

# the BREAKDOWN

## OCTOBER

Book	Comp Focus	COMMON CORE:	Grammar Focus	COMMON CORE:
SUBSTITUTE CREACHER	Predictions/ Foreshadowing	RL.3.1	Quotations and Commas	L3.2C
PICNIC at MUDSOCK MEADOW	Ask Questions (Before, During, After)	RL.3.1	Singular and Plural Nouns	L3.1B
CREATURE features	NF Text: Locate Facts & Details	RI.3.1	Conjunctions	L3.1H
TWO bad ANTS	Point of View	RL.3.6	Articles	L3.1

\*nonfiction readers in each unit hit on nonfiction standards as well\*

# the BREAKDOWN

## OCTOBER

Book	Comp Focus	TEKS:	Grammar Focus	TEKS:
SUBSTITUTE CREACHER	Predictions/ Foreshadowing	3.2A	Quotations and Commas	3.23
PICNIC at MUDSOCK MEADOW	Ask Questions (Before, During, After)	3.2B	Singular and Plural Nouns	3.22Aii
CREATURE FEATURES	NF Text: Locate Facts & Details	3.9, 3.13B	Conjunctions	3.22Avii
TWO bad ANTS	Point of View	Figure 19	Articles	3.22Aiii

\*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.

## SUBSTITUTE CREACHER

	READING & COMP	VOCAB	GRAMMAR	
<b>M</b>	<p>Show students the cover of <i>Substitute Creacher</i>. Tell them that this will be our main read aloud this week. Use the questioning cards before reading the book.</p> <p>Show students the Foreshadowing poster. Glue the mini-posters in notebooks. Begin reading but stop to complete the whole class anchor chart after reading "And with that Mr. Creacher reached into his bag." Students will fill out their own predictions in their notebooks using the flip-flap booklet.</p>	<p>Begin introducing vocabulary words to students. The 10 words for the week are: sneaker, glare, moose, battered, plot, a torment. Use the 1 and definitions to 10 words.</p> <p>Monster Match: Skn out apart the word glue next to the matching synonym.</p>		
<b>T</b>	<p>Have students complete Tuesday's "Thinking about Reading" in their journals. This would be a nice warmup for the lesson.</p> <p>Use the Tuesday question cards as you reread the story to the students. Review what "foreshadowing" means. When rereading explain to students that you want them to look really closely at the illustrations to see if the author/illustrator included hints that you hadn't noticed. Have students complete the follow up foreshadowing activity in their notebooks.</p>	<p>Continue discuss vocabulary words on meaning. Use the 1 and definitions to 10 words.</p> <p>Monster Mouth: Skn out around the mo rectangle. They at the word boxes. Skn will write a vocabu word on each word. In the mocher's m students can write word in a senten synonym, an antonym a picture, etc. (Just a one for your stu). Put glue underneath top of each word be glue on top of the m mouth.</p>		
<b>W</b>	<p>Have students complete Wednesday's "Thinking about Reading" in their journals.</p> <p>Begin a discussion about books and movies that utilize the technique of a "flashback". Use the digital poster to help explain the concept and let students glue the mini-version in their notebooks. After discussing in depth, ask students use the "File Folder" Flip-Flap to discuss what we as readers can learn from flashback to Mr. Creacher as asked. Complete the non-fiction passage "Lynch Pierce."</p>	<p>What's the Word? the definition card around the room or self to each table a definition to see a word is being def? Students will write word being define their recording then to the correct nu</p>		

## SUBSTITUTE CREACHER

	READING & COMP	VOCAB	GRAMMAR
<b>T</b>	<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 Halloween Traditions. Print the mini books for students. After reading as a class, have the students staple their booklets together. They should read for a second time and answer the questions on the back.</p> <p>Have students complete Halloween Flip-Flap to demonstrate understanding.</p>	<p>Monster Vocabulary Game: Students need to work with a partner. They need game pieces and paperclips. Students will spin to see how many spaces to move (either one or two). Students move that many spaces. Then students spin to see what to do verbally with the word. If they land on act it out students will act out the word landed on. If students land on free they just stay put until the next round!</p>	<p>Substitute Creacher Dialogue: Students make Substitute Creacher using the templates. Students cut out the speech bubble. Students will write something they think Mr. Creacher would say in their speech bubble.</p>
<b>F</b>	<p>Complete the fiction passage "A Doodler's Dream"</p> <p>Students should complete the Comprehension Check.</p>	<p>Assessment: Students read the six sentences. Students choose which vocabulary word completes the sentence. Students will then choose 2 vocabulary words to write into a new sentence.</p>	<p>Animal Dialogue: Review writing quotation marks with the animal dialogue pages. Print out, put into plastic sleeves, and show to students. Have students generate what they think the animal would be saying. Use a dry erase marker to write. Students take a quotation assessment.</p>

# QUESTIONING

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

**Card 1 (M):** Before Reading: Patricia Polacco is a very popular picture book author. What do you know about her? What books of hers have you read?

**Card 2 (M):** Before Reading: What legend is in it? What legend is?

**Card 3 (M):** Before Reading: How is this different than many costumes you see now?

**Card 4 (M):** Before Reading: How could you tell that William was nervous when he went to investigate the eerie lights at Quicksand Bottoms?

**Card 5 (T):** What are Hester's feelings about William changed or do you think something else is going on here?

**Card 6 (T):** How is this different than many costumes you see now?

**Card 7 (T):** How could you tell that William was nervous when he went to investigate the eerie lights at Quicksand Bottoms?

**Card 8 (T):** How is this different than many costumes you see now?


**Stacked Blue Cards:**

- Before Reading: Patricia Polacco is a very popular picture book author. What do you know about her? What books of hers have you read?
- Before Reading: How is this different than many costumes you see now?
- Before Reading: How could you tell that William was nervous when he went to investigate the eerie lights at Quicksand Bottoms?
- How is this different than many costumes you see now?
- How could you tell that William was nervous when he went to investigate the eerie lights at Quicksand Bottoms?
- How is this different than many costumes you see now?

# STUDENT ?S


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

### THINKING ABOUT READING




Draw and write about some of the pranks that the kids are trying to pull on the Substitute Teacher.

### THINKING ABOUT READING




Do you think William and the other kids live in a big or small town? What makes you think this? How would their day to day lives be different if this was not the case?

### THINKING ABOUT READING




Which of the prank consequences would you dread the most? Write...

### THINKING ABOUT READING




Use the same question and answer format as the author to write and draw about two animals that are not in the book.

### THINKING ABOUT READING




Write and draw about three animals that are new to you.

### THINKING ABOUT READING




We can judge the heart of a man by how he treats animals.

**THINKING ABOUT READING**



Why don't you have legs snake?   
 Why are your ears so big fence fox?   
 So I can quickly slither under rocks to hide from predators!   
 They cool me off!


**THINKING ABOUT READING**



The author gives the animals personality and voice. Pick an animal to write about that you think would have a great personality.


I am a monkey! I hop from branch to branch and have a grand ole' time!

**THINKING ABOUT READING**



Happy Eagle - fierce hunter!  
 Star-nosed mole - Tentacles help him find food!  
 Axolotl - gills that look like teathers

**THINKING ABOUT READING**



Why is it so important to learn about animals and treat them with respect?


I think the more people know about animals, the more they will try to respect them!

# DIGITAL POSTERS

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

## POINT OF VIEW

POINT OF VIEW is the way someone views a situation or object.




Someone's POINT OF VIEW is impacted by different factors such as their age, life experiences, geographical location, religion, gender, and interests.

## Flashback

### WHAT IS IT?

A literary device that is used to give readers a glimpse of what is to come on in the story. Readers can develop predictions about the coming events.




**FORE = AHEAD**  
**FLASHBACK = A GLIMPSE OF SOMETHING**

## Flashbacks

A technique used by authors to take readers back in time to explain an event.


**BEGINNING:** STARTS IN THE PRESENT  
**MIDDLE:** THEM FLASHBACKS TO THE PAST  
**END:** FINISHES IN THE PRESENT



In *Substitute Creacher*, the author uses a flashback to give you insight why Mr. Creacher is a monster. He also used it to help teach a lesson about being mischievous.

## Genre: Nonfiction


Nonfiction texts give you information and true facts. Under the big umbrella term of **NONFICTION**, you have smaller categories for the writing such as **BIOGRAPHIES, AUTOBIOGRAPHIES, and INFORMATIONAL TEXTS.**



Informational texts can be books, manuals, recipes, signs, brochures, online articles, newspapers, instructions, surveys, and much more.

## CONNECTIONS: Text to World

How can I apply POINT OF VIEW to the real world? Try analyzing this example:



Susannah and Jonah are two people who are watching the news about Hurricane Irma. How could their points of view differ? Before answering that question, read a little about each of them.

<b>SUSANNAH</b>	<b>JONAH</b>
• lives in Florida	• lives in Maine
• 23 years old	• 11 years old
• lives far from the beach	• lives with family

## Thinking Questions

Good readers ask questions **BEFORE, DURING, and AFTER** reading.

### WHY?

**BEFORE:**

- to make predictions
- to make connections
- to tap into prior knowledge

**DURING:**

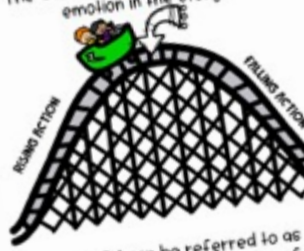
- to infer
- to clarify
- to make connections

**AFTER:**

- to learn a lesson
- to see what you need to further research

## CLIMAX

The **CLIMAX** is the highest point of emotion in the story.



The **CLIMAX** can be referred to as the time when you are "on the edge of your seat." It is also where the main character tries to fix problems or fears.

## FACTS AND SUPPORTING DETAILS

**FACTS:** True statements that can be proven

**DETAILS:** Statements that make the facts more clear



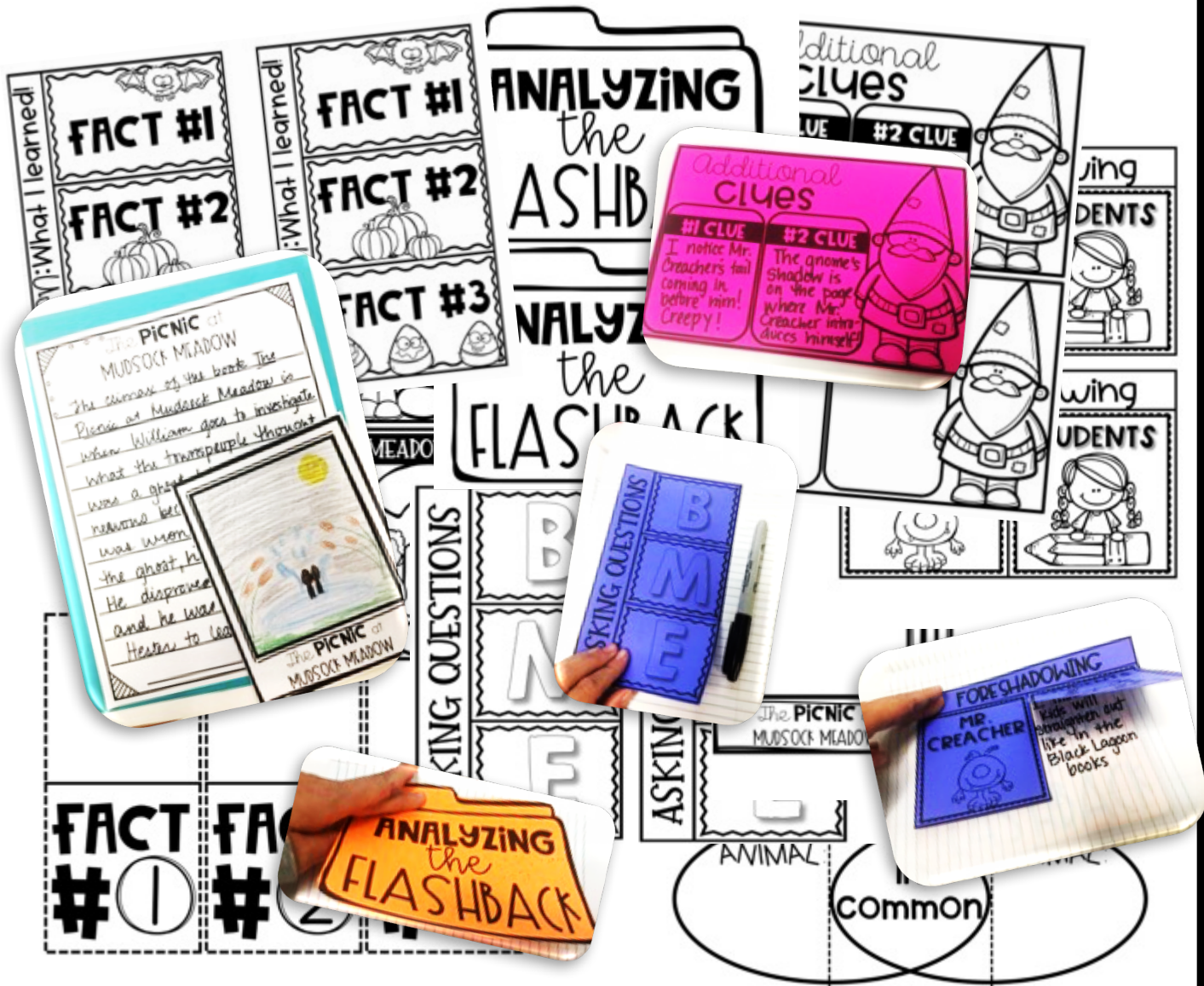
Ex: Horned frogs have large mouths.



Ex: Horned frogs do not have teeth so they swallow their prey whole, and they love to eat!

# COMPREHENSION

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





# COMPREHENSION

HERE ARE THE SKILLS INCLUDED IN OCTOBER:

POINT OF VIEW

FORESHADOWING

FLASHBACKS

NONFICTION: FACTS & DETAILS

FINDING FACTS

ASKING QUESTIONS

CLIMAX

COMPARING & CONTRASTING

# 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

Name: \_\_\_\_\_ {Nonfiction Passage} QUESTIONS.

## THE ANTS GO MARCHING...

Directions: Read

Name: \_\_\_\_\_ {Nonfiction Passage}

Have you ever understood ants? Ants are colonies. The ants in their colonies. Write on the even the smallest ant food they leave a sc same path back to the in their travel. Ants in adventure adds more follow for their follow. Ants may be sm insects. They can car hundred times their b species. If humans c carry small cars over their habitats by block leads! Their job is to and they take this job.

Discuss the most inte

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LINCOLN PEIRCE

Directions: Read the passage and answer the questions.

Lincoln Peirce (Pronounced "Purse") is the creator of the Peirce comics. Kids all over the world love the graphic novels. Peirce grew up in New Ha fascinated with comics at a young age. T character in elementary school named "S reading the Peanuts comics by Charles S. Lincoln went to college in Maine wh

His college newspaper. After graduating baseball for three years before commit created in 1991 for newspapers. When Pe started drawing Nate, he planned to write family, but realized that everyone fell in it Nate so the focus was kept on him. Big N in 300 newspapers and online every day.

When Diary of a Wimpy Kid author Jt was trying to become a cartoonist, he w for advice. They wrote to each other for Once Kinney became popular, he was abi Peirce open the door from comics to gr

Name: \_\_\_\_\_ {Nonfiction Passage}

## CATTAILS

Directions: Read the passage and answer the questions.

Cattails are a plant that grow ponds and marshes. They can gr They have long floppy leaves and them due to the barrel piece that i You might even be wondering wh instead of an animal. The answer summer the plant has a flowering look just like a cat's tail. It even c

Cattails can grow and sprea can even grow faster than corn i is due to the fact that they have fi travel over the pond, and then st new plants. They also spread the systems. For this reason some p nervous about having cattails, be to dominate the whole edge of th to eat shoots, roots, and seeds, geese, and muskrats. You might i gnawing on the dried leaves!

Write and illustrate two fact

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ {Nonfiction Passage}

## HARDY EAGLES

Directions: Read the passage and answer the questions.

Harpy eagles can be found in Central and South America. These gigantic birds can have a wingspan up to six feet wide. This wingspan is necessary in order to stay in the air while carrying their prey back to their nest. Harpy eagles prefer to hunt monkeys and sloths from trees. They do this with a couple different hunting techniques. When they are soaring over the tops of trees if they spot a monkey or a sloth, they will swoop in and use their sharp talons to grab ahold of the prey. Another way that they hunt food is to wait high in a tree until a monkey or sloth wanders into their area. They are very patient and quiet birds when they need to be and will wait for long periods of time to catch just the right dinner. Females are larger than the males so they prefer these larger meals. The male harpy eagles tend to feed on rodents, snakes, and small primates.

You will only find a harpy eagle nest every ten to fifteen miles. This means it is important that they have large areas to roam. Harpy eagles are not considered endangered, but if humans continue to cut down their habitats, they could be in danger. This harmful behavior by humans is called deforestation.

Scan the QR code to see the world's best hunting eagles



Describe how the harpy eagle hunts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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}

## WHERE did He go?

Directions: Read the passage and answer the questions.

"Ahhhhhh!" screamed Kelly as she stared. "Where is he? Where are you hiding Harold?" I looked from his graphic novel with a baffled look on his face. "Where is he?" demanded Kelly.

"I promise I have no idea what you are talking about," I said. "Listen, if you chill out, I might tell you the secret." Kelly marched over to the closet and closed her eyes and tried to stow her precious hamster. Kelly marched over to the closet and closed her eyes and tried to stow her precious hamster. Kelly marched over to the closet and closed her eyes and tried to stow her precious hamster.

Kelly and Sean searched under chairs, or possible hiding spot where a hamster could hide. Kelly's favorite reading chair, she thought about why it was warm from the afternoon sun. What! How? Think Kelly! The laundry basket! Kelly quickly checked her closet door. She carefully hunted through her friend. As she reached the bottom of the closet, she found the end and sure enough, there was her smelly sock! Sean laughed, gave her a pat on the back. Kelly cuddled Harold and told him how much she loved him.

1. How was Kelly feeling in the beginning of the passage?  
\_\_\_\_\_
2. How was Kelly able to find Harold the hamster?  
\_\_\_\_\_
3. How did Kelly feel at the end of the passage?  
\_\_\_\_\_

Name: \_\_\_\_\_ {Fiction Passage}

## FUN AT THE CARNIVAL

Directions: Read the passage and answer the questions.

Jamel and Derrick loved to go to the carnival every year. The year they went, they always walked with their friends. Mrs. West was the teacher in charge of the carnival, but they knew Mrs. West was fair and would give them a special prize if they were good.

As the boys walked around the carnival, they saw many fun games. Jamel and Derrick were playing a game called "The Lucky Dollar Bill." Jamel had won a prize, but Derrick had not. Jamel was feeling happy, but Derrick was feeling sad. Jamel tried to cheer up Derrick, but he was still sad.

1. What do you think the word "porous" means?
2. Why doesn't Derrick want to go to the carnival?
3. What does Jamel know?

Name: \_\_\_\_\_ {Fiction Passage}

## A doodLER'S dREAM

Directions: Read the passage and answer the questions.

Juan loved to draw. Whenever he was bored, he would take out his drawing supplies and draw. He was very good at drawing. He had won many awards for his drawings. He was very proud of his drawings. He was very happy when he won an award.

Juan's teacher Mrs. Campbell always encouraged him to draw. She was very proud of him and tried to tell him that. She was very happy when he won an award. She was very proud of him and tried to tell him that. She was very happy when he won an award.

1. Why didn't Juan's teacher get mad at him?
2. What do you think the word "porous" means?
3. Why did Mrs. Campbell submit Juan's drawing?

Name: \_\_\_\_\_ {Fiction Passage}

## THE ANT FARM

Directions: Read the passage and answer the questions.

Jackie loves her ant farm. She didn't want a kitten or a puppy like other kids she knew. She always dreamed of getting an ant farm. Her mother told her if she saved up enough money she could buy an ant farm and order the live ants off the internet.

It was a rainy Tuesday afternoon, but Jackie skipped all the way home from school anyway. She knew that Tuesday was the day she would be getting her ants delivered in the mail. Despite her excitement she used a pair of scissors to carefully cut the package open and remove the container of ants. The top of the container was porous so that the ants could breathe. Jackie and her mom read and reread the directions so that they were sure to properly transfer the ants over to the ant farm.

Jackie had worked really hard watering plants, taking out the trash, and walking the neighbor's dog Fido so that she could earn enough money to buy the deluxe version of the ant farm. As she lay in bed that night, the ant farm gave off a soft purple glow. She watched as the ants quickly navigated the tunnels, learning the way around their new home. She smiled to herself as she dozed off knowing that her hard work had been worth it.

1. How was Jackie different than other kids?
2. As Jackie went to sleep, how was she feeling?
3. When you read the sentence with the word "porous," can you figure out what it means?

# COMPREHENSION ASSESSMENT

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

Name: \_\_\_\_\_  {Substitute Creacher}

## COMPREHENSION CHECK

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

- What could you tell about the students even before they started talking?
  - they hated getting in trouble
  - they were sad their teacher was absent
  - they planned on giving the substitute a hard time
  - they act the same whether their teacher is there
- Why does Mr. Creacher tell the students he has "monocles"?
  - because they asked
  - to help him find the right glasses
  - he can see what they are doing everywhere so he can pull pranks
  - to gross them out
- What does Mr. Creacher keep in his file?
  - pictures of kids who misbehaved
  - notes to the principal
  - the teacher's phone number
  - the students' addresses
- How does the author create rhythm in the story?
  - the characters sing
  - some words rhyme
  - all the lines have the same number of syllables
  - there is no rhythm in the storyline
- How do the students change from the beginning to the end?
  - they feel bad for Mr. Creacher
  - they become sympathetic
  - they stop pulling pranks
  - all of the above
- How can you tell that the last picture mattered to Mr. Creacher even before he started talking about it?
  - he kept it in his pocket
  - he got quiet and looked around the room
  - he started crying
  - All of the above
- Mr. Creacher had been a trouble maker before he became a substitute teacher.
  - True
  - False
- What can help you as a reader to make accurate predictions?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How does the story end?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What does foreshadowing mean? Why does an author use this technique?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 {Substitute Creacher}

# ANCHOR CHARTS

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

**FACTS ABOUT SUGAR**

**POINT OF VIEW**

**SWAMPS**

**THE ANT**

**THE HUMAN**

**CREATURE FEATURES**

**LET'S ASK QUESTIONS**

**FORESHADOWING**

The anchor charts are arranged in a grid. The top row contains 'FACTS ABOUT SUGAR' and 'POINT OF VIEW'. The middle row contains 'SWAMPS' and 'THE ANT'. The bottom row contains 'CREATURE FEATURES' and 'LET'S ASK QUESTIONS'. 'FORESHADOWING' is located at the bottom right. Each chart includes various text boxes, illustrations, and sticky notes.

# NONFICTION READERS

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

Katie King and Amy Lemons  
**Halloween  
Traditions**

Katie King and Amy Lemons  
**SUGAR.  
SUGAR!**

Katie King and Amy Lemons

Watching Wild  
**CREATURES**

The  
**SWAMP**

Katie King and Amy Lemons

# VOCABULARY

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

The image displays a collection of educational materials. At the top is a stack of yellow cards, with the top one reading 'predator'. Below this is a blue table titled 'CREATURE FEATURES VOCABULARY' with the following content:

UNFURL	to cause something that is folded up to open
THREATENED	to feel that harm is coming your way
BURROW	a hole or tunnel dug by animals as a place for hiding
INFLATED	to enlarge or expand
IMPRESS	to make a strong impact on someone or something
TERRITORY	the region marked and defended by certain animals
SNOUT	the front part of an animal's head that includes the nose, mouth, and jaws
UNUSUAL	uncommon
INTIMIDATING	to cause someone or something to become afraid
PREDATOR	an animal that eats other animals
VEGETARIAN	an animal that eats only vegetables, fruits, grains, etc.
BURLY	having a large, husky body

Surrounding the table are several green sticky notes with definitions:

- territory**: the region marked and defended by certain animals
- impress**: to make a strong impact on someone or something
- inflated**: to enlarge or expand

# VOCALB ACTIVITIES

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



Substitute Creater

Use the six words below to complete the sentences:

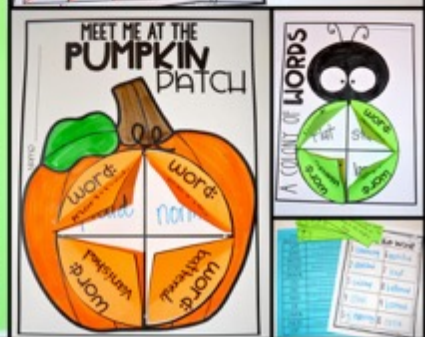
<input checked="" type="checkbox"/> SNICKERED	<input checked="" type="checkbox"/> CLARE	<input checked="" type="checkbox"/> MISCHIEF	<input checked="" type="checkbox"/> TATTERED	<input checked="" type="checkbox"/> PLOTTED	<input checked="" type="checkbox"/> TORMENTED
---	---	--	--	---	---

- As the kittens started playing with toilet paper, you could tell they were full of **mischief**.
- Ryan and Maggie **plotted** a secret mission to escape their baby brother.
- As the bully started to torment him, he turned his head and **glared** right into the bully's eyes.
- Brad **tormented** his little sister by pinching her over and over again.
- The students **snickered** when the teacher fell out of her chair.
- They placed a **tattered** shirt on the scarecrow.

Choose two words. Write a sentence using each word chosen.

SCOWL	LURCH	HAVOC	DEBT
-------	-------	-------	------

- The class wrecked **havoc**.
- They had a **debt** they needed to **pay**.





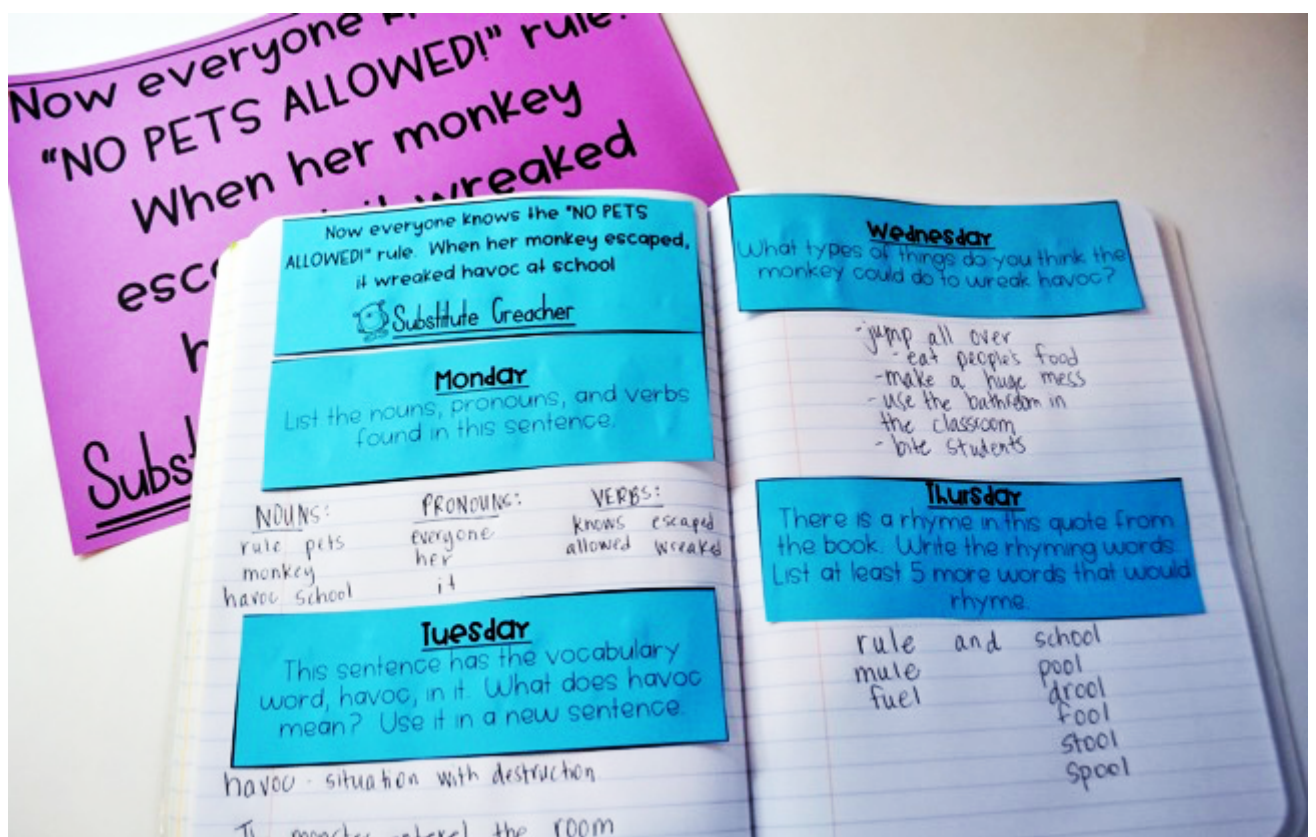
# ART & WRITING

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.





# GRAMMAR: DIALOGUE



## QUOTATION MARKS

Help! cried Sasha.

Totem replied, "I can't today."

Here are the kids asked mom

I want my...

I need to go to the store, said Grace.

Do you want a popsicle, asked John.

### LET'S QUOTE IT!

1	Marty replied, "I haven't seen your shoes."
2	The police officer replied, "Take a left at Main Street."
3	"I need to go to the store," said Grace.
4	"Do you want a popsicle?" asked John.
5	

### Rule #1

Begin and end with quotation marks

"No Pets Allowed!" exclaimed Mr. Creacher.

### Rule #2

Put a punctuation mark in the quote

"Cool!" said Luke.

### Rule #3

Use a version of said and a name

"You're the best substitute ever," said Gavin.

Mr. Thomas cheered, "Way to go!"

"Sit down and be still!" fussed Mrs. Rodgers.

SPIN A SAY WORD      SPIN TO WRITE RULE

1	Did replied, "I haven't seen the shoes."
2	The baby whined, "My, my, my!"
3	Steve said, "No, no, no, my dog."
4	Alan checked, "Don't your screen!"
5	The teacher said, "So it comes..."

### QUOTATIONS

1. He replied, "I can't come out to play today."
2. "Where is your homework?" asked the teacher.
3. "Let's go out to eat!" suggested Dad.
4. "My shirt is all stained!" cried Sally.
5. "Marty checked, "We won the game!"
6. "Happy Birthday!" exclaimed Robert.
7. Vincent asked, "Where is the restroom?"
8. "I will bring it back tomorrow," promised Zach.

# GRAMMAR: CONJUNCTIONS

**CHOOSE A CONJUNCTION**  
Choose the correct conjunction to fit in the sentence.

1. Trevor and but Donald had a playmate after school.
2. Rachel studied for her test, and she did not do well after all.
3. Victor was not feeling well, and he went to the doctor.
4. Would you rather have a sandwich or but salad for lunch?
5. It was snowing outside, but it was not raining.
6. Frederick did not want to stay inside, or he went outside to play.
7. Bethany walked outside, so she smelled the fresh air.
8. I could not see or but I hear the band playing.
9. I don't like spiders, and I smokes.
10. Dina wanted to go on a walk, but no one was home to take her.

Ricky wanted to buy a book, **but** he did not have enough money.

Zoey took a bath, **and** she brushed her teeth.

Starla was hungry, **so** she got a bite to eat.

**AND**

**BUT**

don't know  
I like pizza  
or tacos better.

**SO**

**or**

Name: \_\_\_\_\_

**COORDINATING CONJUNCTIONS**

We bang our heads together, and my big horns help me win.

I don't have teeth, so I swallow my prey whole.

I bend it when I want to reach some tender leaves or fruit.

I like to eat, but I don't have teeth!

The leaf-nose bat is interesting, but it has an odd face.

The horned frog can swallow mice, lizards, spiders, and insects.

Do you like the hamster or the giraffe better?

The shoebill stork has a strong beak, so it can grip fish when they wriggle and squirm.

**F FOR**

**A AND**

**N NOR**

**B BUT**

**O OR**

**Y YET**

**S SO**

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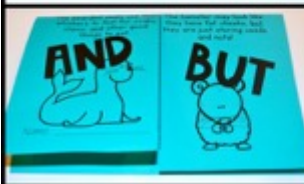
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# GRAMMAR: PLURAL NOUNS

MAKE ME PLURAL		
plural	rule	example
children	add -ren	child
wishes	add -es	wish
oxen	change vowels	ox
ladies	change y to i + -es	lady
deer	add -er	deer
teeth	change ee to ee + th	tooth
babies	add -ies	baby
buddies	add -ies	buddy
classes	add -es	class
moose	add -e	moose
cities	change y to i + -es	city
bunnies	add -ies	bunny
bodies	change y to i + -es	body
bushes	add -es	bush
berries	change y to i + -es	berry
foxes	change x to ce + -s	fox
brushes	add -es	brush
matches	add -es	match
men	change n to n + -en	man
patches	add -es	patch
duties	add -es	duty
sheep	add -s	sheep

**PLURAL NOUNS**  
Who has the plural form of PENNY?  
Children feet  
Oxen sheep  
Families men

**PLURAL NOUNS**  
Who has the plural form of PENNY?  
Children feet  
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Families men

He pulled out the battered sheet that was his ghost costume.

**START HERE!**  
Who has the plural form of PENNY?

I have bunnies.  
Who has the plural form of PENNY?

I have pennies.  
Who has the plural form of PEACH?

I have peaches.  
Who has the plural form of FOX?

I have foxes.  
Who has the plural form of PEACH?

Names: \_\_\_\_\_

## FIVE IN A ROW

Try to get five in a row! Each partner needs to write in a different color. Choose a noun. Using your color, make the noun plural in that box. The first person to get five in a row wins!

CHILD	WISH	OX	LADY	DEER
children	wishes	oxen	ladies	deer
FOOT	BABY	BUDDY	CLASS	TOOTH
feet	babies	buddies	classes	teeth
PERSON	DISH	MOOSE	CITY	BUNNY
people	dishes	moose	cities	bunnies
BODY	BUSH	BERRY	FOX	BRUSH
bodies	bushes	berries	foxes	brushes
MATCH	MAN	PATCH	DUTY	SHEEP
matches	men	patches	duties	sheep

**S**    **ES**    **IES**    **IRREGULAR**

-s: cats, trees, maps, hands  
 -es: lakes, dishes, beaches, bunches  
 -ies: babies  
 -ies: cities, berries, duties  
 -es: knives, teeth, moose, wolves, leaves, people, women, halves

**A PICNIC OF PLURAL NOUNS**

1. Start on the line.

2. Spin to choose a noun. Write the singular and plural form in your recording sheet.

3. When you finish, you must make 7 words. Write the singular and plural form in your recording sheet.

Singular	Plural	Singular	Plural
cherry	cherries	sheep	sheep
shelf	shelves	fox	foxes
fox	foxes	leaf	leaves
leaf	leaves	brush	brushes
leaf	leaves	patch	patches
leaf	leaves	man	men
leaf	leaves	man	men
leaf	leaves	man	men
leaf	leaves	man	men