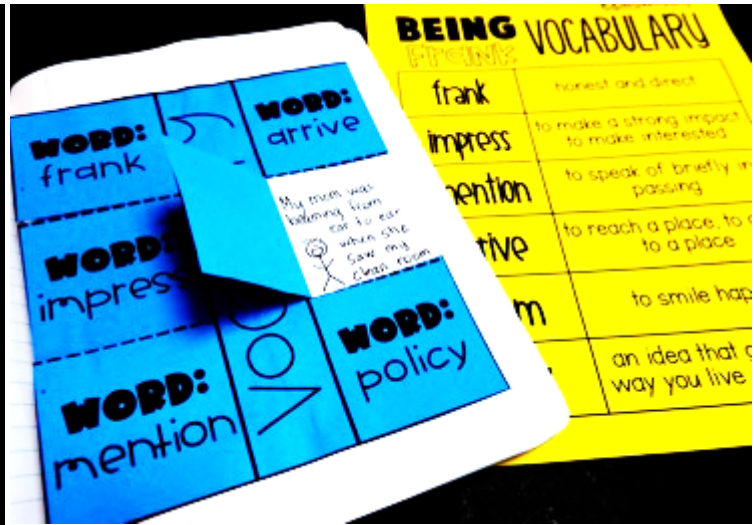
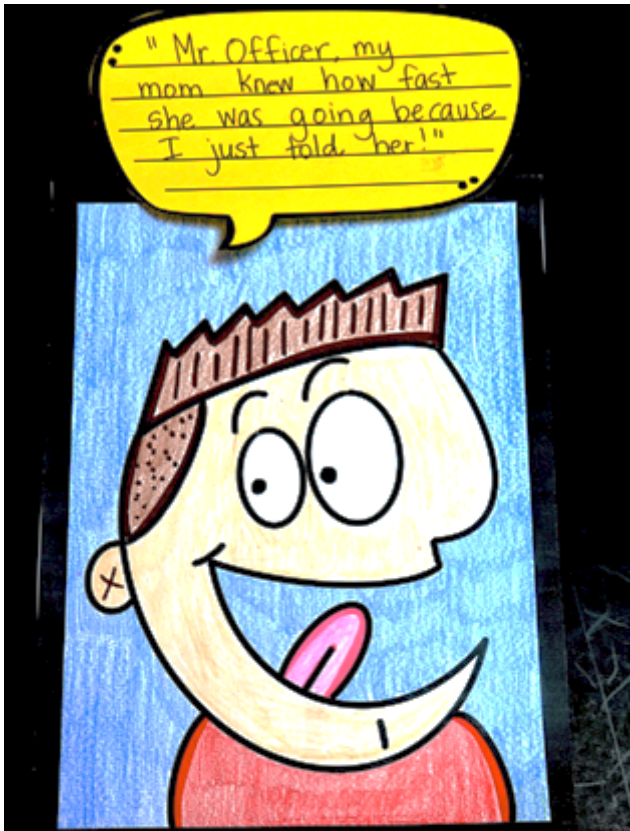


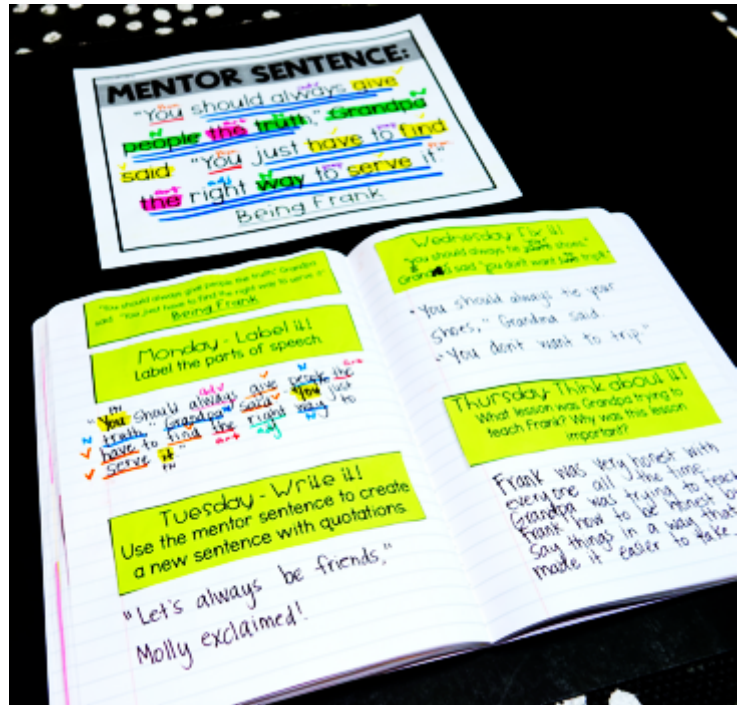
# Rooted in Reading

Katie King & Amy Lemons

## 3RD & 4TH GRADES



**Being FRANK**  
Frank believes that honesty is the best policy. He always tells everyone the truth. His grandpa helps Frank learn how to be honest but still be kind while doing so.



# The Standards

## COMPREHENSION

RL.3.1, RL.3.3, RL.4.1, RL.4.3

## VOCABULARY

RL.3.4, L.3.4A, RL.4.4, L4.4A

## GRAMMAR

L.3.1.I, L.4.1F

# The Standards

## COMPREHENSION

3.7CG, 3.8D, 4.8D, 4.7BCG

## VOCABULARY

3.3AD, 3.7F, 4.3D, 4.7F

## GRAMMAR

3.11Di, 4.11Di

# Lesson Plans

## BEING FRANK

	READING	VOCABULARY	GRAMMAR	
<b>M</b>	<p>Introduce the book of the week <i>Being Frank</i>. After reading and discussing show students the digital anchor chart for Describing Characters. Talk to students that about the difference between character traits and feelings. Feelings give us insight into figuring out how to describe the character!</p> <p>After Reading: Watch the digital short: <a href="http://bit.ly/RIRScor">http://bit.ly/RIRScor</a> to help examine the differences between emotions and traits.</p> <p>Follow Up Activity: Have students complete the half sheet that correlates with the animated short. Students record the character traits and emotions. Then they will draw and write what they learned about the character. Share out in partners or ask a few students to share to the group.</p>	<p>Use the vocabulary cards and definitions to introduce the words for the week. These cards can be displayed throughout the week. Students can keep their vocabulary sheet to refer to.</p>	<p>This week we will focus on complete sentences with subjects and verbs. Use the digital posters to discuss these skills.</p> <p>Finish to Make a Sentence: Students cut the rectangle out and in between the flaps. Students will glue only under the title. Each subject. They</p>	
<b>T</b>	<p>Before Reading: Students should complete the journal entry of the day. Use the discussion cards as an introduction to rereading <i>Being Frank</i>. Discuss the digital anchor chart for Examining Characters.</p> <p>After Reading: Complete the whole class anchor chart to examine Frank. Discuss Frank's thoughts, actions, and words. Students use the cards to add to the anchor chart. They can also use the printable as well to record what was written on the anchor chart.</p> <p>Follow Up Activity: Students should use what they have found out about his actions and thoughts to come to a conclusion about his character trait. Used the mini-book.</p> <p><small>POOLed*Reading</small></p>	<p><b>W</b></p> <p>Have students come up with a new name for themselves that is indicative of their personalities (See example). This would be a great opportunity for an activity called Stand up- Hand Up- Pair up. Students walk around the room and introduce themselves with their new names and explain why they picked it.</p> <p>Have students complete the fiction and nonfiction passages (Copy these front/back).</p>	<p><b>VOCABULARY</b></p> <p>Vocabulary Prompt: Students complete their vocabulary prompt for the day.</p> <p>Read the Definition: Students read the definitions and match the term with the correct definition. Students then write three vocabulary words in sentences.</p>	<p><b>GRAMMAR</b></p> <p>Is it complete? Students cut out the rectangle and glue it in between the rectangle and the title. Students glue under the title. Students decide if the flap has a complete or incomplete sentence. Students identify the subject and verb. If complete, students write complete under the flap. If not, students make it complete under the flap.</p>
<b>T</b>	<p>Read the Nonfiction Reader: <i>Two Truths and a Lie</i>. Discuss with students how the book addresses two types of lies: lies that people have told that impacted history AND lies or half-truths that we believe about what happened in the past.</p> <p>After Reading: Use the whole class anchor chart and/or the printable to record new information learned. On the printable have students focus on what particular topic.</p>	<p><b>T</b></p> <p>Vocabulary Prompt: Students complete their vocabulary prompt for the day.</p> <p>Synonyms and Antonyms: There are three options to choose from. Students match the vocabulary word to the synonyms/antonyms.</p>	<p>Sentence Scoot: Put the sentences up around the room. Students will visit a sentence. They decide if the sentence is complete, missing a subject, or missing a verb. Students write this on their recording sheet.</p>	
<b>F</b>	<p>Students should complete the Comprehension Check.</p> <p>Have students complete the Draw and Respond activity to show what they have learned about Frank. Students can use the speech bubbles to write something that Frank did or would say. They can also write a summary of the character or story on the writing pages.</p> <p><small>POOLed*Reading</small></p>	<p><b>F</b></p> <p>Vocabulary Prompt: Students complete their vocabulary prompt for the day.</p> <p>Vocabulary Assessment: Students read the sentences with the missing words. Students write the vocabulary word in the correct sentence by using their context clues.</p>	<p>Assessment: Students read and answer the questions.</p>	

## BEING FRANK

	READING	VOCABULARY	GRAMMAR
<b>M</b>	<p>Look back through the book and address the characters' names. Use the digital anchor chart as well. If there are words that students don't know the meaning of, address them as a class.</p> <p>Have students come up with a new name for themselves that is indicative of their personalities (See example). This would be a great opportunity for an activity called Stand up- Hand Up- Pair up. Students walk around the room and introduce themselves with their new names and explain why they picked it.</p> <p>Have students complete the fiction and nonfiction passages (Copy these front/back).</p>	<p><b>VOCABULARY</b></p> <p>Vocabulary Prompt: Students complete their vocabulary prompt for the day.</p> <p>Read the Definition: Students read the definitions and match the term with the correct definition. Students then write three vocabulary words in sentences.</p>	<p><b>GRAMMAR</b></p> <p>Is it complete? Students cut out the rectangle and glue it in between the rectangle and the title. Students glue under the title. Students decide if the flap has a complete or incomplete sentence. Students identify the subject and verb. If complete, students write complete under the flap. If not, students make it complete under the flap.</p>
<b>T</b>	<p>Read the Nonfiction Reader: <i>Two Truths and a Lie</i>. Discuss with students how the book addresses two types of lies: lies that people have told that impacted history AND lies or half-truths that we believe about what happened in the past.</p> <p>After Reading: Use the whole class anchor chart and/or the printable to record new information learned. On the printable have students focus on what particular topic.</p>	<p><b>T</b></p> <p>Vocabulary Prompt: Students complete their vocabulary prompt for the day.</p> <p>Synonyms and Antonyms: There are three options to choose from. Students match the vocabulary word to the synonyms/antonyms.</p>	<p>Sentence Scoot: Put the sentences up around the room. Students will visit a sentence. They decide if the sentence is complete, missing a subject, or missing a verb. Students write this on their recording sheet.</p>
<b>F</b>	<p>Students should complete the Comprehension Check.</p> <p>Have students complete the Draw and Respond activity to show what they have learned about Frank. Students can use the speech bubbles to write something that Frank did or would say. They can also write a summary of the character or story on the writing pages.</p> <p><small>POOLed*Reading</small></p>	<p><b>F</b></p> <p>Vocabulary Prompt: Students complete their vocabulary prompt for the day.</p> <p>Vocabulary Assessment: Students read the sentences with the missing words. Students write the vocabulary word in the correct sentence by using their context clues.</p>	<p>Assessment: Students read and answer the questions.</p>

# COMPREHENSION

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

{Nonfiction Passage}

## TRAFFIC LAWS

Directions: Read the passage and answer the question.

Until the early 1900s there wasn't much need for traffic laws on the streets of the United States. Up until now carriages and foot traffic allowed for people to mostly govern themselves. With the explosion of the automobile industry, it became obvious that someone needed to help bring order to the roads. In 1913 4,000 people died from automobile accidents. This also happened to be the same year that Henry T. Ford's models were introduced to the public. Police officers tried to direct traffic by standing in the middle of the intersection, but with so much confusion, they were fighting a losing battle! The first stoplight was put into action in Cleveland, Ohio in 1914. This light only had a green and red bulb, and it was operated by a police officer sitting in a control booth to the side of the road. In 1925 William Phelps Eno published a book titled *Street Traffic Patrol*. This book was then used as the basis for the country's traffic laws. Connecticut was the first state to put in speed limit laws in 1901, but many states didn't put any into effect until 1930. Speed limit laws have changed due to a couple of factors. In the 1970s speed limits were set at 55 miles per hour to save money and resources. Gas is expensive and we have a limited amount of this resource on earth. As cars have gotten faster some states have raised their speed limits. While most states set a little bit to 65 or 70 miles per hour, other states like Montana, Nevada, and Wyoming have set driving limits possible at 80, 90, and even 100 miles per hour. (Rock out 100)

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

{Fiction Passage}

## JOSIE AND THE CHORE LIST

Directions: Read the passage and answer the questions.

When Josie gets home from school, her work is just beginning. She makes herself a quick shower, changes into her grungy farm clothes. First on her list of chores is to make sure all of the animals have enough food and water. Josie lives on a little hobby farm about 15 minutes away from school. Most of her friends live in neighborhoods with lots of kids and their parents. Josie's neighbors consist of her twenty year old pony, a pot bellied pig, two Nigerian dwarf goats, and three dozen hens. If you have a few minutes and a stool to sit on while you listen, ask Josie about the rooster that they used to have. That is quite a story!

Sometimes the chore list feels long, but Josie knows that her parents depend on the extra eggs and goat's milk brings in. Her dad works at an automobile parts store in town and her mom is a kindergarten teacher, but everyone pitches in on the farm. After she makes sure the animals are fed and watered, Josie checks the order list hanging in the barn. There is a cooler on the front porch that holds bottles of frothy goat's milk and cartons of eggs. When the eggs come to pick up their goodies, they slip their cash into the envelope hidden under a cotta flower pot overflowing with blooms. Josie then transfers the money to a tin can counter.

Her laundry list of chores is her least favorite: raking out the stall. This job usually involves a large pile of manure and sometimes a run in with a grumpy goat. After she hoses the stall out, Josie rewards herself with a bareback ride on her best friend, Lightning. Lightning takes off for the pasture closest to the house, determined to enjoy those long, sunny days before the sun settles in for the night behind the trees.

How is Josie's living situation alike or different from yours?

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

{Being Frank}

## COMPREHENSION CHECK

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

- What policy does Frank believe is best?
  - Make new friends. Keep the old. One is silver and the other is gold.
  - Honesty is the best policy.
  - Always be kind.
  - None of the above.
- What grownups in Frank's life appreciate the way he talks?
  - His teachers
  - Police officers
  - His parents
  - The neighbors
- What's the best way to describe Frank at the beginning of the book?
  - vicious
  - blunt
  - mean
  - grumpy
- How are elements of humor added to the book?
  - Naming the main character "Frank"
  - Picking funny topics to talk about
  - Having the characters react in over-the-top ways
  - All of the Above
- What lesson do you learn from Frank?
  - Lie, lie, lie
  - Keeping friends happy is the number one priority
  - Tell the truth but deliver it nicely
  - All of the above

- What role does Grandpa play in the book?
  - villain
  - disciplinarian
  - mentor

7. How does Frank change from the beginning of the book to the end?

- Frank tells Mrs. Peacock the truth when he says that her hat is one of a kind.
  - True
  - False

9. How is the word "frank" used two different ways in the book?

10. Tamara's friends called her a Debbie Downer. If they were planning an activity, Tamara always pointed out the worst case scenario. When the girls wanted to hike to their favorite honeysuckle bush, Tamara told everyone about the six different bugs that would bite them on the way. When all bought cones from the ice cream truck and Tamara's fell to the ground, her only response was, "Of course that would happen to ME!" One day in early fall, Tamara's best friend Jackie lost her dog. When the dog showed up the next day covered in mud but wagging his tail with excitement, Tamara was too grossed out by the mess that Scruffy made to enjoy the moment. Tamara's friends loved her, but sometimes they wished she would see the brighter side of things.

What can you infer about Tamara's personality? Provide evidence from the text to support your answer.

# COMPREHENSION

## Describing CHARACTERS

It is important to understand the difference between what a character is feeling in the moment and what their personality is like. Somebody can be angry in the moment (feeling), but if they continuously do people's feeling (trait) we would say they are angry.

### Examining CHARACTERS

**THOUGHTS**

Is he hard on himself? Does he get upset when people are mad at him? Does he try to come up with a way to make things better?

### NAMES with MEANING

One way that author Jerry W. Earnhardt adds humor and interest to this book is how she names her characters. It was definitely not an accident!

Mr. Wiggles  
Mrs. Peacock  
Dotty  
Carol  
Earnest  
Frank  
MR. PICKLE

## Examining FRANK

**THOUGHTS** **WORDS** **ACTIONS** **TRAIT**

"She knew how fast she was going Officer!"

**WORDS** **ACTIONS** **TRAIT**

### Examining CHARACTERS

Name: Jerome "Soar"

TRAITS	EMOTIONS
determined creative crafty	-disappointed -happy!

The little girl is disappointed at one time but a trait of hers is that she is determined!

He is: Patient  
I went always enthusiastic  
I play with my 4 cousins. I will "build" cars, sing songs, bounce on my lap. We could play for hours. I don't

Hello!  
my name is: Rocky  
I love to play my drums at FULL BLAST and rock out to the latest hits in my room. Sometimes makes my dad mad but can't help it. I was born to ROCK!!

### THINKING ABOUT READING

Create a short comic strip showcasing a situation in which you were a little TOO honest like Frank

### THINKING ABOUT READING

The word "blunt" is another homonym that applies to this book. Write and draw about the two definitions for the word blunt.

blunt knife : not sharp... almost dull  
blunt statement : forceful.

### THINKING ABOUT READING

Would you rather a friend be extremely honest with you or lie to you to protect your feelings? Explain.

I would like my friend to be honest. I know that case about me. If a stranger would tell me, he might be making fun.

### THINKING ABOUT READING

There is a proverb that says "you catch more flies with honey than vinegar." How does this apply to being Frank? Do you agree or disagree with this phrase?

Frank learns he can say the same thing but say it sweetly!

### BEING FRANK Book Questions by Downy W. Kambourell

1. What relationship do you have with your grandfather? Do you have someone in your life like that? Who is it?  
2. Why do you think they would hurt you?  
3. In this book, what do you think Mrs. Peacock and Mr. Pickles are the realists? How do you know?  
4. Why or why not?

... and discuss how Mrs. Peacock and Mr. Pickles. What do you think Frank can learn from these scenarios?

# ANCHOR CHART

**EXAMINING CHARACTERS**

**FRANK**



**THOUGHTS**

- Thought: he should tell the policeman everything
- Thought: realized he was hurting feelings
- Thought: everyone was okay with how he talked
- Thought: it is best not to lie to anyone

**WORDS**

- Words: "Your teacher looks like a pet weasel"
- Words: "Your breath smells funny"
- Words: "Your voice is shrieky"

**ACTIONS**

- Actions: Wrote his mom a poem
- Actions: Made up with his friends
- Actions: Changed the way he delivered honesty
- Actions: Learned how to be honest & kind
- Actions: Asked for advice

**EXAMINING CHARACTERS**

**FRANK**



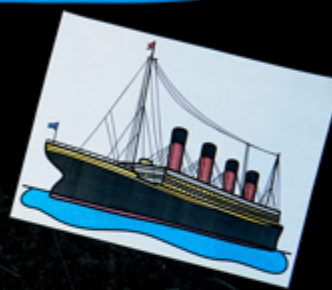
**THOUGHTS:** Being Honest Was the best thing to do.

**WORDS:** He said things like "your singing is shrieky" and hurt others' feelings.

**ACTIONS:** He asked for help from his grandpa so he would not make people upset.

**UNCOVERING THE**

**LIES**



**LIE: TRUTH:**

**LIE: TRUTH:**

**LIE: TRUTH:**

**LIE: TRUTH:**

**LIE: TRUTH:**

# Nonfiction Reader

The Nonfiction Reader can be found as a separate file in the zip folder. This allows you to share the document with student devices. Please make sure that sharing settings are not made public as to protect the content of Rooted in Reading.

## Thomas Edison

Born in 1847 Thomas Edison began his career as an inventor at the age of eleven years. He was known for his many inventions and began his career as an inventor at the age of eleven years. He was known for his many inventions and began his career as an inventor at the age of eleven years.

## TWO TRUTHS and a Lie

ROOTED in Reading

## Two Truths and a Lie

A popular quick and easy game that people play to get to know each other is called "Two Truths and a Lie." The premise of this game is to tell others three statements that could feasibly be true. The other participants have to guess which statement is false. This game is relevant to discussing historical events because there is so much misinformation around famous incidents. Whether it be due to rumors gone wild or the fact that sometimes the truth is really, really ugly and people do not want to face it, it is important to search out the reality when you know better, you do better!

Let's take a look at one of the most popular stories about Americans First president, George Washington. Children all over America have learned that George Washington had a set of wooden teeth! While it is most certainly true that Washington had many dental issues, his false teeth were actually made out of rare hippopotamus ivory, human teeth, and wild fasteners. It was extremely hard for Washington to maintain the desired white color on his dentures so the rumor probably began because the dentures turned brown so easily.

## P.T. Barnum

Barnum claimed his Flat out lies as long as it entertained. It is reported that P.T. Barnum was such an arts man for the Flat that he employed 26 journalists to travel with him and hype up his shows in the press. After entertaining over 82 million visitors, his museum burnt down for a second time in 1868. He decided to take his act on the road. Fulltime began his traveling circus in 1870. By joining forces with James Bailey, the Barnum and Bailey Circus became the most popular show in 1871.

What can we learn from REALLY diving into history and research? We have to be careful and make sure we aren't holding on to the lies with the truth!

## Trojan Horse

One of the most famous lies in ALL of history came in the form of a gift. Thousands of years ago the Greeks and the city of Troy had been at war for around 10 years. Queen Helen of Sparta was abducted by the Trojan prince Paris. The Greek Army dispatched hundreds of ships to get Queen Helena back and began a series of battles and conflicts that lasted for 10 years. Until that is, the Greeks left a large wooden horse outside the gates of the city of Troy. The people of Troy debated and ignored the warnings of princess Cassandra and eventually wheeled this gift inside the walls of their city.

As the Greeks sailed away, the presumed peace offering of a horse was left in the middle of the city. At some point in the dark of the night, several members of the Greek army crept out from inside of the horse. They opened the gates from the inside and allowed the rest of the Greek army inside. Odysseus and his troops defeated the city of Troy before they really even understood that they had been duped.

## TWO TRUTHS and a LIE

Truth

Truth

LIE

## TWO TRUTHS and a LIE

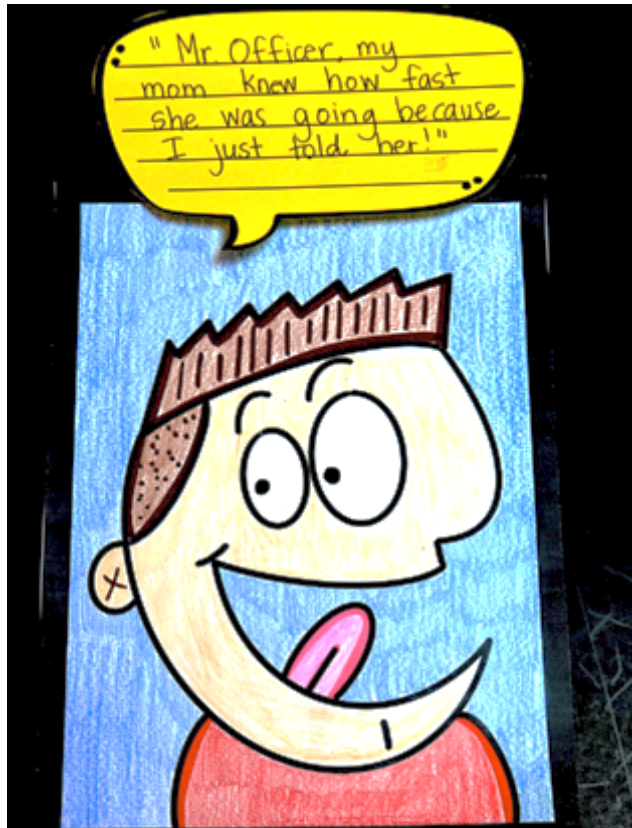
Truth

Truth

P.T. Barnum claimed an 80 yr old woman was really 161 yrs old and charged people to see her.



# DRAW & RESPOND



## Being **FRANK**

Frank believes that honesty is the best policy. He always tells everyone the truth. His grandpa helps Frank learn how to be honest but still be kind while doing so.

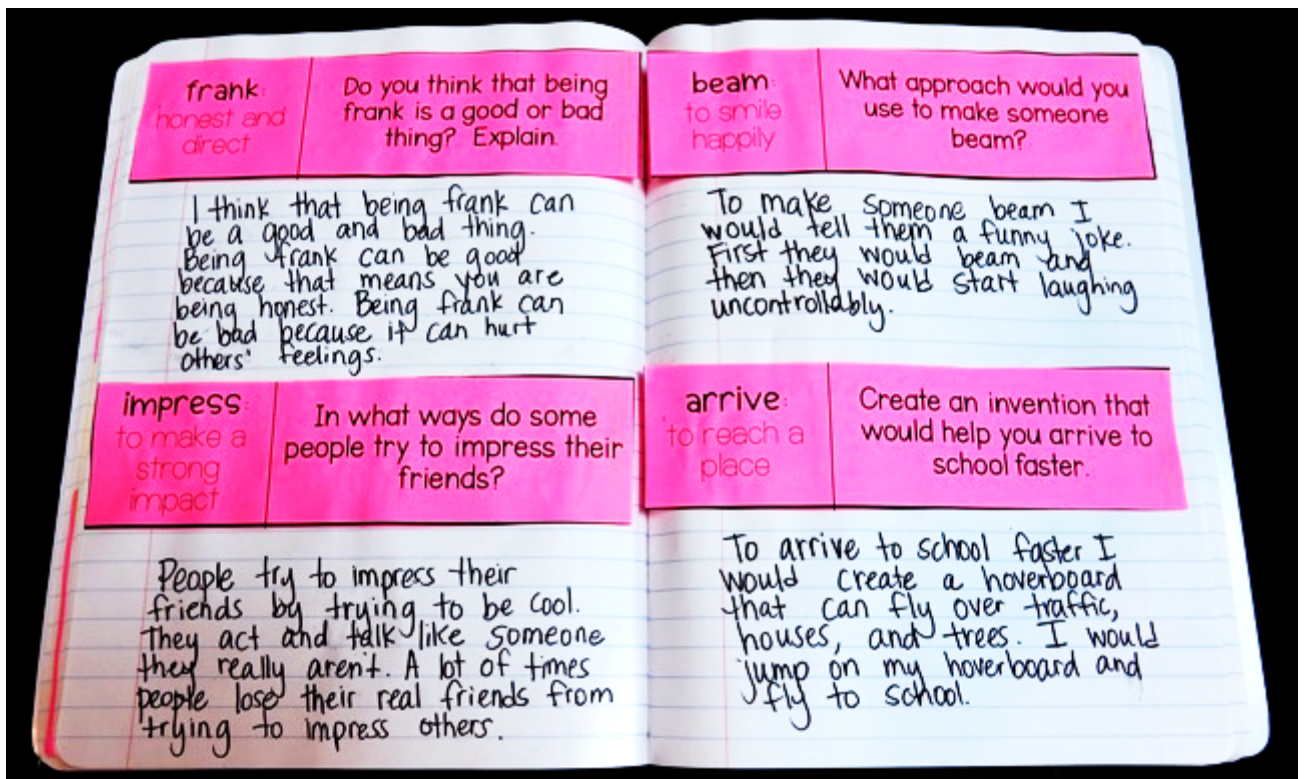
**CHARACTERIZATION:**  
Students create the main character. They can then respond to the story by writing in a speech bubble something that Frank says that was "just too frank." They can also write about the text on one of the writing pages. There are different writing options to choose from.

# VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

Vocabulary Prompts: Students can glue these into their spirals at the beginning of the week. Each student responds to the vocabulary prompts.



# VOCABULARY

Vocabulary Activities: Students complete the activities throughout the week to build their knowledge of the words.

**BEING FRANK**  
MATCHING SYNONYMS

frank	discuss
impress	reach
mention	direct
arrive	grin
beam	rule
policy	influence

**BEING FRANK**  
MATCHING ANTONYMS

frank	ignore
impress	depart
mention	without guidelines
arrive	disappoint
beam	dishonest
policy	scowl

**Being FRANK**  
MATCHING SYNONYMS + ANTONYMS

SYNONYMS	VOCAL WORD	ANTONYMS
discuss	frank	ignore
reach	impress	depart
direct	mention	without guidelines
grin	arrive	disappoint
rule	beam	dishonest
influence	policy	scowl

**BEING FRANK VOCABULARY**

WORD: frank	honest and direct
WORD: arrive	to make a strong impact, to make interested
WORD: mention	to speak of briefly in passing
WORD: beam	to reach a place, to come to a place
WORD: policy	to smile happily
	an idea that guides the way you live and behave

**BEING FRANK VOCABULARY**

WORD: frank	honest and direct
WORD: arrive	to make a strong impact, to make interested
WORD: mention	to speak of briefly in passing
WORD: beam	to reach a place, to come to a place
WORD: policy	to smile happily
	an idea that guides the way you live

**READ THE DEFINITION**

frank	impress	mention
arrive	beam	policy

- to make a strong impact, to make interested: impress
- to reach a place, to come to a place: arrive
- an idea that guides the way you live and behave: policy
- to smile happily: beam
- honest and direct: frank
- to speak of briefly in passing: mention

Choose 2 vocabulary words to write into sentences below:

I **mentioned** to my little sister that she is too **frank** with others.

Instead of **beaming**, she cried.

**Being Frank**

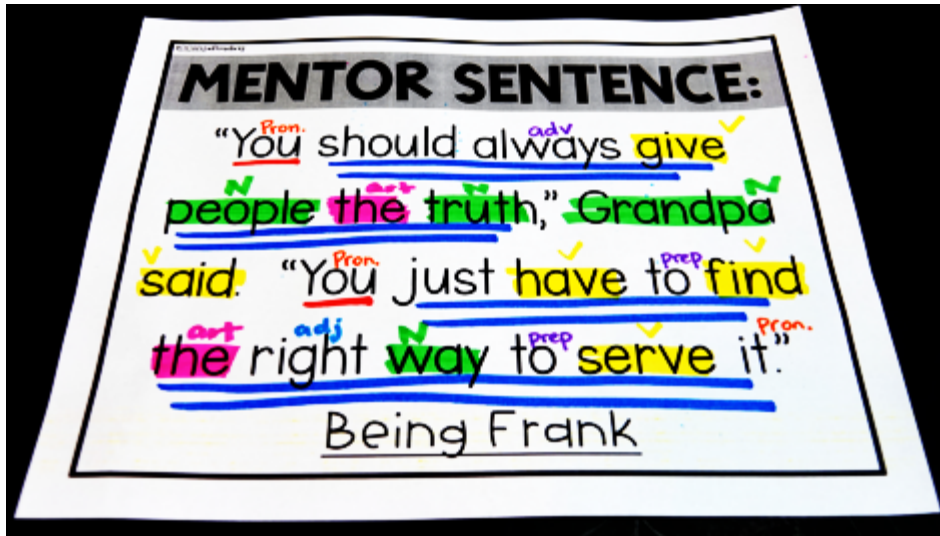
Use the vocabulary below to complete the sentences.

frank impress mention arrive beaming policy

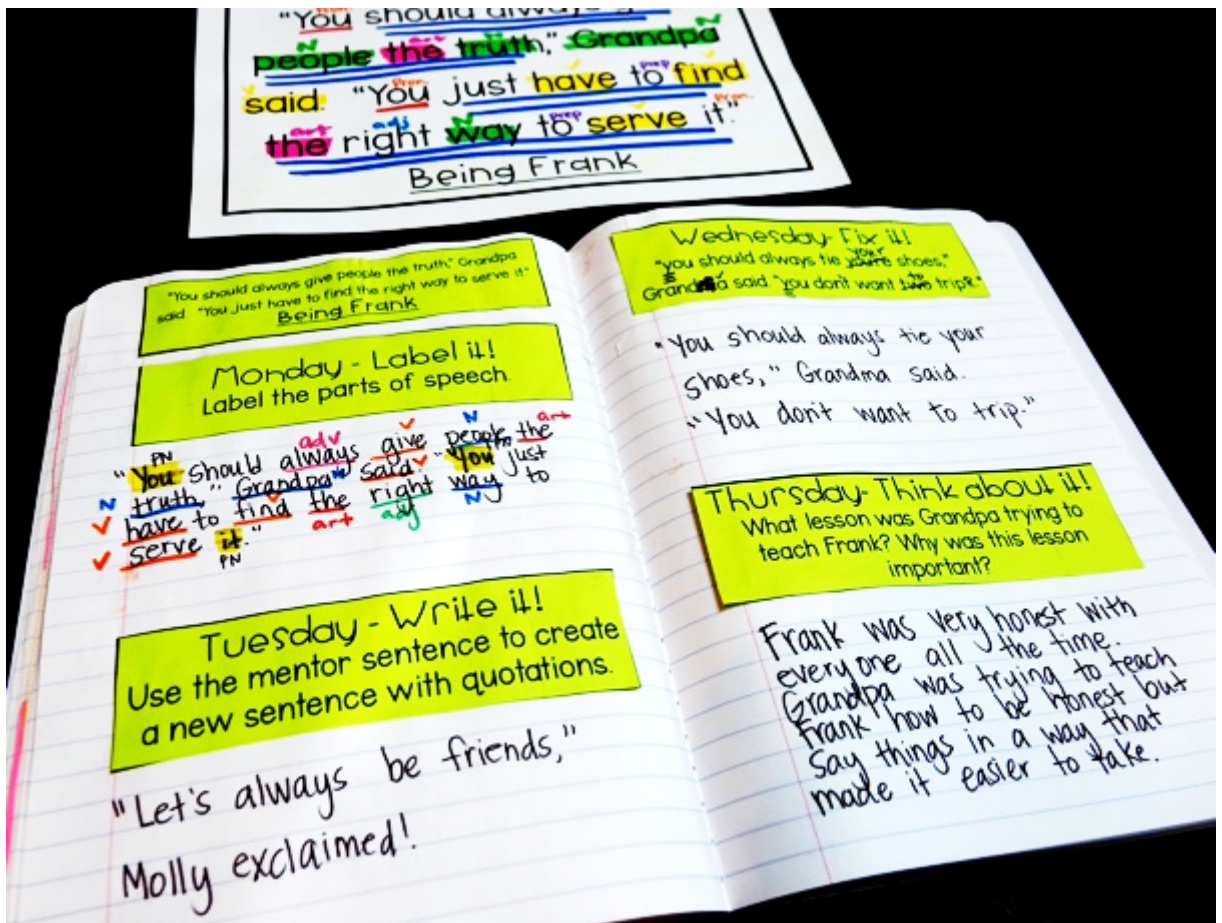
- Should I **mention** the bad grades I received to my parents tonight?
- My family has a **policy** that says we must never go to sleep angry.
- The students do not normally **arrive** at school until 8:00, but today they must be early for the field trip.
- Our soccer coach is gentle but **frank** when someone on the team makes a mistake.
- Juan was **beaming** from ear to ear after he made a basket during the game.
- Ruby tried to **impress** her friends by ~~meaning~~ **being** mean to Anna, but it did not work.

# Daily Deep Dive

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. This is a great warm-up to grammar!



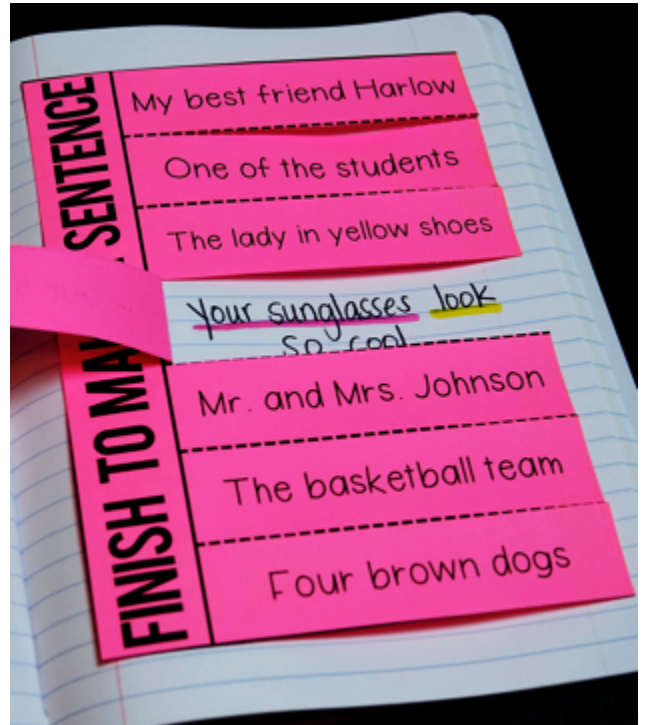
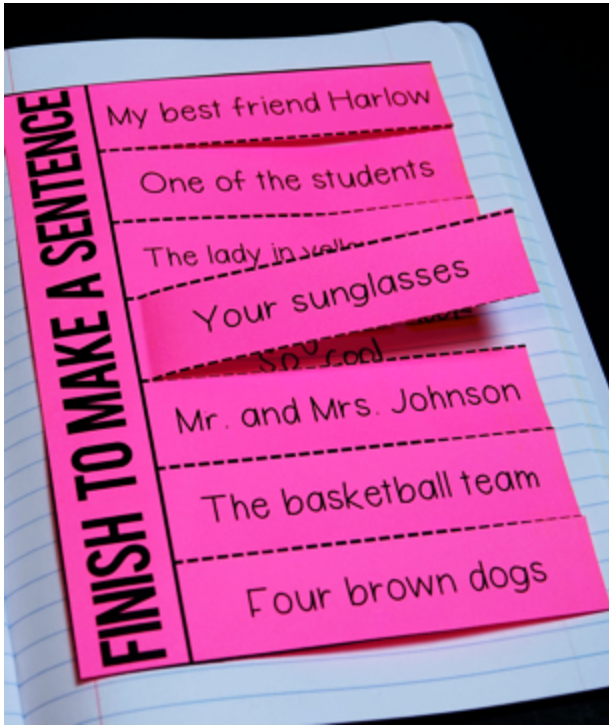
When labeling the parts of speech, you can do as much or little as your class is ready for. You may want to choose a focus such as subject, predicate or nouns, verbs.



# SENTENCES

M: Finish to Make a Sentence

T: Sort it Out!



Name \_\_\_\_\_

## SORT IT OUT!

Cut out the sentences at the bottom. Sort the cards into the two categories.

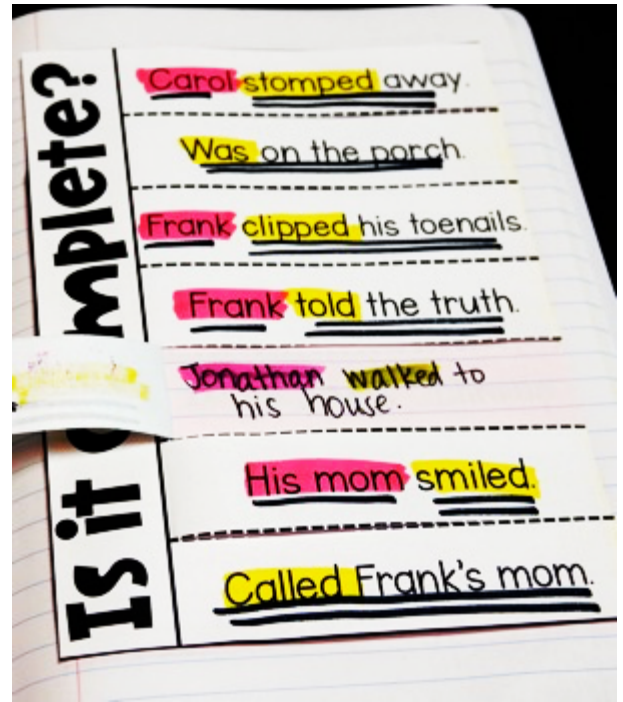
MISSING SUBJECTS		MISSING VERBS	
My brother	sings while in the shower.	Five white ducks	Swim in the pond.
Nancy	arrived late to the party.	The all-star baseball team	goes to the field.
The baby	plays the violin in the band.	My great uncle Juan Carlos	is funny.
Mr. Brown	eats an apple every single day.	A black cat and a white dog	are friends.

# SENTENCES

W: Is it Complete?

TH: Sentence Scoot

F: Assessment



Honesty is the best policy  
 ... on the way home

Name \_\_\_\_\_

## SENTENCES

Write COMPLETE if the sentence has a subject and verb. Write SUBJECT if the sentence is missing a subject. Write VERB if the sentence is missing a verb.

1	Complete	9	Verb
2	Subject	10	Complete
3	Subject	11	Complete
4	Verb	12	Subject
5	Subject	13	Complete
6	Complete	14	Subject
7	Subject	15	Verb
8	Verb	16	Subject

Name \_\_\_\_\_

## ASSESSMENT

- Is this sentence complete? If so, highlight the subject yellow. Highlight the verb blue.  
 Dotty pulled her hood over her face. ✓  
 yes     no
- Is this sentence complete? If so, highlight the subject yellow. Highlight the verb blue.  
 Popping a mint in her mouth. ✗  
 yes     no
- Is this sentence complete? If so, highlight the subject yellow. Highlight the verb blue.  
 Knew how fast she was going. ✗  
 yes     no
- Is this sentence complete? If so, highlight the subject yellow. Highlight the verb blue.  
 The Ferris wheel. ✗  
 yes     no
- Is this sentence complete? If so, highlight the subject yellow. Highlight the verb blue.  
 He walked down the block to Grandpa's house. ✓  
 yes     no

Answer the questions using complete sentences. Highlight your subjects yellow and your verbs blue.

Who is your best friend? My best friend is John Michael Campos.

What is your favorite food? Pizza and chips taste the best!