

the BREAKDOWN

(S)(E)(P)(T)(E)(M)(B)(E)(R)

Book	Comp Focus	COMMON CORE:	Grammar Focus	COMMON CORE:
SATURDAY AND TEACAKES	Mental Images	RL.3.1	Common and Proper Nouns, Capitalization	L3.1.A, L3.2
FINDING WINNIE	NF Text: Ask and Answer Questions	RI.3.1	Verb Tenses	L3.1E
the Raft	How the character's actions move the plot along	RL.3.3	Pronouns	L3.1F
PRINCESS HYACINTH	Recount Details of Fairytale	RL.3.2	Contractions	L3.2F

nonfiction readers in each unit hit on nonfiction standards as well

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Book	Comp Focus	TEKS:	Grammar Focus	TEKS:
SATURDAY AND TEACAKES	Mental Images	Figure 19C	Common and Proper Nouns, Capitalization	3.22Aii, 3.23B
FINDING WINNIE	NF Text: Ask and Answer Questions	3.9, 3.13, Figure 19B	Verb Tenses	3.22i
THE RAFT	How Characters Change	3.8B	Pronouns	3.22vi
PRINCESS HYACINTH	Recount Details of Fairytale	3.5	Contractions	3.1D, 3.24F

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What IS ROOTED IN READING?

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

LESSON PLANS

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

FINDING WINNIE


FINDING WINNIE


	READING & COMP	VOCAB
M	Tell the class that you are going to introduce them to the world's most famous bear! Project slide 8 on the smartboard. Who do THEY think is the most famous bear? Have them make predictions on the little bears. Display their predictions somewhere in the room or on an anchor chart. Show them the clip Winnie the Pooh Funny Exercises by Secret Box on YouTube to reveal the answer! Next show students the cover of Finding Winnie. Tell them that this will be our main read aloud this week. Use the questioning cards before reading the book. Read the story all the way through letting the students enjoy the flow of the book. Fill in the half sheet with questions they may have had while reading or after completing the book.	Use the vocabulary and definitions fit the words. Stud use their vocab sheet to follow. Introduce ABC (the class. Show how to alphabetize. Use the vocabulary to model. Students put 12 vocabulary word ABC Order
T	Have students complete Tuesday's "Thinking about Writing" in their journals. This would be a nice warmup for the lesson. Show students the Asking Questions Anchor Chart. Discuss the questions that they had yesterday in their notebooks. Glue the mini anchor charts in their notebooks. Use the Tuesday question cards as you reread the story to the students. Stopping to ask about additional questions that come up. Read and complete the nonfiction passage "Grant Pandas".	Continue discuss vocabulary word definitions use cards. Rhyme Time: S choose 8 of vocabulary word may want to pick words that they easily rhyme. Students put a word on the left of the bear. S write a rhyming the right hand.
W	Have students complete Wednesday's "Thinking about Writing" in their journals. Discuss the question cards for Wednesday. Use the Whole Class Anchor Chart to record information about the story of Winnie the Pooh. Explain to students that when they have questions about a nonfiction text such as Finding Winnie, that they can always find more information on the topic through additional resources. As a class watch the clip "Origins of Winnie the Pooh" on YouTube by WatchMojo. Add to the chart the new information that you learned as a class. Complete the bear directed drawing and write about the history of Winnie the Pooh.	Shuffle up the vocabulary word definitions. Pa cards out to the. Play a silent mc game. Student find their m (definition and without talk. Provide Clues: S will focus on one. Students give th about their we the flapbook. Sw a partner and se can figure ou mystery we


	READING & COMP	VOCAB	GRAMMAR
T	Have students complete Thursday's "Thinking about Writing" in their journals. Read the informational book about Canada. 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. Have students complete Canada Flip-Flap to demonstrate understanding.	Choose between "Word Sort" and "Let's Make Connections" to do with the class today. Word Sort: Students have all 18 words. Students create their own sort by picking three categories they can sort the words into. Let's Make Connections: Students choose 3 words. Students make a connection to each of the words on the puzzle pieces.	Which Verb: Use this as a scoot or table activity. Place the cards around the room or at the tables. Students will read the sentences. Students will determine which verb belongs in the sentence. Students record the correct verb on their recording sheet.
F	Students can make the Canadian Flag Craft or color the flag and write information learned from the nonfiction reader. Complete the fiction passage "Class Zoo Trip." Students should complete the Comprehension Check.	Review the vocabulary words and definitions. Use Read and Find to review. The sentences can be read aloud and discussed, put around the room as a Scoot, or placed at tables for students to complete. Read the sentence. Choose the word that would best fit within the context of the sentence. Students complete the assessment for the week. Students match the word to a sentence. Students use two words to create new sentences.	Students complete the verb tenses assessment. They will read sentences and choose the verb that would best complete the sentence.


QUESTIONING


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

M  **Before Reading:** Just by looking at the cover, you may be able to infer the problem in the story.

M  **Before Reading:** Do you read books about kings and princesses? How are these types of stories different from other types?

M  **Before Reading:** Read biographies for the author and the illustrator on the book cover. What can you learn about their personal lives?

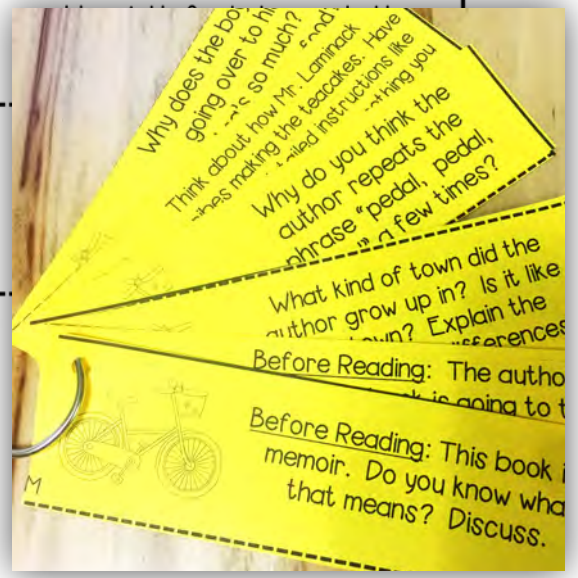
T  **What would you do if you had the same problem as Princess Hyacinth? Can you offer any other solutions?**

W  **How are fairy tales different from realistic fiction? What do you typically see in fairy tales?**

W  **Can you make any connections to the jealousy that Princess Hyacinth has?**

W  **What do you think Nicky's feelings are like when he is not at Grandma's?**


W  **Where do you think Nicky lives? Why should he be there? How can you help him?**



STUDENT ?S


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

THINKING ABOUT READING

 Captain Colebourn says his heart and his head don't agree. What does this mean to you? When have you been in a situation like this?


T

THINKING ABOUT READING

 Which Winnie the Pooh character do you relate to the most? Make sure to give some examples how you are like that character.


W

THINKING ABOUT READING

 After looking at the album in the back of...


Th

THINKING ABOUT READING

 ...


F

THINKING ABOUT READING

 Which of the creatures that Nicky comes across is most fascinating to you?


T

THINKING ABOUT READING

 Do you think Nicky expected to learn anything this summer? What do you think the river taught the boy?

W


THINKING ABOUT READING

 "Don't worry, Mammaw. I won't ever forget."
How do you know he didn't forget? What did he do to honor his grandmother?

Th

I think Lester Laminack honors his grandmother by writing this book! He obviously loves her very much because he could recall their time together in such detail.


THINKING ABOUT READING

 Have you noticed how there are several things they did that took longer than they do now (dishes, teacakes, and mowing the grass)? Why did that change? Is that a good thing or bad thing?

Th

Yes! Our technology has advanced to make jobs like these easier on us. I think it's good and bad. Now we have time for other things, but we have also become very impatient.


THINKING ABOUT READING

 Mammaw makes the boy feel very special. How does she do this? Who in your life makes you feel this way?

F

Mammaw makes him feel very special because she gives him her undivided attention. My grandmother made me feel this way too! ♥

THINKING ABOUT READING

 "Yes kids love technology, but they also love Legos, scented markers, handstands, books, and mud puddles. It's all about balance." (K.G. First Grade Teacher) After reading about a time with very little technology, what does this quote mean to you?

F

It means to me that too much technology can be a bad thing! We still need to enjoy nature & art!

st a
floated
What do
ned?
DING
We shall get
Why is it so
e in now.

DIGITAL POSTERS

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

Visualize Character Change Mental Images

Strong readers make pictures

Just like your head, you can read and be able to pre-comprehend.

Asking Questions

Why do strong readers ask questions?

- to activate prior knowledge
- to find out more

Problem & Solution

Fairy Tale

What is a type of folk tale ...

- Set in a past time
- Use of magic
- Happen to a hero
- Fantasy
- Magic can be good or bad
- There is a happy ending

Memoir

A special memory about people, places, or objects. It is from the author's life, but is **not** to be mistaken as an autobiography. A memoir is focused on a smaller chunk of time, whereas, an autobiography tells the story of the author's whole life.

Change Catalyst


Who or what caused the main character to go through a major change?

- Interaction with another character
- A new activity
- A new setting
- A problem or conflict

COMPREHENSION

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

ELEMENTS OF A STORY



CHARACTERS


SETTING

additions

Use during reading and after reading. These can be glued into interactive notebooks.


ques


DURING





AF


at Our home and Native Land!


WHERE? 


FLAG 

PROVINCES 

SPORT 


SIGHTS 

MONEY 

SYMBOLS 

QUESTIONS?


BEGINNING



CHARACTERS


SETTING


Describe Nicky at the beginning of the book and at the end of the book on opposite sides of the line.




END


CHANGE CATALYST: Grandma


Her Home 


Her Personality 

Her Supplies 

CHANGE CATALYST: Grandma

Her Home 

Her Personality 

Her Supplies 

Words:

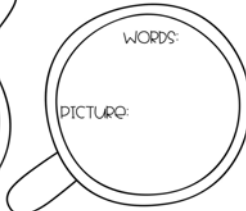
Sense:

Visualization:

the mug (it's like you are looking down on them so you will write the phrase that really stuck out to you pictured in their head at that time.)

WORDS:

PICTURE:



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)

Name: _____ (Nonfiction Passage)

CLASS ZOO TRIP

HANS CHRISTIAN ANDERSEN

Trey's third grade class had been anticipating their trip to the Atlanta Zoo for two spent countless hours animals. Several of the giant pandas. The United States to students informed.

Needless to say class knew that the Trey and he buddies shaded pathways to the kids' excitement mother Lun Lun! They watched their visit them, the pandas a mother, the bamboo hours that they are mammals, but they deserved some attention.

Name: _____ (Nonfiction Passage)

GIANT PANDAS

Name: _____ (Fiction)

PRINCESS PLAY

"Why do I always have to be the princess?" whined brother Roger looked at her like she had two heads. "Uh, because you are the girl. What do you want me to do? I crown and dress?" Roger snickered as he swatted his back the air defeating invisible dragons.

"Well, have you ever thought about the fact that I'll be the brave one for once? I hope that you always have me. It makes me feel so wumpy!" Melody crossed her arms and stared straight at Roger. Roger glared back at her enough to know that the way she looked meant to be giving up any time soon. "Okay sis, I've got your back."

Name: _____ (Fiction Passage)

Hans Christian Andersen is one of the most famous authors of fairy tales in his fairy tales. He was born in Odense, Denmark in 1805. His family was very poor and lost his father at only eleven years old. Andersen dreamt of becoming an actor, but he was made fun of when he stepped on stage. When he was fourteen years old he moved to Copenhagen in hopes of becoming a famous actor in the Royal Theater. Many people tried to help him by giving him money to attend school, but he kept running into obstacles. Finally he graduated from university and began writing. His first book of fairy tales was an immediate success!

Although he wrote many, many fairy tales, the tales that are most recognizable are *The Ugly Duckling*, *Princess and the Pea*, *The Emperor's New Clothes*, and the animated film of *The Little Mermaid*. He put much of his life into his

Name: _____ (Fiction Passage)

1. What does the u
2. What did the stu

A DAY ON THE WATER

Name: _____ (Nonfiction Passage)

INVENTION OF THE BIKE

Name: _____ (Nonfiction Passage)

WHITewater RAFTING

Whitewater rafting is a popular activity that is done in an inflatable raft that is between 10-14 feet long. Teams of people ride in the raft and work together to navigate the water with their double-bladed paddles. The guide or leader sits in the stern of the boat. The stern is the back of the boat. Whitewater is created by a rapids or quickly moving water. The "white" part of the water is caused when air gets caught in the fast water and creates bubbles. States that have rivers with great whitewater rafting include Colorado, West Virginia, Idaho, Oregon, Alaska, Maine, Massachusetts, and Pennsylvania.

Whitewater has a range of difficulty and experts have gotten together to rank the rapids on a class scale of I-6. Class I rapids have very small rough areas and require very little maneuvering from the people in the raft. Whereas a Class 6 rapid is considered extremely dangerous and could result in injury even for the experts. This sport should not be taken lightly and should be done with expert guides. You should also wear a helmet and life vest in case you fall out of the raft.



If you go whitewater rafting, what safety precautions should you follow?

The incident in Cabin Bluebird were we were to go zip lining An in Mac about all the take a low to canoe and fly in the water with the girls put on their life vest

Are you ready for some speed and elevated excitement? Nervously all the in here and water, all out to know," dipped Maria the other girls started to Maria and whispered, "but I would really like to know if you're comfortable know yet in case they capsize a skorp. About ten min and a smile spread across her face. Maria gave her a lift

Maria was scared or rd capsized mean? feel more comfortable

Name: _____ (Nonfiction Passage)

Just like many other inventions in history, the bike went through a series of each changes. Each inventor improved on the model that came before his bicycle. The earliest recording of a bicycle is from 1790 by a man named Comte de Sivrac from France. His bicycle was more like a wooden scooter than what we know now as the bike. Shortly after in 1816 Baron Karl von Drais de Saverbrun invented a model with a steering wheel. This bicycle was called a Draisienne. It had two same-sized wheels, but there were still no pedals. You had to push off the ground with your feet to move the bicycle. During the 1830's and 1840's a backslash in Scotland names Kirkpatrick MacMillan invented the first bicycle with foot pedals, but ironically people were not very impressed so the idea never caught on.

In the 1860's a father and son team came out with the velocipede which had an extremely large front wheel. They thought this made the bike go faster! Small improvements were made from here on out such as chains and inflated tires. Believe it or not, gears were not added to the bicycle until the 1970's.



Draw and label a timeline to show how the bicycle changed over time.

MOUNTAIN BIKING

Planning their biking trip for days. On Saturday set off on their way. "Kasha, what is that bag as she pointed at Kasha's waist. Kasha bag that was strapped on top of her shorts. would never let me go on this bike ride

that" giggled Allison. The girls took off down delight as they took the first slope toward the fifteen minutes of riding, a thick dark cloud started to become a little uneasy as large

the. The girls skidded to a stop and hurried colder. Allison couldn't believe how quickly it rrrm. Kasha fumbled around in her fanny pack nearly folded map of the trails behind the girls' highlighted two routes: one long, curvy line and margaritas. Allison let out a huge sigh of relief only about a tenth of a mile up ahead. And if it was Kasha pulled out two pairs of glasses in eyes from the now very heavy rain. ou or your survival pack again!" proclaimed chon of humor and hustle to safety.

'mean? id cares about her? will never tease Kasha again?

COMPREHENSION ASSESSMENT

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

Name: _____  {Princess Hyacinth}

COMPREHENSION CHECK

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

1. What did the author do to the print to emphasize "floating?"
 - a. She made the words bold.
 - b. She made the words tiny.
 - c. She had the words go towards the top of the page.
 - d. She didn't do anything special to the words.

2. Why did the princess hate her crown and other princess things?

Name: _____  {The Raft}

COMPREHENSION CHECK

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

1. Why doesn't Nicky want to spend the summer with his Grandma?
 - a. She doesn't even have a television.
 - b. Nicky thinks he will be bored.
 - c. There are no kids for him to play with at the river.
 - d. All of the above.

2. Which word best describes Grandma's personality?

- a. angry
- b. patient
- c. energetic
- d. plain

3. Why is Nicky angry the first few times he hangs out at the river?

- a. He thinks it's too hot.
- b. He is scared of all the animals.
- c. He can't catch any fish and he is bored.
- d. He isn't angry, just sad.

4. What is most likely the reason the raft comes floating down the river?

- a. a big storm sent it down the river.
- b. the otters bit through a rope that it was tied up with.
- c. it was part of a building that fell off into the water.
- d. Grandma released the raft upstream to give Nicky some adventures for the summer.

5. How can you tell Nicky is excited about the raft?

- a. He rushed out to check on the raft first thing in the morning.
- b. The author tells you he is excited.
- c. He hollers to Grandma to "hurry up!"
- d. All of the above.

Name: _____  {Saturdays and Teacakes}

COMPREHENSION CHECK

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

1. The setting of this book is...
 - a. present day in the city
 - b. present day in the country
 - c. a long time ago in a small town
 - d. none of these

2. What phrase does the author repeat over and over about biking?

- a. zoom, zoom

Name: _____  {Finding Winnie}

COMPREHENSION CHECK

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

1. Where does the real bear "Winnie" get her name?

- a. after the doctor's grandmother
- b. for the town of Winnipeg
- c. after the sound a horse makes
- d. all the kids at the zoo thought it was a fun name.

2. Why was Captain Colebourn traveling away from home?

- a. to be with his wife
- b. he was transferred for the job
- c. to take care of the soldiers' horses during a war
- d. to study trains and their history

3. Why did Captain Colebourn want the baby bear?

- a. he thought she was cute
- b. he wanted to do tricks with the bear
- c. he knew how to get her back to her mother
- d. he knew she was special and was worried what might happen to her if he didn't take her

4. What did Winnie do while the soldiers prepared for war?

- a. explored the forest
- b. played with local kids
- c. climbed a post
- d. all of the above

5. Why did Captain Colebourn not know what to do about Winnie?

- a. his head and heart disagreed on what was best for Winnie
- b. he loved Winnie but she was getting in trouble
- c. the Colonel said it was time for her to go
- d. she was too big to stay with the army

ANCHOR CHARTS

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

THE HISTORY OF WINNIE

	5	
	6	
	7	
	8	

ELEMENTS OF A FAIRY TALE

Problem

SETTING

SOLUTION

OUR MENTAL IMAGES

WHAT THE TEXT SAYS | MY VISUALIZATION

HOW DOES THE CHARACTER CHANGE?

BEGINNING

MIDDLE

END

NONFICTION READERS

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



o Canada!
our home and
Native land!

A book cover with a background of a blue sky and mountains. The text "o Canada! our home and Native land!" is written in a white, hand-drawn font.



VOCABULARY

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

The image shows a collection of handwritten vocabulary cards and a table. On the left, there are four pink cards with definitions: 'rhinestone' (an artificial gem made to resemble a diamond), 'dreadful' (very bad, awful), 'explain' (to give reasons for), and 'reel' (to catch or get back by winding in). Below these is a stack of pink cards, with the top one showing the word 'hem'. On the right, there is a blue table titled 'Princess Hyacinth VOCABULARY' with eight rows, each containing a word and its definition.

Princess Hyacinth VOCABULARY	
UNUSUAL	not common, remarkable
DREADFUL	very bad, awful
IMPOSSIBLE	not able to happen
FIRMLY	in a way that uses strength
BOB	to make a quick or jerky movement up and down
NOTIFY	to tell about, give notice of
RHINESTONE	an artificial gem made to resemble diamond
EXPLAIN	to give reasons for
REEL	to catch or get back by winding in
HEM	an edge of a dress that has been folded back and sewn down

VOCALB ACTIVITIES

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

READ AND FIND

1	2	3
4	5	6
7	8	9
10	11	12

Name: _____

Saturday and Teacakes

Use the six words below to complete the sentences.

STEEP	RIPE	DEW	NUBLET	SIP	TRUDGED
-------	------	-----	--------	-----	---------

- Instead of snacking on chips and candy, trudged on a piece of celery or a carrot.
- The ripe fruit began to rot after no one came to pick it.
- We trudged through the forest looking for a place to camp for the evening.
- Beat the mixture until smooth, then sift in the remaining sugar.
- Anna and Ryan were both breathing hard after the steep climb.
- After a crisp morning, the warm sun came out and dried the early dew.

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

COAST	PAVEMENT	SPLUTTER	FERNS
-------	----------	----------	-------

- Sally read her bicycle onto the smooth pavement.
- The old truck spluttered as it drove away.

VOCABULARY ABC ORDER

BOB
DREADFUL
EXPLAIN
FIRMLY
HEM
IMPOSSIBLE
NOTIFY
REEL
RHINESTONE
UNUSUAL

RHYME TIME!

clock clock	green clean	wade spade
chuckle knuckle	drift thrift	bobber lobber
clatter mutter	crept snept	dock sock

LET'S MAKE CONNECTIONS!



WORD: impossible	My CONNECTION: My dad always tells me "nothing is impossible!"
WORD: reel	My CONNECTION: My grandpa taught me how to fish at his house on the lake.
WORD: bobbed	My CONNECTION: I remember watching my fishing line bob in the water!

NAME: _____

WORD SORT

CATEGORY 1: NOUNS	CATEGORY 2: VERBS	CATEGORY 3: ADJECTIVES
HEM	BOB	IMPOSSIBLE
RHINESTONE	NOTIFY	DREADFUL
	EXPLAIN	UNUSUAL
	REEL	Adverb: FIRMLY

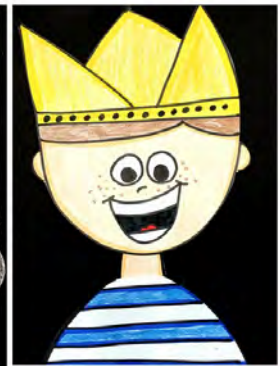
CLUE #1

CLUE #2

CLUE #3

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.



MEDIEVAL MOMENTS
Knights were men that were given titles by kings. In fairy tales knights protect castles, save princesses, and defeat dragons.




CANADA
The Canadian flag is red and white. There is a red maple leaf in the center. It stands for unity and peace.

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.

"Why can't I float around outside?" was a question Princess Hyacinth had asked six million times.

 Princess Hyacinth

Monday

Who is talking in this sentence? What is something else this character might say?

Princess Hyacinth

"I really wish I had a normal life!"

Tuesday

This sentence has a hyperbole in it (asked six million times). Hyperboles are exaggerated statements. List other hyperboles.

I haven't seen my friend in ages!

Wednesday

List the common and proper nouns in the sentence. Can you add any others you know?

Common:
outside

proper:
Princess Hyacinth

Thursday

Write a sentence that is similar to this one. Can you use dialogue to create a sentence?

"Why can't I have a new toy?"
I asked my mom.

GRAMMAR: COMMON & PROPER NOUNS

Street
ketchup
bank
house

NOUNS
Toda cobra por
Mrs. Johnson

Common & Proper Nouns

S	M		
S	S		C
M			D
	A	C	O
	L	S	
	A	V	
S	A	P	C
			C

COMMON

highway cemetery gravel

town kickstand

Thompson street

PROPER

Ross Street Mrs. Eofield Lester Laminack

Mr. White Bank of Heflin Mrs. Grace Owens

Name: _____

BANK	CURIOUS GEORGE	MEADOW SCHOOL	COMMON	CHIPS	PROPER
ALIENS	RACE AROUND NOUN TOWN				PROPER
COMMON	Start on the star. Spin to move. You will either move 1 or 2 spaces. If you land on a noun, write the noun on your recording sheet and then identify if it is common or proper. If you land on the words COMMON or PROPER, create a noun that matches the type you landed on. The first person to get around the board wins.				BUBBLE
LUCKY CHARMS					COMMON
PROPER					MR. PARKER
PASTURE					GROCERY STORE
PROPER	SPRITE	COMMON	ALABAMA	LOCKER	PROPER

Name: _____

RACE AROUND

NOUN	TYPE
Curious George	P
dog	Common
chips	C
David	Proper
Oreo	P
gum	C

Name: _____

NAME THE NOUNS

1 game - C	2 Lieutenant Rob Sint - P	3 family - C
Coca-Cola - P	Soldier - C	Burger King - P
4 book - C	5 bicycle - C	6 Asia - P
The Giving Tree - P	Main Street - P	Continent - C
7 Clubs - P	8 Wal-Mart - P	9 Jacob - P
Week - C	week - C	Ross Middle School - P
10 New Mexico - P	11 Peter - P	12 School - C
	birthday - C	Monday - P
	March - P	

NOUNS ALL

Common NOUNS

Check it!

PROPER NOUNS

COMMON NOUNS

GRAMMAR: CONTRACTIONS

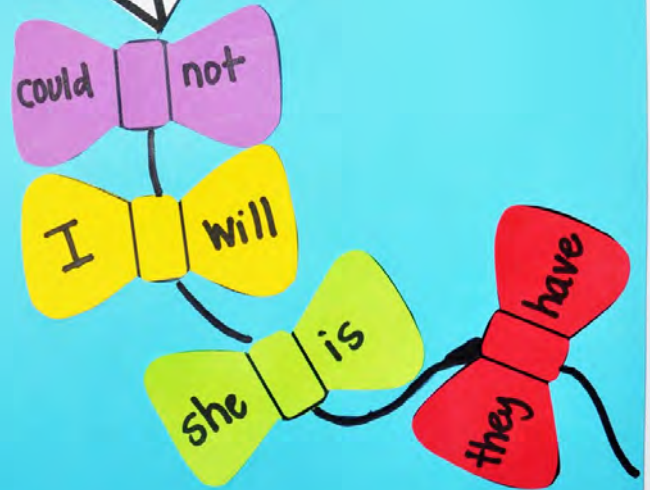
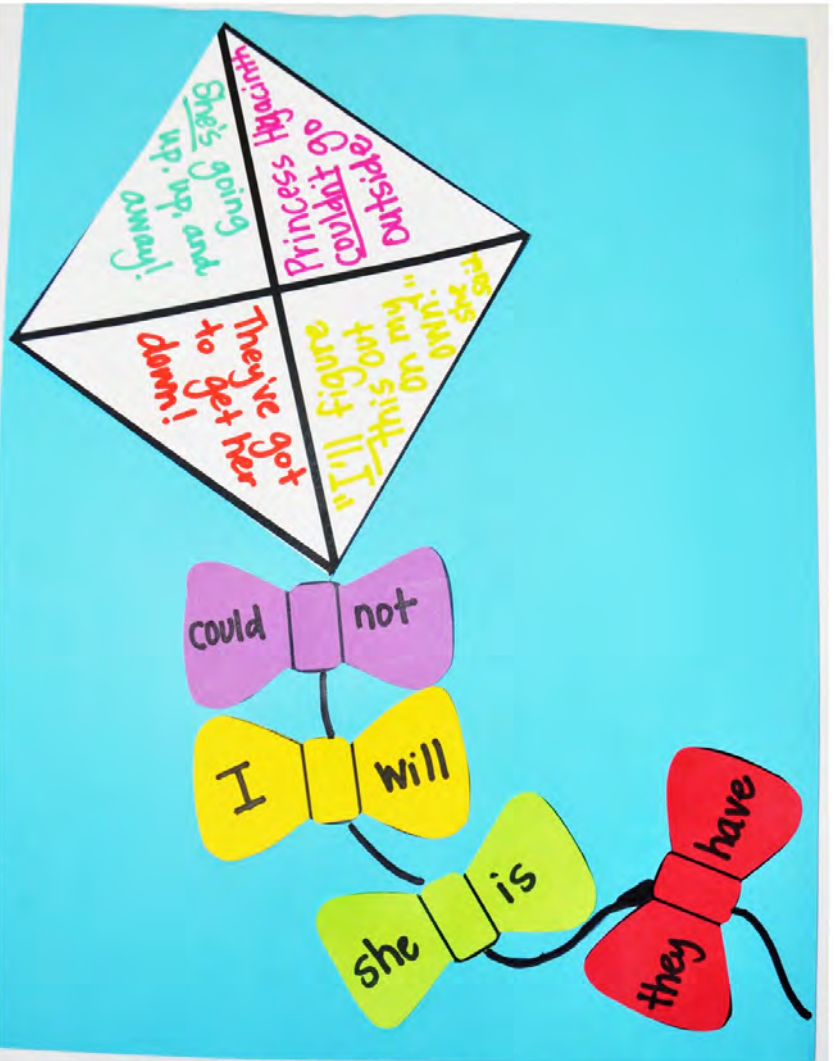
6 Then, if she floated- and of course she did- she'd just float up to the ceiling dragging along.

REPLACE THE WORDS!

1	You are	7	she'd
2	did not	8	was not
3	was not	9	is not
4	couldn't	10	Don't
5	couldn't	11	who'd
6	she would	12	that is

CONTRACTIONS
a word made by combining two words with an apostrophe

she is not - isn't



CONTRACTION ACTION

couldn't we're they've

will not

GRAMMAR: VERB TENSES

PAST			PRESENT			FUTURE		
trapped	laugh	ate	traps	leaves	eats	will trap	will propose	will think
scrolled	paced	thought	thinks	proposes	scrolls	will teach	will eat	will pace
	paces	unveils	roars			will unveil	will scroll	will roar
	runs	cries	nuzzles			will cry		

Salutes

THE GREAT GUMMY BEAR RACE

Start on the star

- Sign to move. You will either repeat 1 or 2 actions.
- If you land on a gummy bear, both players collect a gummy bear.
- If you land on a white die, if it is past, present or future tense.
- The first to make it around the board wins!

WILL WIN

MADE

THE GREAT GUMMY

hung devours past
will bounce present
slithers future
spoke present
past

Names: _____

FIVE IN A ROW

Try to get five in a row! Each partner needs to write in a different color. Choose a verb. Roll the dice to see if you should write that verb in past, present, or future tense. Write the verb in the box with your color. The first person to get five in a row wins!

TELL told	CUDDLE cuddled	LIVE	SAY says	KNOW will know
ROLL	STOP will stop	SEE	FEEL feels	WALK
MAKE	SMIFF will sniff	STAND stood	SQUEEZE squeezed	TEACH
CRY cries	THINK thought	TRY tried	SAIL	ARRIVE
RAIN rained	COME will come	CROW	FIGHT	NUZZLE

DICE: 1 (PAST), 2 (PRESENT), 3 (FUTURE), 4 (PAST), 5 (PRESENT), 6 (FUTURE)

FINDING WINNIE WHICH VERB?

1 bought	2 will give	3 arrived
4 attended	5 bring	6 will bring
7 was	8 fight	9 nuzzled
10 are	11 come	12 will love

WHICH VERB?
"I know you want to, but it's not safe!"

- come
- come
- will come
- know
- bring
- will bring

VERB TENSES

Use a verb to determine the tense.

PAST: did, said, had

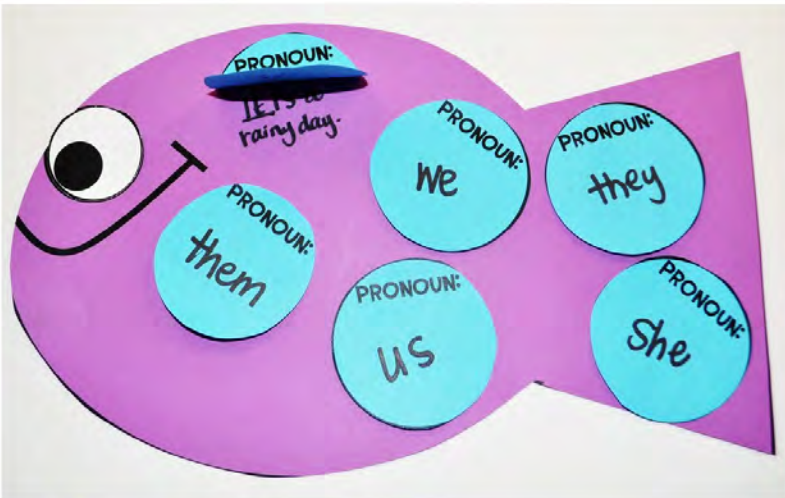
PRESENT: do, says, has

FUTURE: will say, will do, will have

Verb Tenses

1. I <u>was</u> happy yesterday.	2. I <u>will</u> go to the beach tomorrow.	3. She <u>is</u> reading a book.
4. They <u>are</u> playing in the park.	5. He <u>was</u> thinking about it.	6. We <u>will</u> be there on time.
7. The cat <u>is</u> sleeping.	8. She <u>has</u> finished her homework.	9. They <u>are</u> going to the store.
10. I <u>was</u> surprised when he said that.	11. He <u>is</u> always late.	12. She <u>will</u> call you later.
13. The team <u>is</u> winning.	14. He <u>has</u> been to Paris.	15. They <u>are</u> going to get married.
16. I <u>was</u> thinking about you.	17. She <u>is</u> always smiling.	18. He <u>will</u> be there on time.
19. The car <u>is</u> broken.	20. She <u>has</u> finished her homework.	21. They <u>are</u> going to the store.
22. I <u>was</u> surprised when he said that.	23. He <u>is</u> always late.	24. She <u>will</u> call you later.
25. The team <u>is</u> winning.	26. He <u>has</u> been to Paris.	27. They <u>are</u> going to get married.

GRAMMAR: PRONOUNS



SORT THE NOUNS

Cut out the words of the bottom. Sort the words into the two categories.

PRONOUN		NOUN	
she	him	girl	people
you		meg	
		it	rain
		her	car
		team	
		plate	I
		bowl	they

PRONOUN PARTY

1. Start on the star

2. Spin to move. You will either move 1 or 2 spaces

3. If you land on a sentence, you must replace the underlined word with a pronoun.

4. If you land on a pronoun, you must write a sentence with that pronoun.

5. The first person to the star wins.

★	Bob is so excited for the party.	★	John went to Carl's house.	Does Nicole have any earrings?	YOU
Can I go see the <u>penguins</u> ?	PRONOUN PARTY			Did Thomas and I come?	
Did you see the painting by <u>Sara</u> ?				HER	
HE				I re...	
Where did you put the <u>toy</u> ?					
IT					
<u>Dan</u> went to sleep.					
HIM	Can <u>Travis</u> and I have a cupcake?	THEM	Have you seen <u>Monica</u> ?	I want to visit <u>Fred</u> and <u>Sanjay</u> .	WE

Name: _____

NOUN	PRONOUN	MY SENTENCE
Bob	He	I came to

Pronouns

1. There's Nobody to play with. I complained. "Grandpa doesn't even have a TV!"

2. "Come get your supper before I feed the food to him."

3. Dad was right-Grandpa found plenty for me to do.

4. Grandpa and I had hamburgers for supper.

5. Where had the wolf come from?

6. The dogs kept us company they while time, snoring, swaying, singing.

7. As the other family played, I sat around watching the action.

8. I slipped them on. Then hung my head over the raft and watched the others play.

9. I kept very still, but they didn't seem to mind me watching.

10. It was like they were showing off for me. They even let me feed them right out of my hand.

11. We came swimming here since I was a girl. She told me as we tied the raft to an old dock.

12. My favorite was of the ferns she found a small black pearl inside a river clam. She howled. She said.

PRONOUNS

Words that can be used to replace nouns.

She is my sister.

Dust rose up behind our car as it neared into the tunnel.