. He was a farmer who established orchards all over the Midwest. His apples were actually best used for ciders and not eating. At the time that Chapman was alive, when you planted an orchard, you became the legal landowner. This means that at the time of his death Chapman owned about 1200 acres of land.

As the legend goes, Johnny was an unusual man. He was tall and thin. He had long hair and a beard. He never bought new clothes and wore an old coffee sack or donated cloth. He wore a sash across America. Ever to eat."

In 1800, Johnny was unsupervised. The settlers wanted to clear orchards helped them near his orchards. For the American frontier his kindness made the difference.

How is Johnny Apple

Name: _____ {Nonfiction Passage}

ORCA WHALES

Directions: Read the passage and answer the question.

An orca, also known as a killer whale, is a powerful toothed whale who is known for attacking large whales and great white sharks. They are the largest members of the dolphin family, and they can grow to be about 33 feet long and weigh between 8 and 12 thousand pounds.

Orcas have diverse diet of fish, squid, sharks, seals, turtles, octopus, birds, and whales. An average size orca will eat over five hundred pounds of food a day. Orcas work together in teams to hunt with members of their pod. They also have developed highly intelligent hunting techniques for each kind of prey.

When they are trying to capture to a seal sitting on an ice floe, they will charge at the seal and create a huge wave to push the seal off the ice. If a shark is the prey of choice, the orca will use his tail to push the shark to the surface of the water and manage to flip him over on his back. If you know a bit about sharks, you know that when they are on to their backs, they go into a trance-like state. This allows the orca to have a peaceful meal. Small fish are not a satisfying meal for orcas unless there is a large group of them, so orcas use air bubbles to corral a bunch at once and gulp them down.

Orcas have been compared to wolves. This analogy makes a lot of sense when looking at how orcas prey on old or sickly whales that are much larger than they are. Orcas will work as a team to attack an older whale by ramming it until it gives up and drowns. Although we see fun images of orcas at theme parks, make no mistake, these animals are intimidating predators.



How is the Orca different than the Humpback Whale?

FICTION PASSAGES

THERE ARE 8 PASSAGES TOTAL: 1 FICTION AND 1 NONFICTION PASSAGE TO GO ALONG WITH EACH STORY

Name: _____ {Fiction Passage}

THE CLASS PET

Directions: Read the passage and answer the questions.

Brenda had been waiting for this weekend for months. It was finally her turn to take home the beloved class pet, Flopsy. Flopsy is a Mini Lop rabbit that her teacher Ms. Honey has had for about three years. Flopsy has big floppy ears and the softest gray fur that you could ever imagine. Brenda's mom carefully pulled the car into the driveway as not to disturb the rabbit cage that was jammed into the back seat of her Chevy. Brenda couldn't get her seatbelt unfastened quickly enough to get around to Flopsy. Brenda ignored her sister's pleas of "please wait me squeeze the bunny rabbit . . . please!" After

backyard, Brenda able to hold Flopsy someone else re snuggles for Brenda

Brenda got the rabbit's eye lettuce and three The cage was as Flopsy's salad, a toddler perched Brenda called "I relief as she get the rabbit to be

Name: _____ {Fiction Passage}

THE TORTOISE AND THE HARE

Directions: Read the passage and answer the question.

One day a boastful hare was bragging about what a fast runner he was. He even laughed at a quiet tortoise and told him how slow he was. The tortoise muscled up all his courage and challenged the hare to a race. *Oh boy, this will be fun thought the hare!*

When the race began, the hare took off on a swift run. He was far ahead of the tortoise within minutes. Feeling pretty good about his chances at winning, the hare decided to play in a nearby meadow. The tortoise kept along on his painfully slow pace. After he finished playing, the hare checked to see where the tortoise was. *I still had plenty of time to beat that slow-poke!* thought the hare. Suddenly he began to yawn. All of that sprinting and playing had worn him out. The hare decided to take a short nap under a beautiful tree. As before, the tortoise continued to trudge along.

After a long peaceful nap, the hare finally woke up to continue the race. He dashed for the finish line as fast as he could go. When he got there, he was shocked to see that the tortoise was already there patiently waiting for him. Hare learned a hard lesson that day. He learned not to brag about his speed and that **slow and steady** will win the race in the end.

Are you more like the tortoise or the hare? Explain your thinking.

1. What do you _____

2. How do you _____

3. What do you _____

Name: _____ {Fiction Passage}

THE NOTE

Directions: Read the passage and answer the questions.

Jessica was a brand new student at Cherry Hill Elementary in Portland, Oregon. Her family had recently moved across country from Charleston, South Carolina. She liked to think of the move as an exciting adventure, but she would be lying if she didn't admit that she was nervous on the first day of school. Her teacher Mr. Matthews assigned two girls named Drea and Ashley to help Jessica around on her first day. Jessica was very relieved to have built in friends, even if they weren't actually choosing to sit with her or even talk to her. It was definitely better than being all alone!

As the girls sat down at their desks after recess, Jessica noticed a girl walking by with bright purple sneakers. *Wow! What cool shoes, thought Jessica.* She looked up to see a very small and quiet girl that she remembered someone calling Mia. Jessica also noticed that Drea and Ashley were snickering and pointing at the pettle and shy girl. As Mr. Matthews launched into a lesson about prepositions, Drea ripped out a paper from

her notebook "LOSER" v Jessica fr shoulder a paper, rig hanging wi about bars was walk with violet

Name: _____ {Fiction Passage}

WHALE WATCHING

Directions: Read the passage and answer the questions.

"Watch your step Kevin!" yelled my mom as I boarded the boat. Why was she being so bossy? I know how to walk down stairs. I've mastered that skill. I glanced around looking for a seat to wait out this four-hour boat ride. I tossed my bag under the chair and pulled my hat down to shield my eyes from the afternoon sun. My mom smiled at me, patted my knee, and settled into the chair beside me. I know she wants me to like this trip, but I think I am a little too old to be excited about large, ugly fish that might jump out of the water. Okay, I also know humpback are mammals and they actually look pretty amazing in the videos I checked out on YouTube, but I'm not sure I want to give her the satisfaction of knowing she planned a good outing on our trip. I guess I am still a little mad that I had to miss skateboarding camp to come on our family reunion here on the coast of Oregon.

After about an hour on the boat, something caught my attention out of the right side of my eye. I couldn't believe it. A whale was spyhopping about one hundred yards from the boat. No one else seemed to notice. I couldn't help myself before the words ran out of my mouth. "Look!" I yelled and pointed towards the magnificent creature. The boat erupted in a sea of "Oh!" and "Wow!" as everyone located the humpback whale just before it started to sink back under the dark blue water. I grabbed Mom's hand and squeaked. I could feel her looking at me so I gave her a little smile. *Maybe she knew what she was doing when she brought us on this trip after all.*

1. What do you think the phrase words ran out of my mouth means?

2. Why didn't Kevin want to be on the boat?

3. Why did the author write this passage in 1st person? What do you gain from this perspective?

COMPREHENSION ASSESSMENT

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

Name: _____  {Memoirs of a Hamster}

COMPREHENSION

●●● Directions: Circle like correct answer or answer in a complete sentence.

1. What would you say the format of the book is made of?
 - a. newspaper
 - b. journal
 - c. informational book
 - d. recipe book

Name: _____

2. What are the main characters in the story?
 - a. water
 - b. sun
 - c. seeds
 - d. dogs


3. Why does Pecos Bill uproot a tree?
 - a. it was in his way
 - b. he thought it was ugly
 - c. he needed the lumber
 - d. he wanted to move the shade

4. What is one way the author adds exciting details to the text?
 - a. similes
 - b. onomatopoeias
 - c. alliteration
 - d. it is a boring text

5. Why didn't the tree idea work?
 - a. he couldn't walk in his house
 - b. he got bugs all over himself
 - c. the tree began to rot
 - d. All of the above

6. How does the illustrator show that Pecos Bill is confused by the baseball?
 - a. Pecos Bill totally understands baseball
 - b. he has a question mark drawn over his head
 - c. he is scratching his head
 - d. he is crying

7. How does Pecos Bill put out the fire at the stable?
 - a. he redirects a river to the stable
 - b. he carries gallons of water in his ten-gallon hat over
 - c. he lassooed a rain cloud and squeezed it over the stable
 - d. he yelled so loud that it scared a raincloud

 {Memoirs of a Hamster}

6. What does the cat tell the hamster to lure him out of his cage?
 - a. there is yogurt drops in the sunroom
 - b. the stars are made of sunflower seeds
 - c. the hamster could run as much as he wants
 - d. All of the above

7. How do you know that the hamster thinks that he is going to die in the sunroom?
 - a. he is afraid of the sun
 - b. he is afraid of the cat
 - c. he is afraid of the hamster
 - d. he is afraid of the hamster

Name: _____  {Thank You, Mr. Falker}

COMPREHENSION CHECK

●●● Directions: Circle like correct answer or answer in a complete sentence.

1. Why did Trisha love school when she was in kindergarten?
 - a. lots of friends
 - b. she loved to draw
 - c. her teacher was very nice
 - d. she learned to read

2. When Trisha was walking in the woods, what did her grandmother compare her being different to?
 - a. snowflakes
 - b. birds
 - c. fireflies
 - d. trees

3. Why was Trisha hopeful about moving?
 - a. maybe no one would know she was dumb
 - b. they were getting a big house
 - c. they would be close to the beach
 - d. All of the above

4. Why did Trisha's family move away from Michigan?
 - a. They wanted to be close to the ocean
 - b. They followed Grandma to California
 - c. Mom was getting remarried
 - d. Mom got a new job

5. How did Mr. Falker make Trisha feel accepted?
 - a. he told her that he loved her art
 - b. he patted her on the back
 - c. he called kids out when they were mean to her
 - d. All of the above

ANCHOR CHARTS

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

REMARKABLE RODENTS

HAMSTERS MICE GUINEA PIGS GERBILS RATS

FAMOUS PAINTERS

GEORGIA O'KEEFE JACKSON POLLUCK VINCENT VAN GOGH JEAN-MICHAEL BASQUIAT
BEATRIX POTTER KADIR NELSON LEONARDO DA VINCI

ELEMENTS of a TALL TALE

PECOS BILL

super-human characters character traits exaggerated details PROBLEM SOLUTION

ENTERTAINMENT

TEXT: FEELINGS:
TEXT: FEELINGS:
TEXT: FEELINGS:
TEXT: FEELINGS:

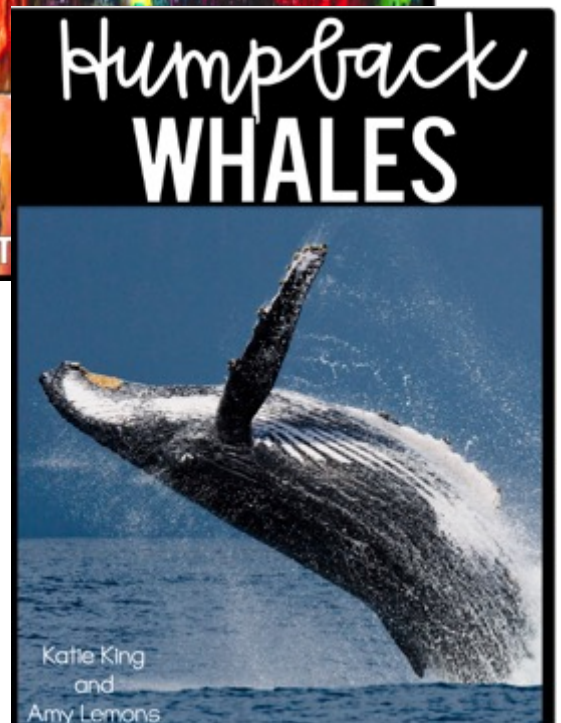
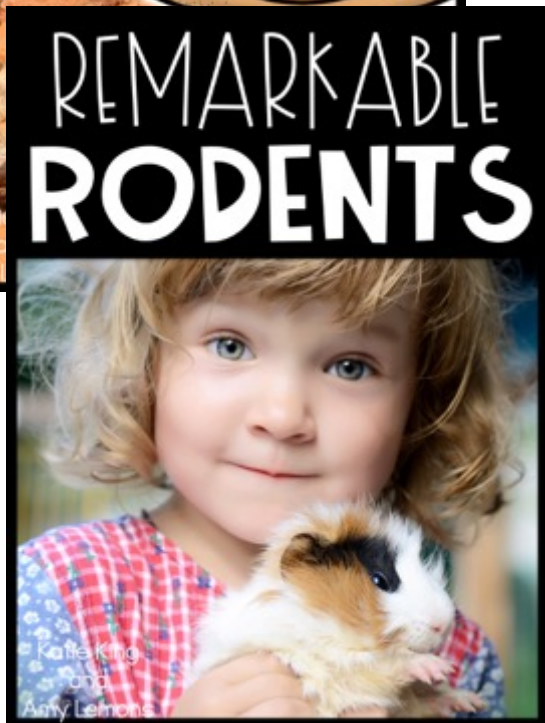
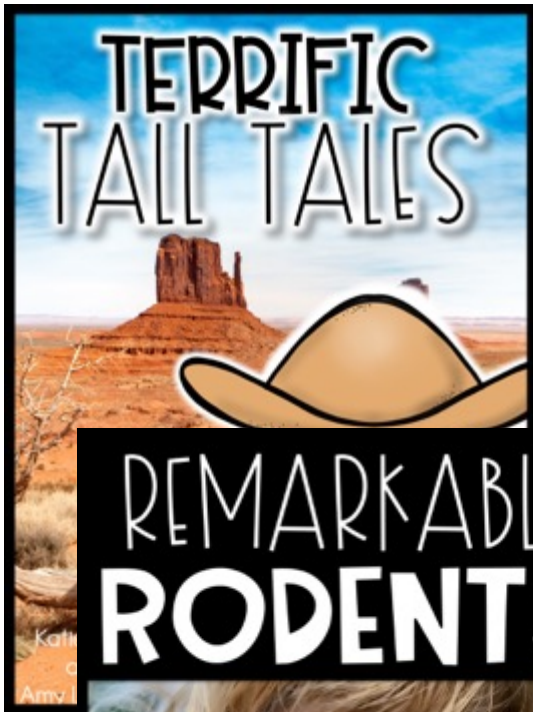
HUMPBACK WHALES

ALL ABOUT MIGRATION FACTS

THEIR YOUNG FEEDING COMMUNICATION

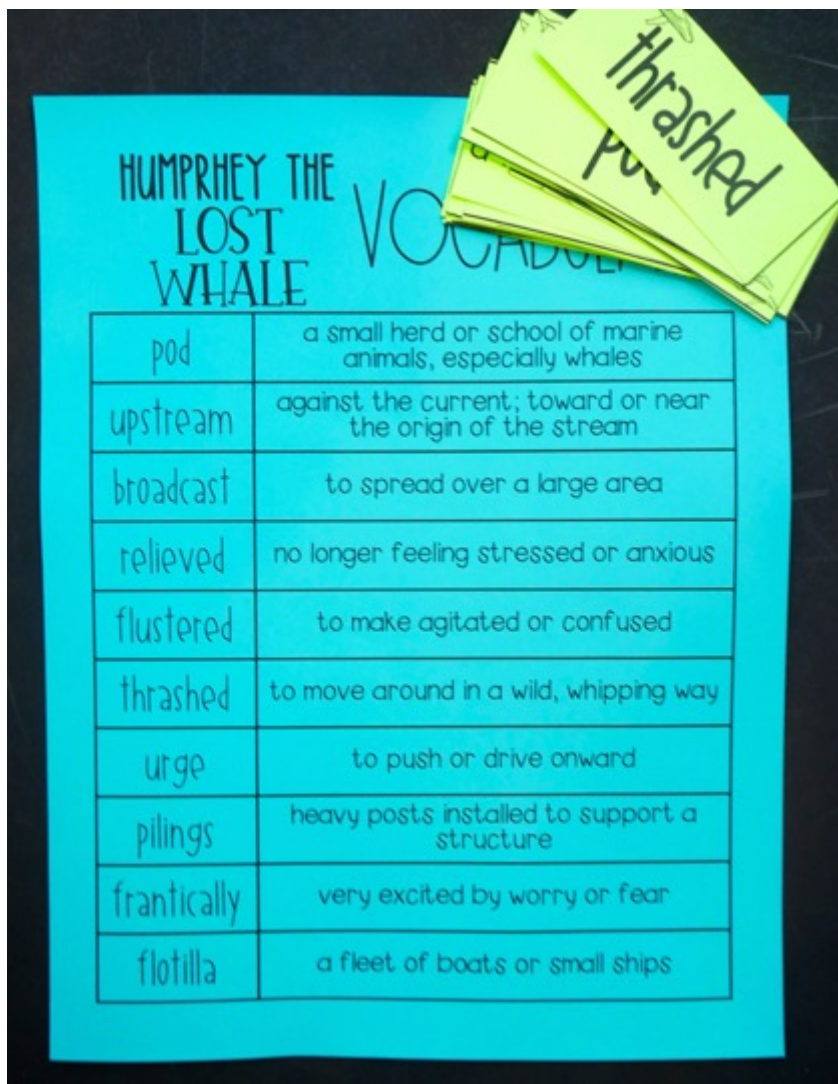
NONFICTION READERS

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.



HUMPHREY THE LOST WHALE VOCABULARY

pod	a small herd or school of marine animals, especially whales
upstream	against the current; toward or near the origin of the stream
broadcast	to spread over a large area
relieved	no longer feeling stressed or anxious
flustered	to make agitated or confused
thrashed	to move around in a wild, whipping way
urge	to push or drive onward
pillings	heavy posts installed to support a structure
frantically	very excited by worry or fear
flotilla	a fleet of boats or small ships

VOCALB ACTIVITIES

EACH WEEK THERE ARE ACTIVITIES AND A VOCABULARY ASSESSMENT

SPIN & DO!

WILSONS
CREATE A CONNECTION
SELECT AN EMOJI
NOUN/VERB
SENTENCE
POST A PICTURE
ANTONYM
CLUES

SPIN & DO!

WORD ACTIVITY Synonym Useful	WORD ACTIVITY Connection Makes me think of a wedding dress.	WORD ACTIVITY Emoji
WORD ACTIVITY	WORD ACTIVITY	WORD ACTIVITY

UPSTREAM
BROADCAST
RELIEVED
+3
+2
+1
TARGET
FRANTICALLY

TERMS ON TARGET

WORD ACTIVITY BROADCAST NEWS We urged him on.	WORD ACTIVITY pod a group of animals
WORD ACTIVITY	WORD ACTIVITY
WORD ACTIVITY	WORD ACTIVITY

VOCABULARY CARDS

MEMBERS OF A FAMILY

ADD 1 SYNONYM FOR: WOBBLE	ADD 2 hydrate
ADD 3 Sunroom	ADD 4 Frightening
ADD 5 doomed	ADD 6 marathon
ADD 7 Shimmied	ADD 8 Commotion

Decos Bill

Use the words to complete the sentences.

- Before the performance, the pianist took her seat at the brim.
- My water backpack came in very handy when I needed to pay my water bill.
- We had tried through the week over praise on Facebook.
- A herd of elephants walked across the plain towards a watering hole.
- The college awarded Mrs. Smith with an honorary degree for her volunteer work.
- In the half of heron, the wide brim of the cowboy's hat covered his face.

Choose four words. Use in a sentence using each word.

bowler flunox liverjacks dozing

We tried but we could not move the brim.
We were drenched from the dousing water.

VOCABULARY VIPER

moist
wet
soaked
doused

BROADCAST
to send out a message

TASK:
Pretend that you are making a broadcast about your day. What would you tell the world?

One time I had to play goalie at our soccer game. I was so relieved when no one kicked the ball at me.


TASK:
Draw a picture of someone who feels flustered.

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.




PECOS BILL
Pecos Bill rode his horse in the hot sun. He needed something to shade him, but the tree he dug up was just not working. Finally he came



Methods OF A HAMSTER
This book is hysterical and entertaining because it is told by a hamster. The hamster is dramatic and lovable. Reading his journey from the cage to the sunroom is hilarious!

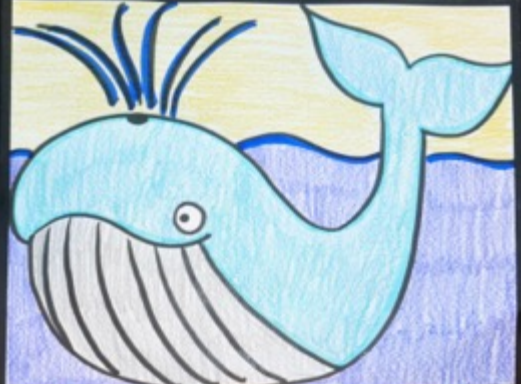
Remarkable RODENTS
Did you know there are over 1,500 types of rodents out there? My favorite rodent is the gerbil because they are cute and small!



Thank you, Mr. Falker
Mr. Falker took the time to really help Trish. The students in her class made her feel dumb and different, but Mr. Falker saw her potential.

"The honey is sweet, and so is knowledge, but knowledge is like the bee who made the honey. It has to be chased through the pages of a book!"

Knowledge is sweet, but it is even sweeter because we work hard for it, just like the bee who makes the honey. It doesn't come without effort and persistence.



Humphrey THE LOST WHALE

Humphrey swam into the bay. Everyone was excited at first, but they soon realized he was in trouble. People rallied together and figured out a plan to help save Humphrey.

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.

The black stallion pulled and pulled, and the roots-pop! jumped right out of the ground.
Pecos Bill Invents the Ten-Gallon Hat

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

N	V	Adj
Stallion	pulled	black
roots	jumped	
ground		

Tuesday
This sentence has an onomatopoeia in it. Write the onomatopoeia. Why did the author use that in this sentence?

pop!

To show that the roots popped right out of the ground - the tree in one piece.

Wednesday
What is the stallion doing in this sentence?

trying to get for Pecos Bill

Thursday
There is an example of personification in this sentence. Write the example and explain the personification.

The tree JUMPED out of the ground - trees don't jump.

SIMILES & METAPHORS

SIMILES

When two things are compared using like or as

It's the best model as the FuzzyB...

METAPHORS

When two things are compared that are not alike

METAPHORS

- The thunder was a mighty lion
- The baby is a pig when he eats
- The kids were monkeys on the jungle gym
- When she sings on stage, she is a shining star
- The stars are sparkling diamonds in the dark sky
- He was scared to go on stage, so the kid called him a chicken
- The Cooper is a night owl
- The classroom was a zoo when the teacher returned from being out

LION	OWL	STAR
ZOO	DIAMONDS	CHICKEN

THE LIFE OF PETS

Joelle

as black as coal

generator.

school

horse

hamster

jumping

hamster

scared

5

skipped

growing

SIMILE METAPHOR

AS QUICK AS A

AS CUTE AS A

AS SOFT AS A

AS SMALL AS A

AS CUDDLY AS A

AS HUNGRY AS A

SORT IT OUT

Name: _____

SIMILES		METAPHORS	
It was stiff like a board	The basketball player was as fast as a rake	His heart is a rock	Four brain is a computer
They were as tired as rabbits	She is as sweet as pie	The ballerina was a swan among swans	Life is a fashion show
The teacher was wise like an owl	It tasted as sour as vinegar	His eyes were ice	Her legs were rubber.

SHADES OF MEANING

SHADES of meaning

Small differences between words have similar meanings but one might be stronger or more often used.

SHADES of meaning

grin
smile
beam
cry
bawl

Name: _____

SHADES OF MEANING

tiny	warm	fast	beam	hope
short	grin	miniature	desire	toasty
want	hot	small	smile	yield
	quick	four	rapid	

miniature	Warm	grin
tiny	hot	Smile
Small	toasty	beam

elderly → old → ancient

toss → throw

smirk → smile

Name: _____

CARD 1	CARD 2	CARD 3
Cry	nibble	like
Weep	eat	love
Sob	chew	adore

CARD FIVE

CARD EIGHT

hilarious

elegant

fancy

luxurious

WORD:

Sway

WORD:

Shake

WORD:

Convulse

SHADES OF MEANING

like	love	adore
nice	kind	gentle
jog	run	dash
minuscule	tiny	litt
bad	terrible	horren
whisper	talk	scream
big	huge	humong
ask	beg	plead
roll	walk	speed-walk

ONOMATOPOEIAS

ONOMATOPOEIA

a word that imitates the sound that it makes

BAM

ONOMATOPOEIA

ONOMATOPOEIA

Write a story using the words below.

Click - I heard the door click.

Crash - I heard a loud crash as the truck backed into the wall.

Clack - When we didn't stop at the stop sign we heard a loud clack.

Clack - I rang the doorbell.

Buzz - I could hear the buzz all around the house.

Click - These doors click when I open them.

Bong - He pushed the button that went bong.

ONOMATOPOEIAS

tick-a-tock	7	squealed
tick-tock	8	DUK!
moo		
meowing		
belch		
uk!	12	

my CRAZY DAY

My crazy day all started when I woke up to my alarm saying **ZAP!** It was 5:00:00 out of bed and **annoying** hardly take it so I **rolled** **wrestled** **BANG!** **OUCH!** That **was sweet!** As if that suddenly heard the **TWEET** of my **had happened?** I **swam** immediately saw my **fish** out a loud **Whooosh!** Well that terribly I felt bad, so I decided to and give it some love. Instead of **hunting** **Phew!** That was **eyes** **bed.**

BANG!

SPLAT!

BOOM!

Swoosh! Nothing but net!

Crash! The cars had a wreck!

CARD 7

The pig when he saw the wolf approaching the farm.

HOMOPHONES & HOMOGRAPHS

HOMOGRAPHS

words that have the same spelling as another word but has a different meaning

HOMOPHONES

words that sound the same but mean something different

HOMOPHONES & HOMOGRAPHS

Name: _____

homophone 1: **won**
We won 1st place in the Spelling Bee.

homophone 2: **one**
May I have 1 one piece of candy?

HOMOGRAPH #1: **bat** 

HOMOGRAPH #2: **bat** 

HOMOPHONE #1: **sum**

HOMOPHONE #2: **some**

pause









which MEET

which SCALE?
I stepped upon the at the doctor's office.
a. used for weight
b. on a fish

N

H	1 ba
	2 b
	1 bar
	2 b
	1 Chip
	2 B
	Ear A
	MOUSE B
	Nail 1
	2 B
G	2 wh
	N 1 Scale
	2 a

HOMOPHONE 2:

	I drank of tea
	my teacup
	We rode horse
	the n
	She read
	the
	The had
	the

bark 

RIGHT

Every after than we hit in our journals before we go outside

At the sign make a sharp right turn.

which

HOMOPHONE?

2. Even though Humphrey made a mistake, he was still a good dog.

3. Ever since you were surprised to see Humphrey in the Bay!

4. People would stop whatever they were doing that day to watch him.

5. Then Humphrey did something that know you would never expect.

6. Humphrey had to be careful not to get stuck in a tiny hole.

10. He was big enough to go through the hole.