

the BREAKDOWN

NOVEMBER

Book	Comp Focus	COMMON CORE:	Grammar Focus	COMMON CORE:
TURKEY BOWL	Character feelings and how they contribute to Events, Summary	RL.3.3	Commas in a Series	L3.2
CACTUS SOUP	Compare and contrast setting in Folktales	RL.3.2	Simple and Compound Sentences	L3.11
the GIRL WHO LOVED WILD HORSES	Central Message How Characters Respond to Major Events	RL.3.2	Adverbs - Time	L3.1G, L3.1A
HOW MANY DAYS TO AMERICA?	Characteristics of Genre: Historical Fiction	RL.3.2	Subjects and Predicates	L3.1F

nonfiction readers in each unit hit on nonfiction standards as well

the BREAKDOWN

NOVEMBER

Book	Comp Focus	TEKS:	Grammar Focus	TEKS:
TURKEY BOWL	Character feelings and how they contribute to Events, Summary	3.8B	Commas in a Series	3.22Cii
CACTUS SOUP	Compare and contrast setting in Folktales	3.5B	Simple and Compound Sentences	3.22C
the GIRL WHO LOVED WILD HORSES	Central Message How Characters Respond to Major Events	3.8, 3.12	Adverbs - Time	3.22Aiv
HOW MANY DAYS TO AMERICA?	Historical Fiction (Characteristics of Genre)	3.12	Subjects and Predicates	3.22B

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.

CACTUS SOUP






	Reading & COMP	VOCAB	
M	<p>Show students the cover of <i>Cactus Soup</i>. Tell them that this will be our main read aloud this week. Use the questioning cards before reading the book. Also show students the "Folktales" poster before reading and discuss. Have students identify folktales that they have heard before.</p> <p>After reading the book and discussing general impressions, have students complete the flip flap in their notebooks. They should also glue in the mini version of the "Folktales" anchor chart.</p>	<p>Introduce vocabulary words to the students. Discuss the words from the story, referring back to the book to see the meaning of the words.</p> <p>Spin a Sentence: Students use the spinner and a paperclip to spin a vocabulary word. Students then put that vocabulary word into a sentence. Students will do this four times to create four different sentences.</p>	I can read two words independently to show the use of context.
T	<p>Have students complete Tuesday's "Thinking about Reading" in their journals. This would be a nice warmup for the lesson.</p> <p>Before rereading, show students <i>Stone Soup</i> on YouTube OR read if you have a copy.</p> <p>Use the Tuesday question cards as you reread the story to the students. After rereading the story, use the digital anchor chart to discuss how to compare and contrast the two stories. Students should complete the Venn diagram foldable.</p> <p>Complete the nonfiction passage "San Miguel de Alende."</p>	<p>Spiky Synonyms: Students have nine words on their page. Students find the vocabulary words that match each synonym and write it next to the match. For example: announces/declare.</p> <p>Then, students choose a word to write in a sentence at the bottom.</p>	Compare sentences that differ in focus and content.
W	<p>Have students complete Wednesday's "Thinking about Reading" in their journals. Discuss the question cards for Wednesday and review summarizing. Students should bring their Venn diagram foldable with them to the carpet. Use their answers to complete the class anchor chart that compares and contrasts the two versions of the story. ***Use writing paper to write in paragraph form how the two stories are alike and different! You may choose to use the cactus craft to accompany the writing activity.</p>	<p>Flap-book: Students will fold the booklet on the black line and cut on the dotted lines. Students will read the vocabulary prompt on the outside of the flap to know what to do underneath. Students lift up the flap and respond to the prompt underneath.</p>	Simple Student: The first simple write.


CACTUS SOUP

	Reading & COMP	VOCAB	GRAMMAR
T	<p>Have students complete Thursday's "Thinking about Reading" in their journals. This would be a nice warmup for the lesson.</p> <p>Read the informational book about Cacti. Make and reread the mini-version of the informational book. ***You have two choices for students to demonstrate learning. You can use the cactus craft and writing paper OR you can use the cactus printable to show four facts that students have learned.</p>	<p>For CACTUS words: Students will spin the cactus spinner to see how many places to move. They can start on any of the flowers. Students land on a word and say what that word means. If they land on a flower, they get a FREE spot.</p> <p>Students continue spinning and moving as they discuss the vocabulary words. They can go around the board more than once.</p>	<p>Simple or Compound Hunt: Post the cactus cards around the room or give each table group a set of cards. Students will read the sentences and decide if they are simple or compound. Students will write what type of sentence is shown on their recording sheet.</p>
F	<p>Complete the fiction passage "The Mexican Hat Dance."</p> <p>Students should complete the Comprehension Check.</p>	<p>Review the vocabulary words using the cards and definitions.</p> <p>Students take a vocabulary assessment. Students read the sentences and choose which word would make that sentence complete. Then, students choose two words to write into new sentences.</p>	<p>Compound Sentence Assessment Part One: Students take the two sentences and join them together to make a compound sentence with a conjunction that is appropriate.</p> <p>Part Two: Students underline the two independent clauses, add a comma where necessary, and highlight the conjunction.</p>


QUESTIONING

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

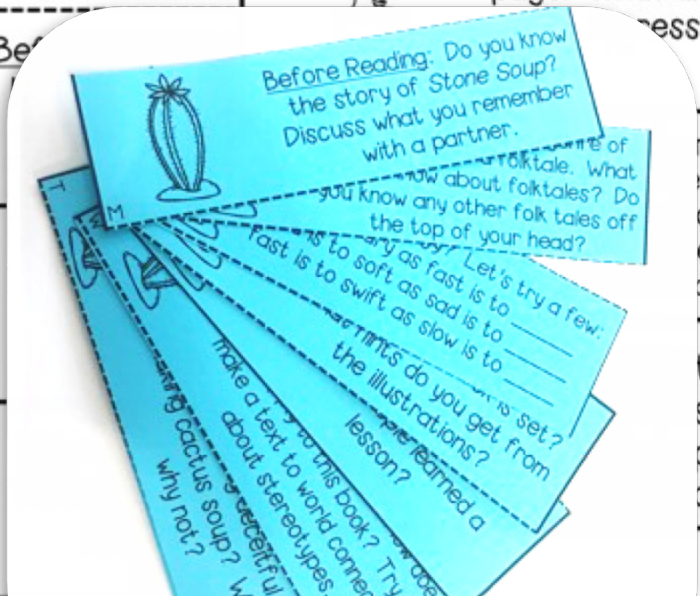
M		Before Reading: What do you think the setting is? What elements helped you to find it?
M		Before Reading: What does the title tell you about the story?
M		Before Reading: What do you know about folktales? Do you know any other folk tales off the top of your head?
T		Let's try a few: fast is to soft as sad is to _____
T		What do you get from the illustrations? How does this book connect to world stereotypes? Why or why not?



Does the girl seem to miss her family? How do you know?



Read the Navajo's song on the last page. What are your first impressions?



Before Reading: Do you know the story of Stone Soup? Discuss what you remember with a partner.

Let's try a few: fast is to soft as sad is to _____

What do you get from the illustrations? How does this book connect to world stereotypes? Why or why not?


Make a text to world connection about stereotypical while why not? Why or why not?


...sued* the horses. personification (giving to non-humans). Can you give an example of personification?


What do you think about the illustration on the last page? What does it tell you about the story? How do you think this?


STUDENT ?S


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

THINKING ABOUT READING
T  Illustrate and write about how you would feel about landing on an island and then being sent away.


THINKING ABOUT READING
W  What does the author say Thanksgiving is all about? How does this apply to your life?

THINKING ABOUT READING
Th  Mother had some wishful thinking about the whole pushing them to America. Draw and write about what your wishful thinking would be.

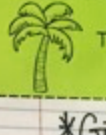
THINKING ABOUT READING
F  The author said "the benches were crowded but there was room for all of us." What does she mean by this? How does it relate to the saying "the more the merrier"?

THINKING ABOUT READING
T  Illustrate and write about how you would feel about landing on an island and then being sent away.


elated → devastated

THINKING ABOUT READING
Th  Mother had some wishful thinking about the whole pushing them to America. Draw and write about what your wishful thinking would be.

Quick winds!!

THINKING ABOUT READING
W  What does the author say Thanksgiving is all about? How does this apply to your life?

*Giving thanks!
1. Family 2. Home 3. Health

THINKING ABOUT READING
F  The author said "the benches were crowded but there was room for all of us." What does she mean by this? How does it relate to the saying "the more the merrier"?

I think the author is saying there is room for all. People bring us great relationships!

DIGITAL POSTERS

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

CHARACTER Motivation

MOTIVATIONS are reasons WHY characters do something.



EXAMPLES OF MOTIVATIONS:

- money
- love
- fear
- anger

Folktales

DEFINITION: Stories that are passed down from generation to generation. A long, long time ago they started by word of mouth or tradition. The story teaches a lesson.

DIFFERENT TYPES:

- Fairy tales
- Myths
- Fables
- Parables
- Legends
- Tall Tales


EXAMPLES:



Major Events


DEFINITION: Something that happens that impacts the plot. Not every event in a story is important.

WHY IS THIS IMPORTANT? Strong readers distinguish between major and minor events and pay attention on why they are most important.



CENTRAL MESSAGE

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



HISTORICAL FICTION

A **FICTIONAL** story that takes place in a real time period in history. The author includes **HISTORICALLY ACCURATE FACTS** about the setting and events that took place during that time.



EXAMPLES:

- Pink and Say
- Baseball Saved Us
- The Other Side
- That Book Woman
- Henry's Freedom Box

COMPARE and CONTRAST

When someone is **COMPARING** they are looking for similarities. When someone is **CONTRASTING** they are looking for differences.

Literary Elements to Compare:

- CHARACTERS
- SETTING
- EVENTS

Words to Use:

COMPARE: both, similar, also, as well as

CONTRAST: however, different, on the other hand, but

Models to Help You: VENN DIAGRAM, T-CHART



Summary

DEFINITION: A shortened version of the story that includes only important details and major events.

STRATEGY: Summarize

EXAMPLE: Little Red Riding Hood's mother wants her to take food to her sick grandmother. Disobeying her, she takes the path and goes straight to her grandmother's house. The little girl is tricked into taking the wolf where her grandmother lives. The wolf then makes a plan to eat her grandmother and plans to do the same to Little Red Riding Hood when a woodman comes to her rescue. They manage to fight off the wolf and live happily ever after.

Somebody Wanted But So Then



CHARACTER FEELINGS

EXAMPLES OF FEELINGS CHARACTERS MAY FEEL:

shame	anxious	amused
frustrated	lonely	nervous
guilty	jealous	elated
embarrassed	angry	shy
surprised	upset	shocked
terrified	embarrassed	thrilled
	surprised	abandoned
	terrified	disappointed

WHAT CAN CAUSE FEELINGS TO CHANGE?

CHARACTERS' ACTIONS

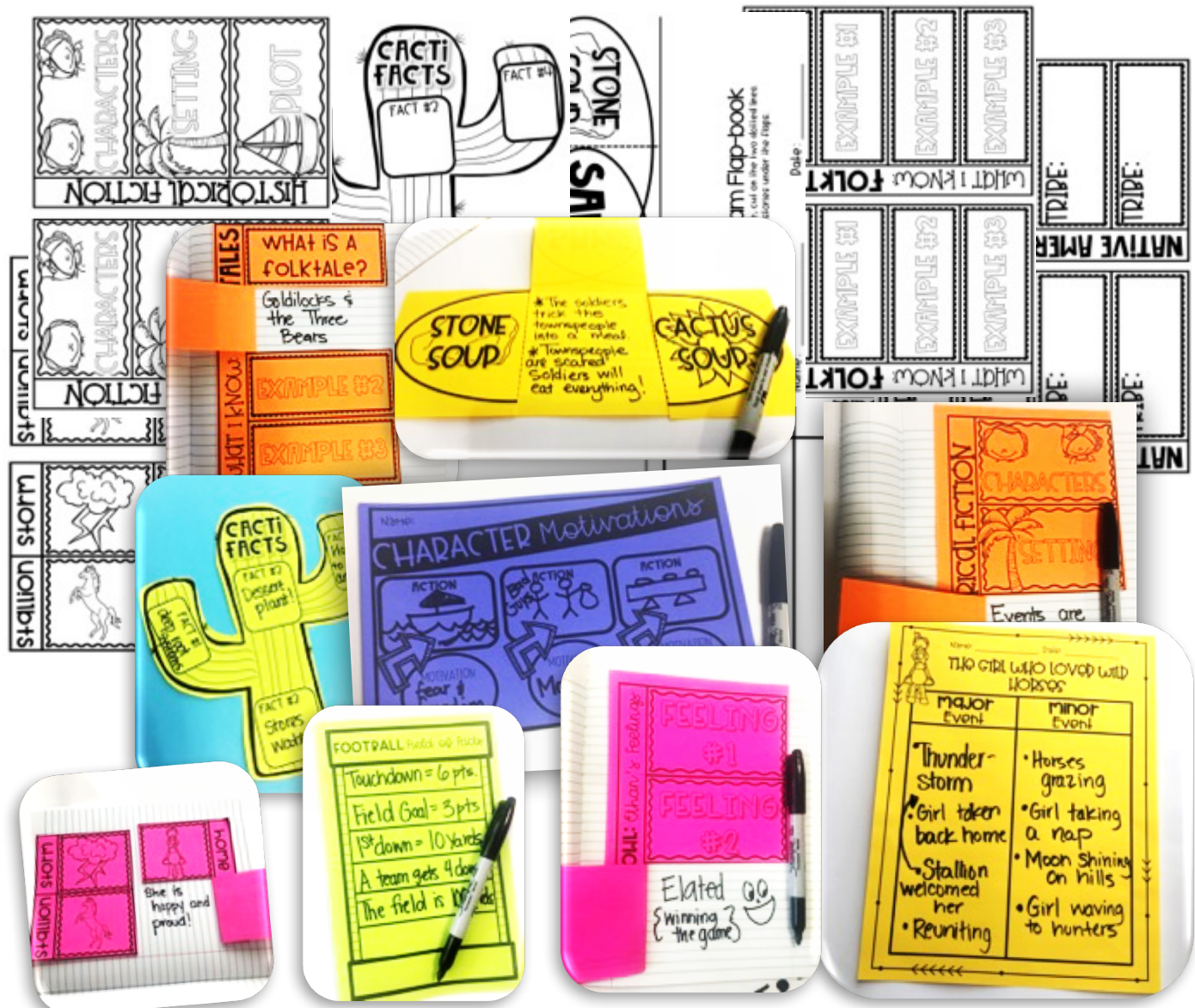
CHARACTERS' WORDS

SITUATIONS



COMPREHENSION

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



COMPREHENSION

HERE ARE THE SKILLS INCLUDED IN NOVEMBER:

- CHARACTER FEELINGS
- COMPARE AND CONTRAST
FOLKTALES
- CENTRAL MESSAGE
- HISTORICAL FICTION
CHARACTERISTICS
- NONFICTION
- HOW CHARACTERS RESPOND
TO MAJOR EVENTS
- SUMMARIZING

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}

CHINCOTEAGUE ISLAND

Directions: Read the passage and answer the questions.

There are two herds of wild horses on Assateague Island—one on the Virginia side of the fence and the other on the Maryland side of the fence. These horses are small and sturdy. They eat dune grasses and drink water from fresh ponds. Their babies are bigger than most horses, because the grasses that they eat have a lot of salt in them from the ocean water. The Virginia herd is owned by the Chincoteague Volunteer Fire Company. The herd is allowed to have 100 horses in it. Each year thousands of people come to see these horses swim across Assateague Channel.

Before the horses are lead through the water by the Calverton Cowboys, they are examined by veterinarians to make sure they are strong enough to make the swim. The swim itself only lasts about eleven to fifteen minutes, but if you have never seen a horse swim, it is quite a sight! People have come to love the tradition so much that it has turned into a festival and fundraising effort. After several really bad fires in 1938, the volunteer fire department started auctioning off some of the colts to raise funds. The auction also serves the purpose of keeping the number of horses in the herd at 100. Each year there are about 70 new foals so numbers would quickly get out of hand if they weren't managed.

Scan the QR code to watch a 3 minute clip about the Chincoteague ponies.



Write and illustrate two facts that you learned about Chincoteague Ponies.

{Nonfiction Passage}

JEL DE ALLENDE

Read and answer the questions.

It is a beautiful city about 100 miles away from 542 by a monk named San Miguel Di Granis. It is silver mining and trading. There were many tall, until it was mined dried up. There was an a ghost town as many people left to find new

War of Independence from Spain. Eventually it is name for General Ignacio Alende. In Miguel and served for the Spanish army. things and gradually started to favor Mexico's

in Miguel de Alende to the city. Many artists and they may look out on seeing a rza. One of the festivals is Santa, the Holy Week. people who live in a they have citizenship) who for the beautiful weather

Scan the QR code to go on a 3 minute tour of San Miguel de Alende



facts that you learned about Jel de Alende.

2. Prepare pie crust by mixing together the flour and salt. Cut shortening into flour, add cold water. 1 tablespoon at a time. Mix dough and repeat until dough is moist enough to hold together.

Write and illustrate what you learned about making Pumpkin Pie.

Name: _____ {Nonfiction Passage}

MACY'S DAY PARADE

Directions: Read the passage and answer the questions.

For many families in America, Thanksgiving morning means parting themselves in front of the television to watch America's most famous parade. The Macy's Day Parade of New York City debuted in 1924. The purpose of the parade was to celebrate the grand opening of Macy's Manhattan store that would be "The World's Largest Store." How do you celebrate a huge store? Well, with a huge parade of course! The first parade had floats, performers, and even animals such as bears, elephants, and donkeys from the Central Park Zoo.

The parade has evolved over the years and so have the enormous floats. A first time float costs about 100,000 dollars to create. After the first year, it still costs about 40,000 dollars a year to make sure the floats are in great condition. Did you know that during World War II there was no parade for three years? Macy's donated the balloons for war materials.

50 million people watch the parade on television each year. Another 2-3 million line the parade route to see the floats, balloons, and performers in person. Five of the most classic floats are Macy's Moose, Snoopy, Felix the Cat, Pikachu, and Ronald McDonald!

Scan the QR code to see four minutes of Macy's Day Parade float!



Write and illustrate two facts that you learned about the Macy's Day Parade.

{Non}

PUMPKIN PIE

Read the passage and answer the questions.

1. With lightly floured hand On a floured board roll it thickness. With a sharp knife larger than the upside-down 8- to 9-inch pie pan. Gently roll the dough around the rolling pin and transfer it right-side up onto the pie pan. Unroll, easing dough into the bottom of the pie pan.
2. In a large bowl, beat pumpkin with evaporated milk, eggs, brown sugar, cinnamon, ginger, nutmeg and salt with an electric mixer. Mix well. Pour into a prepared crust. Bake 40 minutes or until a knife can be inserted 1 inch from the edge and comes out clean.
3. Preheat oven to 350 degrees F.

Scan the QR code to watch a short video on how to make the #1 Pumpkin Pie!



Write and illustrate what you learned about making Pumpkin Pie.

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}

The New Neighbor

Directions: Read the passage and answer the questions.

Rebecca peered out her bedroom window trying to catch a glimpse of her new neighbor. She didn't recognize the words that were spoken as the family helped unload the moving truck. She also thought some of the furniture looked odd as if it was being hauled into the brick house. "Honey, it would be a lot easier if you just walked next door and introduced yourself," said Mom as she placed a stack of clothes on Rebecca's bed.

Rebecca frowned. Why was her mother always inside her head? "Oh, and Rebecca? Wash up for dinner. The Schneiders will be over in about twenty minutes." Her mother marched out of the room as Rebecca slumped against the wall. WHAT? Did her mother really invite the weird neighbors over for dinner. Now she would have to make polite conversation for hours! Rebecca was NOT pleased! In fact, she was downright annoyed!

As the two families passed the vegetable stand the table, Ada began to ask questions about the neighborhood school. Rebecca quickly realized that Ada's accent was quite charming and that she smiled after every sentence. She even talked about a really cool science experiment that she has set up in her room as soon as she moved in. "Rebecca? Do you think you could walk Ada to the guidance counselor's office tomorrow morning?" Rebecca's mom smiled hesitantly as if she was afraid of Rebecca's response. Rebecca didn't even pause. "Sure thing" she said as she offered Ada a big grin. Rebecca couldn't help but get a little excited about the possibilities with her new neighbor.

1. What do you think *slumped* means?

2. Why didn't Rebecca like Ada at first? How did this change?

3. Why do you think Rebecca's mom invited the Schneiders over for dinner?

2. Why shouldn't Lily be upset she fell during the d

Name: _____ {Fiction Passage}

HORSEBACK RIDING

Directions: Read the passage and answer the questions.

I've have to go?" whined Jamie as he and Tyrone got out of the meat. Do you know how lucky you should feel to come out here to h?" scolded his mother. Tyrone laughed and playfully slapped Jamie's back. The two boys had won passes from a local radio station for six riding lessons. Jamie's mom had said that they might even get to ding.

Though Jamie seemed hesitant and grumpy, Tyrone seemed thrilled to be on the ranch. "Even though I have never ridden a horse before, I just going to be awesome!" said Tyrone. Jamie rolled his eyes as he the horse he would be riding. The horse let out a snort and shook its was almost as if he knew what Jamie was thinking. Jamie looked he horse's big brown eyes. Right then and there, he knew the horse call. As the instructor led them out into the ring, Jamie had a little pop.

me had already started to climb up on the horse when he realized he saw his horse's name. He flipped over the reins and saw that he had written "Roger" in big black letters. Jamie smiled to himself as he ground as he liked the

{Fiction Passage}

MEXICAN HAT DANCE

Directions: Read the passage and answer the questions.

6 graders were buzzing with excitement. They tried to keep their self the volume seemed to be rising. They were waiting just off Mrs. Smith addressed the audience of parents, grandparents, and 100r Creek Elementary, performing popular cultural dances from s is a wife of passage. The year the students were to begin with a Dance followed by a traditional Hindu dance and an especially out of South Africa.

if Lily were pined up by Mrs. Smith. The duo didn't always get were both extremely competitive and liked to be the best. As the put on stage, you could feel the anticipation in the air. The music kids bounced with the music. Lily made eye contact with David about to begin the partner segment, but all of a sudden something

One second she was dancing, the next snap of spaghett. Lily wanted to cry. nited to be anywhere but on that stag her escape route she saw a hand rat d whispered, "Are you trying to win at smiled and pulled her to her feet. Lily nto the dance and quickly found the ri looked up at the crowd she realized th world didn't stop turning because she

u think *sprawled* means?

little surprising that David helped Lily

Name: _____ {Fiction Passage}

OUR THANKSGIVING DINNER

Directions: Read the passage and answer the questions.

Mom looked like a tornado as she whirled around the kitchen checking timers, opening cabinet doors, and stirring ingredients into the bowl. Our cousins would be arriving within the next hour, and I knew that made mom nervous. My cousins consisted of three very rambunctious boys. In fact, last year they managed to break two lamps with a rousing game of football.

I had just begun setting the table when I was suddenly standing in a dark dining room. "Ummmm, mom?" I yelled as I fell around in the dark for the table. "Oh goodness! It must be the breaker. I am sure I was using too many appliances at once. Uh, where is your father?" Mom managed to find a flashlight in the junk drawer. We carefully made our way to the front door. Dad was outside in the garage fiddling with his baby, a vintage Chevrolet. Dad poked his head up from under the hood. As soon as he saw mom's face, he started walking to the breaker box. Our electricity had been shutting off a lot lately. Mom says it's old wiring or pesky rodents having a snack on the wires. Dad flipped a few switches. Nothing. He spent a good twenty minutes trying to get the power back on, but nothing seemed to work. He and mom looked eyes again. I knew mom was panicking about feeding everyone. Dad shrugged his shoulders, "Pizza?" Mom laughed, which must have been the go ahead. Dad started dialing on his cell phone. Later that night, eight of us gathered around a card table and a pepperoni pizza in the living room. The only way we could see our food was from the light of the flashlights pointed up at the ceiling like spotlights. The night not have been the Thanksgiving we had planned, but I can guarantee it won't be one we forget.

1. What do you think *rambunctious* means?

2. Would you say that Mom and Dad have a positive or negative outlook? Explain.

2. Why is this a memorable Thanksgiving?

COMPREHENSION ASSESSMENT

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

Name: _____



{Cactus Soup}

COMPREHENSION CHECK

●●● Directions: Circle the correct answer or answer.



{Cactus Soup}

1. What genre is the book *Cactus Soup*?
 - a. mystery
 - b. biography
 - c. science fiction
 - d. folktale
2. The townspeople thought all soldiers are alike. It is
 - a. riddle
 - b. stereotype
 - c. silly
 - d. hospitality
3. How did the children help convince the soldiers to help?
 - a. they begged the soldiers for food
 - b. they held their bellies
 - c. they cried bitterly
 - d. they ate bits of cacti
4. Why did the townspeople agree to help make cactus soup?
 - a. they were starving
 - b. they were fascinated
 - c. they didn't agree to help
 - d. the soldiers threatened them
5. Why is it funny when the priest says "And to it cactus thorn"?
 - a. he said it in a funny voice
 - b. it was actually made from many ingredients
 - c. the kids hate cacti but they loved this soup
 - d. all of the above
6. What happened at the fiesta?
 - a. singing
 - b. dancing
 - c. eating
 - d. all of the above
7. The cactus needle is to stone as tortilla is to _____.
8. The townspeople of San Miguel were immediately welcoming to the soldiers.
 - a. True
 - b. False
9. Explain two characteristics of a folktale. Give another example of a folktale besides *Cactus Soup*.

10. Describe two ways that *Cactus Soup* is like *Stone Soup*. Describe two ways in which *Cactus Soup* is different from *Stone Soup*.

ANCHOR CHARTS

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

CENTRAL MESSAGE

CACTUS SOUP **STONE SOUP**

SIMILARITIES

CACTUS SOUP **STONE SOUP**

CACTUS + i

FACTS

- Can store large amounts of water
- 2000 species
- Native to deserts and dry regions
- Can be found throughout the world

CACTUS FACTS

LET'S SUMMARIZE

WANTED **BUT**

FINALLY **THEN**

CHARACTER FEELINGS

BEGINNING **MIDDLE** **END**

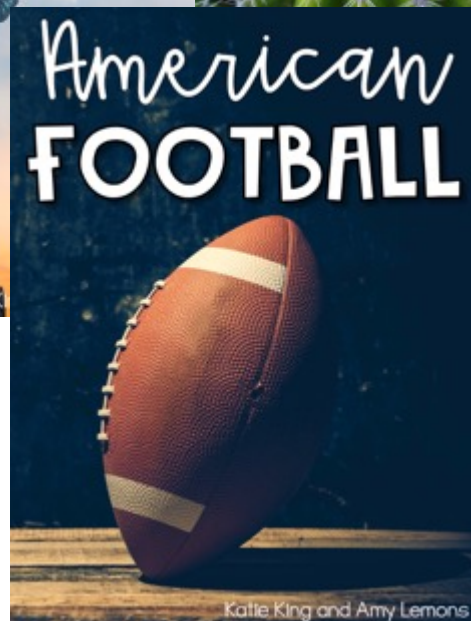
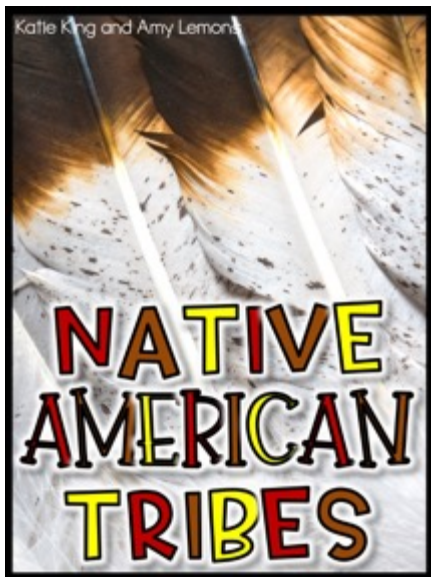
PLOT **CHARACTERS**

HISTORICAL **FICTION**

SETTING

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.

The Girl Who Loved Wild Horses **VOCABULARY**

RUMBLE	to make a low, heavy, continuous sound
PURSUED	moved along
GRAZING	to eat grass or other plants
ADMIRE	to feel respect or approval for
VANISHED	to disappear entirely
COURAGE	the ability to do something that you know is difficult
DAYBREAK	the time of
MEADOWS	a usually flat
TERROR	ver
HORIZON	the line where the earth meet
WISPY	thin
COLT	a young horse



VOCAL ACTIVITIES

EACH WEEK THERE ARE AT LEAST 5 ACTIVITIES AND A VOCABULARY

READY, SET GO!

SYNONYM

announce <i>deduce</i>	freezing <i>frigid</i>
scurry <i>scramper</i>	stare <i>gaze</i>
plunge <i>plow</i>	drift <i>waft</i>
mound <i>heaps</i>	yearly <i>annual</i>

Choose a word to write in a sentence:
My brother and I plunged forward into the heaps of leaves.

GALLOPING ON ANTONYMS

TURNPOWERS

WALK	FEAR	CHEERFULLY	FREEZE
TIP TOE	STROLL	CLANCE	BURNING
WALK	FEAR	CHEERFULLY	FREEZE

appear	smare	thick	desert
fresh	colt	whips	meadows
mess	tapors	darkens	dislike
page	phases	daybreak	advice

GOBBLE UP ANTONYMS

TURNPOWERS

WALK	FEAR	CHEERFULLY	FREEZE
TIP TOE	STROLL	CLANCE	BURNING
WALK	FEAR	CHEERFULLY	FREEZE

How Many Days to America?

Use the words below to complete the sentences.

As the boat pulled away from the quay we saw dolphins swimming along the shore.

The team huddled closely as they discussed the next play.

The frightened boy gripped his mother's hand during the scary ride.

If Samantha was anxious to start her new school.

The students were getting restless as they were waiting to go outside.

We stared at the queen's beautiful necklace that was made of garnets.

Use two words: Write a sentence using each word chosen.

PLACED BOBBED GRIP CLASPED

SPIKY SYNONYMS

declare ANNOUNCE	prance STRUT	grumble MOAN
nudge SHOVE	kettle CAULDRON	fetch GET
troop CREW	ladle SCOOP	spare SHARE

Choose a word to write in a sentence:
troops protect us from
M.M.

talk	freeze	cheerfully	snack
camper	simmer	gloomily	feast
ance	burning	few	tiptoe
azed	frigid	heaps	plow

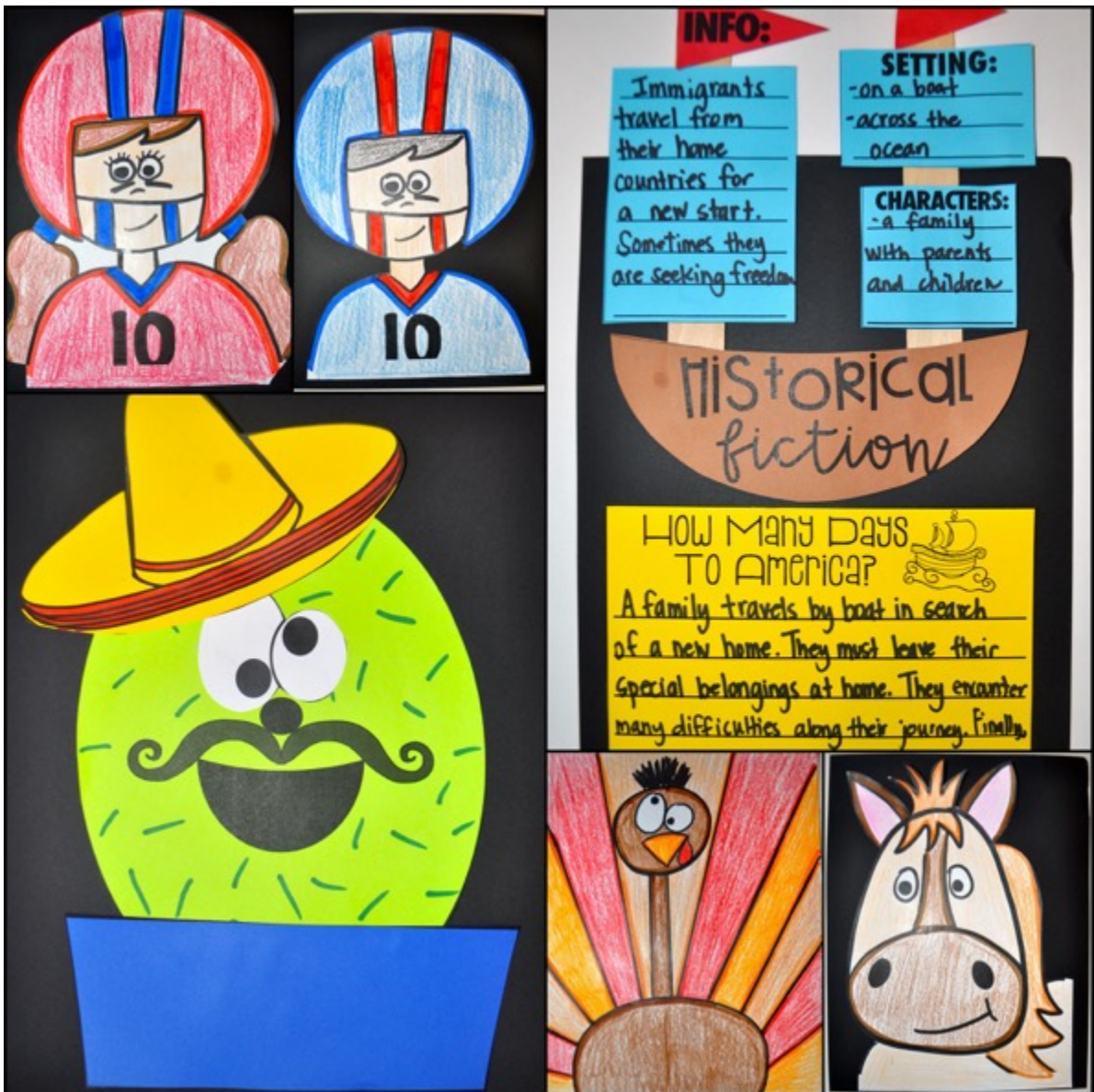
settlers visited the small village.
- Was shy before meeting new friends.

<p>GRUMBLE: complained in a low voice. What is something that you grumble about?</p>	<p>WALK: to push gently to gain attention. Pretend you are nudging your friend. What would you say to them?</p>	<p>homework pencils papers keys mail</p>	<p>SPARE: to give or share. What can you spare to help someone else?</p>
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<p>GAZING: to eat grass or other plants. Draw an animal grazing.</p>	<p>I <u>vanished</u> from school and arrived at the Candy Store.</p>	<p>COURAGE: the ability to do something you know is difficult or dangerous. How do you gain courage?</p>	<p>ADMIRE: to feel respect or approval for. Write about someone you admire.</p>
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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.

"Let them come, the more the better," the mayor replied.



Cactus Soup

Monday

What does the saying "the more the better" mean?

It's like "the more the merrier" - you have more fun the more people there are

Tuesday

This sentence has dialogue in it. Write what you would say if you were the mayor and people were there to visit.

"Welcome to our city! Have whatever you'd like!" said the Mayor.

Wednesday

List the pronouns, nouns, and verbs in the sentence

P
them

N
mayor

V
come
replied

Thursday

What happened after the mayor welcomed the soldiers to their town?

The soldiers began making Cactus soup and the villagers helped.

GRAMMAR: COMMAS IN A SERIES

We worked on math, grammar, and reading.

The team ran, jumped, and swam.

The child had a cough, runny nose, and stomach ache.

We will ride
Is it Monday,
Tuesday, or
Wednesday?

I have
homework,
practice, and
rehearsal
today.

Would you like milk juice or water?

COMMAS IN A SERIES

- 1 My dad bought apples, grapes, and oranges.
- 2 Would you like grape, strawberry, or peach jam.
- 3 Have you seen Mark, Tracy, or Sam?
- 4 Would you like milk, juice, or water?
- 5 My favorite sports are soccer, tennis, and baseball.

CORRECT OR NOT?

a yes	g no- rabbits, turtles, and frogs
B yes	H yes
C no Anna, Alex, and Caden	i yes
d yes	J no- plant trees, flowers, and bushes
E yes	k yes
f No roller coaster, Ferris wheel, and bumper cars	L yes

Commas in a series

3 favorite animals

3 favorite foods

3 favorite movies

My favorite books are Ugly, Wonder, and Wish.

Name: _____

Commas in a Series

- 1 Ethan, Alex, and all the kids from the block chuckled and cheered.
- 2 We smelled mashed potatoes, candied yams, and macaroni.
- 3 Mom, Dad, and Grandpa were preparing pie after pie.
- 4 They made key lime, umplkin, and pecan pies.
- 5 Aunt Amy, Cousin Chris, and everyone else was there to see it!
- 6 Ethan ran, plowed, and darted with the ball.
- 7 Mom made squash soup, golden turkey, and glazed ham.
- 8 They ate, watched football, and told jokes.

GRAMMAR: SIMPLE & COMPOUND SENTENCES

Name: _____

COMPOUND SENTENCES

- The soldiers ate all their food. They had no more to give.
The soldiers ate all their food, so they had no more to give.
- The captain chopped up vegetables. He dropped them into the kettle.
The captain chopped up vegetables and he dropped them into the kettle.
- They were hungry. The people did not want to share their food.
They were hungry, but the people did not want to share their food.

The soldiers were hungry, **but** no one wanted to feed them.

They needed an onion, **so** a child fetched one for them.

They hid chickens under their beds, **and** they put geese in their bathtubs.

He made cactus soup, and everyone helped.

SIMPLE TO COMPOUND

The soldiers came. The people were not happy.

He asked for a need. A child brought him one.

He smelled the soup. He kept stirring.

read, I didn't have a book.

ns.

y.

, and we ate cream dessert.

SIMPLE OR COMPOUND?

a Compound	g Simple
B Simple	H Compound
C Simple	i Compound
d Compound	J Simple
E Simple	k simple

I couldn't find any food.

the teacher read a book.

The students listened.

Independent Clause Independent Clause

Conjunction

COMPOUND SENTENCE

The teacher read a book, and the children listened.

Name: _____

COMPOUND SENTENCES

She cooked dinner, and he cleaned the house.

We went to the store, but they were out of apples.

Marcy walked her dog, and she fed him.

Bart scraped his knee, but there were no band-aids.

The children wanted to play, but it was raining outside.

Snow began to fall, so we put on our coats and mittens.

Spot wanted to play fetch, so I threw the ball.

Keenan watched football, and then he fell asleep.

GRAMMAR: ADVERBS



Name: _____

SORT IT!

ADVERBS		ADJECTIVES	
RECENTLY	BEFORE	DIFFERENT	UNIQUE
OFTEN	NEVER	BRIGHT	COLORFUL
AFTER	NOW	CLEVER	GRAY
TODAY	LATER	POINTY	BUMPY
TOMORROW		TALL	SMALL
		SMART	

Name: _____

adVERBS

- The people were **always** moving from place to place.
- She would **often** get up when the birds were singing.
- Soon** she fell asleep.
- Angry clouds **began** to roll out across the sky.
- Suddenly** there was a flash of lightning.
- The girl had **never** seen them.
- They might **never** have caught the girl.
- She **always** brought her parents a colt.
- And then she was **never** seen again.
- Today** we are still glad to remember that we have relatives among the Horse People.

NAME THE ADVERB

a yesterday	g yesterday
B today	H before
C soon	i soon
d finally	J always
E never	k before
f since	L rarely

I brush my teeth before going to bed.

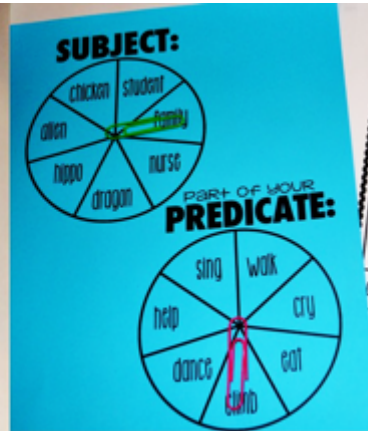
ADVERBS THAT TELL

ALWAYS

TODAY

SOON

GRAMMAR: SUBJECTS & PREDICATES



Name: _____

SPIN A SENTENCE

- 1 Chickens dance all around the barn.
- 2 The student cried on the first day of school.
- 3 The hippo ate grass at night.
- 4 Dragons helped the knights.
- 5 Aliens walk all around their spaceship.
- 6 Our family climbs trees.

Name: _____

WRITE THE SUBJECT

a The whale	g Mr. Bell
B Mr. McGee	H The truck
C Harold	i The children
d Tom and Vicki	J Everyone
E The sailors	k Our family
f Lizards and Snakes	L The sea

Name: _____

SUBJECTS & PREDICATES

1. My mother hid my little sister and me under the bed.
2. My mother cried.
3. Others moved silently along the secret streets.
4. Boats bobbed in the dark water.
5. My mother took the ring from her finger.
6. The fishing boat was small.
7. The men crowded the engines.
8. The women made a sail by knotting clothes together.
9. Our food and water ran out.
10. Men scrambled from the other boat to ours.

The children play at the park.
 The principal, Mr. Brown, walks around the school each day.
 Our baby sister cries all night long.
 My mother works as a nurse at the hospital.
 The black dog played fetch with his owner.

SUBJECT: The bird

PREDICATE: Sat in the nest.