May 6, 2020

Dear AFE Families,

As we continue to abide by Delaware’s social distancing guidelines, schools will remain physically closed for both students and teachers for the remainder of the year. New learning will begin this week and will continue until June 16, 2020.

Attached you will find the paper/pencil learning packet that you requested for your child. The learning packet aligns with the concepts covered in the online remote learning activities and includes items covering Reading/Language Arts, Mathematics, and Essential Arts. For students receiving special education services, a guideline of support is included in this packet as well. This packet will contain activities for the remainder of the school year.

Students should work through the packet throughout the week at a pace that is determined by the classroom teacher and that works best for your child. In addition to the learning packet, it is recommended that your child does the following independent activities:

✓ Read for 20 minutes per day.
✓ Practice Math Fluency (addition facts, multiplication facts, etc.) for 10 minutes per day.
✓ Participate in physical activity for 30 minutes per day.

Your child’s teacher will be reaching out to you and your child via telephone 1-2 times a week to provide support and review material in the packet. Please be aware that when they call to discuss the packet the caller ID may indicate that the phone number is blocked or an unknown number. If you see these on your phone please pick up the phone as it could be your child’s teacher or a school staff member attempting to contact you. When contacting the home, the teacher will communicate first with the parent/guardian and then speak to the child. You are welcome to remain on the line with your child or put the call on speaker phone if you wish.

Students will get credit for completing the packets based on the phone calls, conversation and dialogue your child has with the teacher regarding the information in the packet.

If your child is having difficulty with a concept or a particular part of the packet, please reach out to your child’s teacher.

Thank you for your support during these unprecedented times. As a community, we will get through this together. Go Riders!

Sincerely,

Julie Lavender
# Pencil-Paper Packet

<table>
<thead>
<tr>
<th>Week</th>
<th>Take Home Resource</th>
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<tbody>
<tr>
<td>1</td>
<td>iReady&lt;br&gt;Grade 3 Reading Student At-Home Activity Packet 1&lt;br&gt;Pages 10-16</td>
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<td>2</td>
<td>iReady&lt;br&gt;Grade 3 Reading Student At-Home Activity Packet 1&lt;br&gt;Pages 17-30</td>
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<td>3</td>
<td>iReady&lt;br&gt;Grade 3 Reading Student At-Home Activity Packet 1&lt;br&gt;Pages 31-46</td>
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<td>4</td>
<td>iReady&lt;br&gt;Grade 3 Reading Student At-Home Activity Packet 2&lt;br&gt;Pages 11-20</td>
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<td>5</td>
<td>iReady&lt;br&gt;Grade 3 Reading Student At-Home Activity Packet 2&lt;br&gt;Pages 21-36</td>
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<tr>
<td>6</td>
<td>iReady Grade 3 Reading Student At-Home Activity Packet 2&lt;br&gt;Lesson 8 and Lesson 7&lt;br&gt;Pages 37-49</td>
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Independent Reading!

Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn’t just about the books on the shelves—it’s about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don’t worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality material for kids:**

- www.starfall.com
- www.storyplace.org
- www.uniteforliteracy.com
- www.storynory.com
- www.freekidsbooks.org
- en.childrenslibrary.org
Lesson 8
Determining the Central Message

Learning Target
Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

Read

Many stories have a central message, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the key details will help you to find the central message and understand what you read.

Look at the cartoon. Think about a lesson the boy learns by the end.

Don’t let go of me!

I can do it!
Think  The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

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What Is the Central Message?

Talk  Using the key details in the chart, talk about the central message of the cartoon.

Academic Talk
Use these phrases to talk about the text.
- central message  - key details
The Girl and the Apples
by Tala Rutche1

1. One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.

2. The girl asked the farmer, “Quick, tell me how long you think it will take me to get back home.”

3. The farmer thought carefully. Then he said, “Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It’s your choice.”

4. The girl thought, “How can that be? How can it take so long if I go fast?”

5. The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.

6. And suddenly . . . bump! Off fell some apples.

7. Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.

Close Reader Habits

Underline key details that help you figure out the central message.
How can key details help you figure out what lesson the girl in the story learns?

Think

1. Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

   Key Details (the Girl)

   Key Details (the Farmer)

   What Is the Central Message?

Talk

2. Think about the message of the story. Talk about what the girl learned.

Write

3. Short Response: What is another lesson the girl might learn from what happened? Use the space provided on page 14 to write your answer.

   HINT: What might the girl think about the farmer’s advice by the end of the story?
Write Use the space below to write your answer to the question on page 13.

The Girl and the Apples

3 Short Response What is another lesson the girl might learn from what happened?

HINT What might the girl think about the farmer’s advice by the end of the story?

Don’t forget to check your writing.
Tools for Instruction

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it
involves greater understanding of the importance of particular events or details. To summarize, students tie
together key events and details to form concise statements. Provide practice with this skill by modeling how to
consolidate and categorize—for example, replacing pencils, paper, notebooks, folders with the general term school
supplies. This skill is central to summarizing, and helps students learn how to eliminate unimportant information
and capture the main idea from what remains.

Step by Step  30–45 minutes

1. Introduce and explain summarizing.
   - Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, When
     you retell a story, you tell details and events in the order they happened.
   - Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.
     
     This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about
today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were
going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.

   - Then say, You can use what you know about retelling to summarize. When you summarize, you tell about the
details, just like with retelling. But you make it much shorter by only telling the most important details.
   - Use the same information from the retelling to summarize.

     This morning we gathered for our morning meeting. We talked about today's weather and about the book
     that we were going to read later on at story time.

2. Model summarizing text.
   - Say, Summarizing is a good way to remember what you read. Let's summarize a story together. Then read aloud a
     story, such as A Bargain for Frances, by Russell Hoban.
   - As you read, pause occasionally to model how you summarize.

     Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are
     interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to
     Thelma's, I can summarize these two pages like this: Frances is going to play at Thelma's.

   - Record and display summary statements as you generate them.

Support English Learners  Summarizing requires that students understand how ideas and details are
connected, which requires some background knowledge. Try to select texts that match students' background
knowledge, and fill in gaps as needed.
Provide guided practice with summarizing text.

- Continue reading, and pause to engage students in summarizing with you. Focus attention on specific summarizing skills, such as combining related information.

  *Thelma offers to sell Frances her cups and saucers, sugar bowl, cream pitcher, and teapot. This is a long list to remember! When readers summarize, they think about how lists like this are related. Think about how these things Thelma is selling are alike. What is a name we can give them? (tea set) So how can we summarize this page? (Thelma offers to sell Frances her tea set.)*

- Continue to record summary statements.
- When you have finished reading, read the summary statements in order for a summary of the entire story.

Provide repeated practice with summarizing text.

- Use additional read alouds to provide frequent practice with summarizing.
- Provide these question prompts to help students transfer summarizing to independent reading.
  
  - What are the most important things about _________?
  - What's interesting about _________ but not so important?
  - Can you think of one word to describe _________, _________, and _________?
  - What is a shorter way to tell what happened when _________?

**Connect to Writing** Have students divide a sheet of paper into as many boxes as chapters in the book, or into three sections for beginning, middle, and end. As they read independently or listen to read alouds, have students draw and/or write the most important ideas, one per box.

Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
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<tr>
<td>difficulty distinguishing important ideas and details</td>
<td>using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process to practicing with a story or poem.</td>
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<td>difficulty determining how ideas or events in a story can be condensed</td>
<td>using relatable examples. You might say, <em>What's another way to tell what's happening when students tidy up their desks, put on their jackets, and line up by the door?</em> (It's time to go home.) Relate this to combining events in a story.</td>
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Once a farmer rented some land. "How much does it cost to use this land?" the farmer asked the landowner.

The owner wanted to get the better part of the deal. So he said, "I'll take the top half of the crop, and you can take the bottom half."

But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.

The owner knew he had been outsmarted. He said, "Next year, I want the bottom half of your crops."

So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That's what the farmer gave to the owner.

This time the owner said, "Next year, I'll take the top and the bottom. You can have the middle."

So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.

For a third time, the owner had been outsmarted. Now it was the farmer's turn to suggest a deal. "From now on," he said, "why don't you take half of whatever I grow? Whatever I get, you will get the same."

This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.
Think

1 This question has two parts. Answer Part A. Then answer Part B.

Part A
What is the central message of “Sharing the Crops”?

A It is wrong to try to cheat others.
B Never make a deal with a clever farmer.
C The best part of a crop is usually at the top.
D If a plan doesn’t succeed, keep trying.

Part B
Which sentence from the story best supports the answer you chose for Part A above?

A “Once a farmer rented some land.”
B “The owner wanted to get the better part of the deal.”
C “This was a fair deal at last.”
D “So this time, the farmer planted corn.”

Talk

2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.

Write

3 Short Response Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 19 to write your answer.

HINT Reread to look for the character who learns a lesson.
Write  Use the space below to write your answer to the question on page 18.

Sharing the Crops

3 Short Response  Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response.

HINT Reread to look for the character who learns a lesson.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Lesson 31
Real-Life Connections

Introduction  When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word friendly? You might remember a time when a friendly classmate smiled at you.
  
  A friendly classmate smiled and said, “Hi.”

- When you think about the word friendly, you might also remember what friendly people and animals in your town or city have done.
  
  A friendly lady in town gives neighbors vegetables from her garden.

  Friendly dogs wag their tails and want to be patted.

Guided Practice  Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.

1. A helpful person might ________.
   - do chores  break a glass  trip and fall

2. If a person is curious, she might ________.
   - go to sleep  read a book  wrap a gift

3. It would be selfish to ________.
   - take all the toys  give presents  help others

4. A student could interrupt a class by ________.
   - writing a story  doing math  talking loudly
Independent Practice

For numbers 1–5, choose the correct answer to each question.

1. How might a patient person act?
   A. tell a friend to hurry up
   B. run to be first in line
   C. refuse to wait for someone
   D. teach a baby something new

2. What might a stubborn person say?
   A. “I like this new food after all.”
   B. “I won’t eat that even if it’s good for me.”
   C. “I agree with you about that.”
   D. “I’ll stay home because you need my help.”

3. What might a generous person do?
   A. help a friend with homework
   B. eat candy without sharing
   C. disobey his parents
   D. scare a friend’s dog

4. How might someone cause confusion?
   A. by solving a problem
   B. by telling the truth
   C. by giving poor directions
   D. by speaking clearly

5. What is a rude thing to do?
   A. invite a friend to a party
   B. talk while others are talking
   C. offer to wash the dishes
   D. help a neighbor plant a garden
Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel’s owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.

2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.

3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel’s back. Last, she climbed on top of it. “Hurry, Zel!” she yelled. “Get me to market as fast as you can!” Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.
One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.

"Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."

"Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.

"Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."

"I will help you," said Touloulou.

The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.
10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11 “Ouch!” Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. “Faster, Zel! Faster!” she yelled.

12 Again Touloulou pinched Madame Charity’s ankle.

13 “Ouch!” shouted Madame Charity.

14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15 “What’s wrong?” people asked.

16 “Hurrying to get to market, I must have hurt my ankle. It’s very painful. Ouch! Ouch! Ouch!”

17 The fish seller said, “Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m.”

18 “Thank you,” said Madame Charity. She was surprised at the man’s kindness.

19 “Let me fix your ankle,” said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20 When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.
Think  Use what you learned from reading the selection to respond to these questions.

1. Which detail in the first part of the story explains why Madame Charity is cruel to Zel?
   A. Zel does not walk to the market as fast as she is able to.
   B. Madame Charity is always angry and mean.
   C. Madame Charity does not have enough sugar and rice to sell.
   D. Everyone in town loves Zel because she is pleasant and kind.

2. Describe how Touloulou helps Zel.

3. This question has two parts. First, answer Part A. Then answer Part B.

   Part A
   What is the central message of this story?
   A. Honesty is the best policy.
   B. Kindness gets better results than anger.
   C. Things are not always as they appear.
   D. Beware of strangers.

   Part B
   Which sentence from the story is most important to the central message of the story?
   A. "Madame Charity, you should get up earlier."
   B. "Then she got angry and yelled at Zel...."
   C. "From that day on, Madame Charity tried not to raise her voice in anger."
   D. "Today he felt sorry for her."
Independent Practice

What is the meaning of the word market as it is used in this sentence from the story?

Every Saturday, Madame Charity sold sugar and rice at a market.
A  a store where food and spices are bought
B  a place where people buy and sell things
C  a street fair where people gather
D  a bank where money is exchanged

Write  A central message of "Zel, the Gentle Donkey" is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

Plan Your Response  Make a list of things from the story that tell about the kindness of some of the characters.

Write an Extended Response  Review the central message of "Zel, the Gentle Donkey." Explain how the characters in the story help deliver this message. Use details from the story to support your answer.
Learning Target

Explain why understanding the central message of a story will help you understand the text you read.
Tools for Instruction

Determine Message, Lesson, or Moral

An important part of reading development is recognizing that a story is likely to convey a message or lesson, and learning how to read closely to determine it. Some stories teach a lesson explicitly, while other stories have lessons that are implied. Determining an implied lesson can be hard for readers because it requires them to go beyond retelling events to more sophisticated skills, such as analyzing details and making inferences. When teaching students how to determine the message, lesson, or moral of a story, it is helpful to use stories with stated and unstated morals so that students can gain confidence in finding the message as they progress from concrete to abstract thinking.

Three Ways to Teach

Analyze a Stated Message, Lesson, or Moral  20–30 minutes

Scaffold students’ ability to determine the message in any story by analyzing stories with stated messages. Help them think about the way the author uses details and shapes events in order to teach a lesson.

- Choose a brief fable—a story with an explicitly stated moral—and read it aloud. Then model for students how to identify the moral and think about how the details in the story point to the lesson readers should learn. The following example is based on Aesop’s “The Boy Who Cried Wolf.”

  In a fable, we are told the story’s lesson at the very end. The lesson is called a moral. So what is the moral of this story? The last line says, “Nobody believes a liar, even when he is telling the truth!” Let’s think about how the details in the story make this lesson clear. We read that the boy was bored and that he lied about seeing the wolf to amuse himself. We also read that the villagers were very upset that they had been tricked, especially the second time. When the boy really sees a wolf, nobody believes him. These details match the moral stated at the end, that “nobody believes a liar.” No one in the village trusted the boy because of his lies.

- Distribute and display Message, Lesson, or Moral Chart, and work together to record details from the story on the chart. Explain to students that the chart is a useful way for them to see how details are connected to one moral or big idea.

- Then provide a selection of other fables for students to practice with independently. Have students work in pairs to read a fable and identify its moral, stated at the end. Have them use the message, lesson, or moral chart to connect story details to the overall lesson. Remind them to think carefully about characters’ words and actions, as well as what happens and why.

- Invite pairs to share their work with the class.
**Determine an Unstated Message, Lesson, or Moral**  10–15 minutes

As students begin to read chapter books, teach them how to think about details and events in order to figure out the lesson the author wants readers to learn.

Choose a section from a current story, or reflect on an entire story that students have recently finished reading. Say, *The author uses the key events in the story to show readers what can happen as a result of certain choices. The author expects us, as readers, to think about what we can learn from these events.* Then model how to determine an unstated message by asking questions about what you read. The following example is based on *Charlotte's Web*, by E. B. White.

What decision did Charlotte make? (to write a message in her web)
Why did she make it? (to help save Wilbur from slaughter)
What happened because of that decision? (Wilbur was chosen for the fair.)
What did everyone learn? (Big or small, we can use what we have to help others.)

Point out that the answer to the last question is the author's message. Help students think about how this message applies to other stories they have read, and to their own lives.

**Convey a Message, Lesson, or Moral**  30–45 minutes

**Connect to Writing**  Ask students to think of a lesson they would want to teach a younger sibling or friend. You might suggest lessons about telling the truth or being nice to one another. Tell them to write their lesson at the top of a piece of lined paper. Then have them each craft a brief story that effectively conveys their lesson. If students need additional support, you might organize them in pairs or small groups to brainstorm. Invite volunteers to share their stories with the class, and discuss the lessons in each story.

**Check for Understanding**

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| difficulty identifying an unstated moral | first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these:  
What was the main character's problem?  
How did that problem get solved?  
Did you think the character did the right or wrong thing?  
What did we learn from this example? |
Message, Lesson, or Moral Chart

Details

Details

Details

Message, Lesson, or Moral
Lesson 33
Words for Time and Space

Introduction How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell when show the time events happen or the order in which they happen. First, second, next, often, at noon, and in the morning are some words and phrases that tell when events happen.

  When Plan your garden in the winter.
  First, decide what to grow.

- Words and phrases that tell where show the position or direction of something. Down, around, under, close to, and on the right are some words and phrases that tell where.

  Where Vegetables grow best in sunny areas.
  Some flowers can grow under trees or climb up walls.

Guided Practice Complete each sentence. If the parentheses ( ) say when, add a word or phrase that tells when. If they say where, add a word or phrase that tells where.

1. ____________, get a shovel and loosen the soil. (when)

2. Plant your seeds, and be sure to water them ____________
   ___________________________________________________________________, (when)

3. The roots of the tiny seedlings will grow ____________
   ___________________________________________________________________, (where)

4. The stems and leaves will grow ____________
   ___________________________________________________________________, (where)

5. Don’t forget to weed your garden ____________
   ___________________________________________________________________, (when)
Independent Practice

For numbers 1–5, complete each sentence by choosing the word or phrase that tells when or where.

1. If you have packets of seeds, _____ read the directions.
   A. slowly
   B. first
   C. carefully
   D. you must

2. It's a good idea to plant _____.
   A. vegetables
   B. many seeds
   C. in the morning
   D. with a friend

3. You can grow corn, squash, and beans _____.
   A. near one another
   B. if you want
   C. for food
   D. for your family

4. Some seeds sprout _____.
   A. in just a few days
   B. with little water
   C. but others do not
   D. without much trouble

5. Once your vegetables grow, you can share them _____.
   A. with neighbors
   B. easily
   C. too
   D. at school
Lesson 7
Recounting Stories

Learning Target
Retell or recount stories from around the world by telling key events in the order in which they happened.

Read  When you recount a story, you are retelling the story in your own words. Be sure that you include the key details and events that happened in the beginning, middle, and end. Tell the events in the sequence, or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).
**Think**  The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Talk**  Using the key details in your chart, retell the story to your partner.

**Academic Talk**  
Use these words to talk about the text.
- recount
- sequence
- setting
- events
- character
Brother and Sister

a folktale from Korea

1 Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.

2 After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn’t feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother’s house in secret.

3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister’s house in secret.

4 The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.

Underline the sentences that tell the key events.
Explore

How do you choose which details to include when you recount a story?

Think

1. Recount the folktale “Brother and Sister” by adding key details to the chart below.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>A brother and sister grow and sell rice. They each get the same number of bags of rice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td>Sister</td>
</tr>
<tr>
<td>End</td>
<td>Brother</td>
</tr>
</tbody>
</table>

To decide whether a detail is important, think about whether the story makes sense without it.

Talk

2. Using the details from your chart, take turns retelling the story with your partner.

Write

3. Short Response Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 37 to write your answer.

HINT What details would you need to help a friend understand what happens in the story?
Write  Use the space below to write your answer to the question on page 36.

**Brother and Sister**

3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them.

**HINT** What details would you need to help a friend understand what happens in the story?

Don't forget to check your writing.
HOW THE BAT GOT WINGS
A CHEROKEE NATION TALE

1. A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.

2. The bat wanted to play with the mammals, but the mammals laughed at her size. “You are too small,” they said.

3. So the bat asked to play with the birds. The birds said, “You don’t have wings, but we can make you some out of a drum.” The birds stretched the skin of a drum into wings.

4. The birds put the wings on the bat and said, “Flap your wings.” The bat jumped off a tree and flapped her wings, but she didn’t fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.

5. The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.

6. When the game was over, the mammals said, “Who is that superstar on your team?”

7. The birds said, “It is the bat. We gave her wings.”

8. The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.

Close Reader Habits
Which details would you include to recount the story? Underline the most important ones.
Think

1. Number the items to show the order of some events in the story.
   - The bat flies in a crazy, zigzag pattern.
   - The birds make wings for the bat.
   - The mammals do not let the bat play on their team.

2. Why do the birds win the game?
   A. The mammals cannot follow the bat's movements.
   B. The mammals are surprised to see the bat on the team.
   C. The mammals refuse to play against a bat.
   D. The birds fly in a crazy, zigzag pattern.

Talk

3. Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

Write

4. **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 40 to write your answer.

HINT Review the game in paragraphs 5 to 8.
Write  Use the space below to write your answer to the question on page 39.

HOW THE BAT GOT WINGS

4 Short Response  In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.

HINT Review the game in paragraphs 5 to 8.

Check Your Writing
- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?
WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
• fuss
• disbelief

True or False

a folktale from Myanmar (Burma)

1. There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.

2. One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. “Let’s ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another’s story, he must become that person’s servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant.”

3. The others liked this plan. They did not want a servant. But they wanted the man’s fine things. The man agreed to the game.

4. The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.

5. The second brother told of jumping into the stomach of a tiger who wanted to eat him. “I made such a fuss that the tiger spit me out,” he said.
The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.

The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.

"You three must be the ones I am looking for," he said.

The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!

They said nothing.

Finally, the man said he would let them go if they promised never to tell tall tales again.

The brothers agreed, and they kept their promise.
Think  Use what you learned from reading the selection to respond to these questions.

1 Number the items to show the order of some events in the story.
   ___ Each brother told his make-believe story.
   ___ Three brothers talked a rich traveler into playing a game.
   ___ The rich man made them promise not to tell tall tales.
   ___ The rich man told them a story.
   ___ The rich man did not question the brothers' stories.
   ___ The brothers realized they were trapped.

2 This question has two parts. First, answer Part A. Then answer Part B.

   Part A
   Why did the three brothers want to play a game with the traveler?
   A They wanted to see if he would believe their tall tales.
   B They wanted to trick him so they could have what he owned.
   C They disliked people who had more money than they did.
   D They were once the rich traveler's servants.

   Part B
   Write a sentence from paragraph 2 that supports the answer you chose for Part A.
3 Which is the **best** recounting of the third brother’s story?

A  He plays a trick on the fishermen. He pretends to be a big fish catching small ones.

B  He gets away from the fishermen by swimming in the river like a fish.

C  He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.

D  He becomes a fish so that he can help the fishermen chase fish into their nets.

4 Which is the **best** description of the brothers’ problem at the end of the folktale?

A  The brothers think the rich man’s story is the best of all the stories they have heard.

B  The rich man believes that the brothers are the runaway servants he is looking for.

C  The brothers promise never to tell tall tales again as they know they should not be doing that.

D  No matter how the brothers answer the rich man, they will have to become his servants.
5 Which **two** details could you leave out when recounting this story?

A The brothers tell their tales throughout the countryside.
B The brothers ask a rich traveler to play a game.
C A tiger spit one brother out after eating him.
D The rich man said nothing about the brothers’ stories.
E The rich man told a story about missing servants.
F The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

**The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.**

What does the word *doubt* mean in this context?

A dislike
B understand
C mistrust
D enjoy
Write

Short Response  Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.

Learning Target

Explain why recounting the events in a story will help you understand it.
Lesson 10
Irregular Verbs

Introduction Most verbs are regular. Regular verbs end in -ed when they show that something happened in the past. Some verbs are irregular. Irregular verbs change in special ways to show past time.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past with Has, Have, or Had</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>(has, have, had) begun</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>(has, have, had) come</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>(has, have, had) eaten</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>(has, have, had) gone</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>(has, have, had) made</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>(has, have, had) seen</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>(has, have, had) run</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>(has, have, had) given</td>
</tr>
</tbody>
</table>

Another way to tell about the past is to use the helping verb has, have, or had with the past form of the main verb. Some irregular verbs change spelling when they are used with has, have, or had.

Guided Practice Circle the form of the verb that correctly completes each sentence.

HINT To know which past form of the verb to use, look for the helping verb has, have, or had. Sometimes the word not or another word comes between the helping verb and the main verb.

1. I have always ______ each day with a healthy breakfast.
   - begun  began  begin

2. Yesterday Mom ______ me a bowl of oatmeal with fruit.
   - given  give  gave

3. My dad has ______ yummy banana bread.
   - made  maked  make

4. Grandma had not ______ yet, so she had some, too.
   - eaten  eat  ate
Independent Practice

For numbers 1–5, read each sentence. Then choose the word that replaces the underlined verb and makes the sentence correct.

1. Mom and I go to the store last week.
   A. gone
   B. goed
   C. went
   D. goned

2. We had ran out of healthy snacks.
   A. run
   B. runned
   C. ranned
   D. rund

3. At the store, we see a lot of cookies and candy.
   A. seen
   B. seened
   C. sawed
   D. saw

4. Mom has never give me snacks like those.
   A. gave
   B. gaven
   C. given
   D. gived

5. We come home with carrots and raisins.
   A. camed
   B. came
   C. camen
   D. comed
Lesson 3
Reading About Time and Sequence

Learning Target: Using time and sequence words will help you understand how events in history are connected.

Read: Do you like a good story? Then you probably enjoy history. History is the story of events that happened in the past. Historical events are usually told in a sequence, which is the order in which they happened. The sequence can help you understand the relationships, or connections, between those events.

When you read, look for signal words that give clues about time order and sequence. First, next, and finally are signal words. So are phrases such as later that year and in 1864.

Read the cartoon below. What is happening? How are the events related?

First, the Vikings sailed to North America. Next, they started a settlement. After a few difficult years, the Vikings gave up and returned home.
Think  Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened.

<table>
<thead>
<tr>
<th>The Vikings Sail to North America</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Talk  Think about the second and third things that happen in the cartoon.
- What is the relationship between those two events?
- Was the third event what you expected?

Academic Talk
Use these words to talk about the text.
- sequence
- relationships
- historical
Imagine that in one day, our country doubled in size. That’s what happened to the United States in 1803. President Thomas Jefferson asked France to sell the United States a vast area of land. Overnight, America added more than 828,000 square miles of land west of the Mississippi River. This is known as the Louisiana Purchase.

Jefferson wanted to know the fastest way across the new land. At the time, there were no maps of the whole country. Jefferson asked Meriwether Lewis to explore the area. Lewis was an army captain whom Jefferson trusted. Lewis chose another soldier, William Clark, to help him lead the party.

To get ready, they first had a large boat built. The boat took the men down the Ohio River. Then they built a base camp near St. Louis, Missouri. They spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark began their famous trip into the new territory; 50 men went with them.

They traveled for over 18 months. Finally, the group made it to the Pacific Ocean. On November 7, 1805, Clark wrote, “Ocean in view! O! The joy.” The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.

Lewis and Clark arrived in St. Louis in September 1806. They were greeted with a big party. A century later, in 1904, the World’s Fair was held in St. Louis. People honored Lewis and Clark’s journey at the fair.
What happened after the United States bought land from France?

**Think**

1. Reread the text to find out the events of Lewis and Clark's journey. List those events in the graphic organizer.

<table>
<thead>
<tr>
<th>Lewis and Clark's Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
</tr>
<tr>
<td>President Jefferson asks Meriwether Lewis to explore the new land.</td>
</tr>
<tr>
<td>Winter 1803</td>
</tr>
<tr>
<td>May 1804</td>
</tr>
<tr>
<td>November 1805</td>
</tr>
<tr>
<td>September 1806</td>
</tr>
</tbody>
</table>

**Talk**

2. Reread paragraphs 2, 3, and 4. Talk with a partner about how the events in those paragraphs are related.

**Write**

3. **Short Response** What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer. Use the space provided on page 17 to write your answer.

**HINT** Use details from your graphic organizer to organize your response.
Write Use the space below to write your answer to the question on page 16.

Adventures of the Growing Nation

3 Short Response What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer.

HINT Use details from your graphic organizer to organize your response.

Don't forget to check your writing.
William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.

In Missouri, Becknell traded salt. His business wasn’t very successful. So, in the summer of 1821, he planned a trip west. Traveling on horseback, Becknell and his group hoped to trade horses and mules and trap animals.

When the party started their trip, Spain owned New Mexico. The Spanish didn’t allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

About a year later, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!

Becknell’s route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the growth of the United States.
Think

1. This question has two parts. Answer Part A. Then answer Part B.

Part A
What important event happened soon after Becknell set off on his trip to the West?
- A. Becknell decided to trade horses instead of salt.
- B. Traders were told they couldn’t go to Santa Fe.
- C. The Spanish lost their power in New Mexico.
- D. Becknell’s group ran out of water and almost died.

Part B
Underline the sentence in this paragraph that supports your choice in Part A.

When the party started their trip, Spain owned New Mexico. The Spanish didn’t allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

Talk

2. Discuss with a partner Becknell’s second trip to Santa Fe. Use sequence words to describe the events of that journey.

Write

3. **Short Response** Describe Becknell’s second trip to Santa Fe. Why was this an important historical event? Use the space provided on page 20 to write your answer.

**Hint** Look at the last paragraph. What did Becknell’s new trail help do?
Write  Use the space below to write your answer to the question on page 19.

WILLIAM BECKNELL
and the SANTA FE TRAIL

3 Short Response  Describe Becknell’s second trip to Santa Fe. Why was this an important historical event?

HINT Look at the last paragraph. What did Becknell’s new trail help do?

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
1. You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?

2. Sacagawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.

3. In 1803, President Thomas Jefferson decided to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.

4. In May of 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.

5. In November of 1804, Lewis met Charbonneau and hired him as a translator. Sacagawea joined her husband on the expedition. Their baby was born soon after the journey began.

6. Though Sacagawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark’s diary entries from May 14, 1805, tells how Sacagawea’s calm bravery saved important objects and information from being lost forever.
One day, a terrible storm caused Sacagawea’s canoe to tip over. All the men were trying to get the canoe upright. Sacagawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.

Later that year, the explorers came to Shoshone territory. Sacagawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.

A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.

In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacagawea helped the two groups speak to each other. On the way back east, Sacagawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.

The journey ended for Sacagawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.

In 2000, two centuries after Sacagawea was born, a special U.S. dollar coin was created. It honors a brave young woman who helped explore a new nation.
Timeline of Some Events in the Life of Sacagawea

1788 Sacagawea is born.

1799-1801 Sacagawea is captured by Hidatsas.

Lewis and Clark Expedition

1804 November 1804 Sacagawea and her husband Charbonneau join the Lewis and Clark expedition.

May 1805 Sacagawea saves important information during a storm.

August 1805 Sacagawea helps Lewis and Clark trade for Shoshone horses.

November 1805 The company reaches the Pacific Ocean.

December 1805 The explorers build Fort Clatsop and camp there for the winter.

1806 May 1806 The group meets up with several Nez Perce chiefs. Charbonneau and Sacagawea translate.

July 1806 Sacagawea and the group reach Yellowstone River.

1811 March 1811 Sacagawea and Charbonneau move to South Dakota.
**Think** Use what you learned from reading the selection to respond to these questions.

1. Look again at the time line. Based on the sequence shown there, which **two** statements are true?
   - A. Lewis and Clark spoke with the Nez Perce chiefs at Fort Clatsop.
   - B. Sacagawea met Charbonneau during the expedition.
   - C. Lewis and Clark reached the Yellowstone River near the end of their journey.
   - D. Sacagawea helped prepare for the journey by buying horses.
   - E. The group faced a dangerous storm early in their journey.
   - F. Sacagawea was captured by the Hidatsa Indians after moving to South Dakota.

2. This question has two parts. First, answer Part A. Then answer Part B.

   **Part A**
   What event happened **first** after Sacagawea helped the explorers buy horses from the Shoshone?
   - A. The group stayed at Fort Clatsop for the winter.
   - B. The group met with Nez Perce Indians.
   - C. Sacagawea married Toussaint Charbonneau.
   - D. Sacagawea remembered a gap in the mountains.

   **Part B**
   Where did you find the specific information needed to answer Part A?
3 Look at the sequence words and phrases in the first column. They show the order of events. Write the letter of the event that belongs with each one.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ In 1803</td>
<td>A Sacagawea and Charbonneau join the expedition.</td>
</tr>
<tr>
<td>__ In May of 1804</td>
<td>B Sacagawea remembers trails that lead to the Yellowstone River.</td>
</tr>
<tr>
<td>__ In November of 1804</td>
<td>C The explorers build a camp to stay in over the winter.</td>
</tr>
<tr>
<td>__ In May of 1805</td>
<td>D Sacagawea saves important information from being lost.</td>
</tr>
<tr>
<td>__ Later that year</td>
<td>E The explorers begin their journey to the American West.</td>
</tr>
<tr>
<td>__ A few months after they cross the mountains</td>
<td>F Jefferson asks Lewis and Clark to explore the new land.</td>
</tr>
<tr>
<td>__ Before beginning the journey home</td>
<td>G Sacagawea helps find a route through the mountains.</td>
</tr>
<tr>
<td>__ On their way back east</td>
<td>H The explorers reach the Pacific Ocean.</td>
</tr>
</tbody>
</table>

4 What important sequence information does paragraph 5 include?
   A It explains why the expedition was necessary.
   B It describes Sacagawea's husband as a brave man.
   C It tells when Sacagawea joined the expedition.
   D It shows that the baby was born in the winter.

5 Read this sentence from paragraph 8.

**Sacagawea helped them find a route through the mountains.**

What is the meaning of route in this context?
   A wide tunnel to travel through
   B train tracks in the mountains
   C way of getting from place to place
   D paved road for wagons to use
6 Short Response  How does the sequence of events in the biography help show how Sacagawea becomes more and more valuable to the expedition? Use details from the passage to support your response.

Learning Target

You've learned that it is important to understand the relationship between events in historical writing. Explain how a clear sequence can help you understand the relationship between events.
Read the passage. Then answer the questions that follow.

Build the Perfect Sand Castle

by Greg Mission

The beach isn’t just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

Tools and Supplies

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can’t be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

Step 1: Draw a Plan

First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.
Step 2: Make A Sand Bowl

Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a “bowl” shape in the middle of the pile.

Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)

Step 4: Creating Towers

First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.

Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It’s up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks

Use a funnel to make a pointy roof.
Use a spray bottle to keep sand wet.
Use egg cartons to make small towers.
Use an ice cube tray to make bricks.

Go On
7. What is the main reason to shape the pile of sand like a bowl?
   A. to give the sand castle a round shape
   B. to help get the entire pile of sand wet
   C. to form a wall around the castle
   D. to make it easier to stack the sand

8. What does the illustration next to Step 4 help you understand?
   A. why the sand pile needs to be shaped like a bowl
   B. how large the base of the sand castle should be
   C. where to build the base of the sand castle
   D. how the sand stays in the shape of the container

9. According to the Tips and Tricks sidebar, what is one way the funnel can be used?
   A. to pour water onto the sand pile
   B. to draw an outline in the sand
   C. to form a pointed roof on the castle
   D. to make round shapes in the sand
10 Which of the following tells how this passage is organized?
   A It compares building sand castles to building real castles.
   B It gives steps to follow to create your own sand castle.
   C It explains what happens when water is added to sand.
   D It describes different activities you can do at the beach.

11 The following question has two parts. First, answer part A. Then, answer part B.

Part A
What is the meaning of the word “container” in Step 4?
   A a type of funnel
   B a type of tower
   C a place to hold things
   D a tool for packing down sand

Part B
Which sentence from the passage best supports the answer to part A?
   A “First, fill a bucket with sand.”
   B “Then, turn the bucket upside down and place it on top of the base.”
   C “Your sand tower should now be on top of your base.”
   D “Use shells or colorful pebbles to decorate the roof and walls.”
12 Copy the words from the word box into the correct location on the graphic to show the steps for creating a base for a sand castle as described in "Build the Perfect Sand Castle."

- wet sand
- pile sand
- pack sand
- outline shape
- dig bowl

1. 

2. 

3. 

4. 

5. 
Tools for Instruction

Sequence of Events

Sequencing is the process of telling events or information in a logical order. Sequencing helps readers remember what they read, but it also helps them identify when to re-read, which contributes to higher levels of comprehension. Students who can sequence events can more easily infer unstated information “between” events and anticipate what happens next. Although sequencing is a prerequisite skill for comprehension, it is one that many students have difficulty with. Students may not distinguish the importance of information, and as a result recall too few or too many details to effectively sequence events. To address this, use frequent modeling and structured practice to help students recognize and sequence important information.

Step by Step 30–45 minutes

1. Explain sequence of events.
   - Explain that when readers sequence events, they think about the most important events and the order in which they happen. Say, Knowing how to sequence events makes it easier to remember what you read. It also helps you know when to re-read to make sure you understand.
   - Display some of the signal words used to tell events in sequence.

   first next then last

   - Then connect to students’ everyday experiences by listing familiar examples of sequence. Use the signal words in your examples.

   The days of the week happen in a sequence. First comes Monday, next comes Tuesday, then comes Wednesday, and then Thursday. Next is Friday, and then Saturday. Last is Sunday.

   Support English Learners Signal words that relate to sequence of events—such as first, next, after, then, and finally—are often abstract. Use explicit instruction to teach this vocabulary, including examples that relate to students’ own experiences. Give students practice repeating the language in the proper order.

2. Model identifying sequence of events in text.
   - Display Sequence Chart. Then read aloud a story, such as Tops and Bottoms, by Janet Stevens.
   - Tell students to listen as you read, and to think about the order of events.
   - As you read, pause to think aloud about what happens first. Model how you decide what is most important.

   In Tops and Bottoms, there’s a lazy bear with a lot of money and land, and down the road, a clever hare who has nothing. So Hare goes off to make a deal with Bear. This is the first important event, so I will write it in the chart. A clever hare makes a deal with a lazy bear.

   - Record each new event on the sequence chart.
Provide guided practice.

- As you continue reading, pause periodically to ask what has happened. Scaffold students initially with answer choices. For each choice, be sure to use actual details from the text to help students practice thinking about what details are most important.

  **Question** We know that the first thing that happens is that Hare and Bear make a deal. What happens next?
  **Choices**
  1. Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.
  2. Bear is always sleepy, and he yawns when he answers Hare.
  **Answer** (Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.)

- Add each new event to the chart.

```
A clever hare makes a deal with a lazy bear.

Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.
```

Provide independent practice.

Once you have finished reading, have students sequence the main events in the story by orally completing the prompts shown.

First, ____________
Next, ____________
Then, ____________
Last, ____________

**Connect to Writing** Following a read aloud or independent reading, have students sequence the main events by drawing a comic strip of three to six boxes. Remind them to think about the most important events and the order in which they occur. When students are finished, they can cut up their comic strip frames and exchange with classmates to practice sequencing.

**Check for Understanding**

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficulty grasping logical order of events</td>
<td>displaying three pictures of an object at stages of a sequence, such as a birthday cake with unlit candles, lit candles, and smoking candles. Ask the following questions to scaffold sequence.</td>
</tr>
<tr>
<td></td>
<td>• Did [photo 1] happen before or after [photo 2]? How do you know?</td>
</tr>
<tr>
<td></td>
<td>Have students retell the sequence of events using the words first, then, and last.</td>
</tr>
</tbody>
</table>
Sequence Chart

Title

Name

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Lesson 4
Adjectives

Introduction An adjective is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing.

Some adjectives tell what kind. They describe how something looks, feels, sounds, tastes, or smells. In the example below, blue describes the noun ocean. Cold describes water.

We swam in the blue ocean. The water was cold.

Other adjectives tell how many there are of something.

We saw three whales. There were many dolphins.

<table>
<thead>
<tr>
<th>What Kind</th>
<th>old, calm, bright, damp, noisy, sour, smoky</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Many</td>
<td>three, twelve, forty, many, several, some</td>
</tr>
</tbody>
</table>

Guided Practice Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

1. The Davis family goes to a beautiful beach in July.
2. The dunes at the beach are huge.
3. Maddy loves to feel the soft sand between her toes.
4. She likes to jump in the foamy waves.
5. The warm air smells salty from the ocean.
6. Little Chloe digs in the wet sand.
7. Yesterday, she found several shells.
8. Three shells were round.
Independent Practice

For numbers 1–3, choose the word in each sentence that is an adjective.

1. The cottage they stay in is two blocks from the ocean.
   A. two
   B. cottage
   C. stay
   D. ocean

2. Father takes the happy children to the beach.
   A. to
   B. happy
   C. beach
   D. children

3. The children like the smell of the tangy air.
   A. The
   B. like
   C. smell
   D. tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

4. The hot sand burns in the sun.
   A. how the sand looks
   B. how the sand sounds
   C. how the sand smells
   D. how the sand feels

5. The water is salty.
   A. how the water feels
   B. how the water looks
   C. how the water tastes
   D. how the water sounds
Lesson 17
Connecting Words and Pictures in Informational Text

Learning Target: Using information from both the pictures and the words in a text will help you understand what you read.

Read: Texts use words and illustrations, or pictures, to provide information in a passage. Illustrations can also include photographs or maps. Maps are drawings that show the cities, roads, rivers, and other details of an area.

By thinking about both the words and the pictures, you will better understand what you are reading. You can use the information from both the words and the pictures to tell what you’ve learned.

Look at this page. It is from a booklet about campgrounds at Pleasant Lake. What do you learn from both the words and the map?

At Pleasant Lake you can enjoy boating, fishing, water skiing, and swimming. The lake is located 15 minutes from Mt. George. Campsites are available. Call 111-1212 now!
**Think**  Look again at the page from the booklet. Complete this chart to show what you learn from both the words and the map.

<table>
<thead>
<tr>
<th>What the Words Tell</th>
<th>What the Map Shows</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>what you can do at Pleasant Lake</em></td>
<td></td>
</tr>
</tbody>
</table>

**Talk**  What do you learn from the words that was not on the map? What details did you learn from the map that were not in the words?

**Academic Talk**  Use these words to talk about the text.

- illustrations
- maps
1. Do you know what your dog is saying when it barks? Now you can find out. A toy company in Japan has invented a tool that can tell you! One part of the device "listens" to the dog's bark. Then it sends the information to the owner's handheld speaker. The speaker plays a message telling how your dog is feeling. It can show six different feelings, including joy, sadness, excitement, and fear.

2. The gadget comes with some "extras," too. For example, it has dog-training tips and a health checklist. It also has a "Bow Wow Diary." It can even record barks when the dog is home alone!
How do the words and the photograph help you understand how the device works?

Think

1. Complete the chart with details from the words and the photo.

<table>
<thead>
<tr>
<th>What the Words Tell</th>
<th>What the Photograph Shows</th>
</tr>
</thead>
</table>

Illustrations can help you understand the words in the article. Combine information from both as you read.

Talk

2. Paragraph 2 says that the device comes with "extras." What extras does this device come with? Tell which of these you think dog owners would find most useful, and why.

Write

3. **Short Response** Use the photo to describe what the handheld piece looks like and what you think each part does. Use the space provided on page 41 to write your answer.

**HINT** Reread the words to help you understand what you are seeing in the photo.
Write  Use the space below to write your answer to the question on page 40.

The Invention That Dogs Are Barking About

3 Short Response  Use the photo to describe what the handheld piece looks like and what you think each part does.

HINT: Reread the words to help you understand what you are seeing in the photo.

Don't forget to check your writing.
The Amazing Canal
by Dell Sutcliff

1. The canal is one of the greatest inventions the world has ever known. A canal is a passage that uses water. It creates a shortcut allowing boats to travel through a land area. Without the canal, boats would have to travel around huge areas of land. Some of the oldest canals were built in Egypt nearly 4,000 years ago.

2. The Panama Canal is one of the most famous modern canals. It was completed in 1914. The canal stretches 51 miles across the Isthmus of Panama. It connects the Atlantic and Pacific Oceans. Before the canal was built, ships had to go around the tip of South America. The canal made the trip much shorter, faster, and safer.

Routes Between New York and San Francisco

Close Reader Habits

Underline key details in the article that tell why canals are important. On the map, circle the number of miles for each of the routes from New York City to San Francisco.
Think

1. According to the map and the text of the passage, what does the Panama Canal connect?
   A. Atlantic Ocean and Pacific Ocean
   B. North America and South America
   C. Egypt and the United States
   D. New York City and the tip of South America

2. Based on the map and the text, what did you learn about canals?
   A. After the Panama Canal was built, most people still traveled around the tip of South America.
   B. The Panama Canal created a shorter but more dangerous route.
   C. Canals help people and goods get from one place to another more easily.
   D. Portions of canals stretch across large bodies of water.

Talk

3. Why are canals such a great invention? Find details in the text and map that help you understand this. Talk about your ideas with your partner.

Write

4. **Short Response** The author says that the canal is one of the greatest inventions the world has known. Write a paragraph telling why the author may have said this. Use one detail from the text and one detail from the map to support your answer. Use the space provided on page 44 to write your answer.
Write Use the space below to write your answer to the question on page 43.

The Amazing Canal

Short Response The author says that the canal is one of the greatest inventions the world has known. Write a paragraph telling why the author may have said this. Use one detail from the text and one detail from the map to support your answer.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
1. Riip! That familiar sound is what we might hear when we undo our shoes or open our backpacks. It's Velcro™! One side is fuzzy. The other side is prickly. It sort of feels like ... a prickly plant? Well, that's because a prickly plant was the inspiration for Velcro.

2. George Mestral, the man who invented Velcro, lived in a country in Europe called Switzerland. One day, he was hiking in the Jura Mountains near his home. When he came home, he found lots of sticky burs on his pants and socks. What makes these stick? he wondered. He decided to look at them under a microscope.
Close up, George saw that each little spike on the bur ended in a hook. When he looked at the fibers of his pants and socks, he noticed they were little loops. The hooks from the burs got caught on the little loops. That got George thinking. *These things have real sticking power. Imagine if they could stick things together in a useful way!* 

After many years of experimenting, George was able to re-create the sticking power of the little burs. He made two pieces of fabric: one piece that was covered in prickly hooks, the other covered in soft, fuzzy loops. Put them together and they hung on tight! With a hearty tug, riiip! They came apart!

George was eager to share his invention. A lot of people told him it was silly. George knew better. He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed. In 1951, he patented his invention. He named it "Velcro," a combination of the words *velour* ("velvet") and *crochet* ("hook"). He began manufacturing it, sure that it would have thousands of uses. He was right.

Velcro's first big fan was NASA. Astronauts had lots of bulky equipment to put on and take off. Velcro proved to be a strong, easy-to-pull-off fastener for space suits. It could hold tools in place so they wouldn't float away. Skiers also wore bulky suits. They liked how Velcro fasteners held tight and opened easily. Sneaker makers saw Velcro straps as kid-friendly. Even toddlers could fasten and unfasten their straps!

From something most people find annoying, George Mestral gave us a wonderful convenience. The next time you hear that riiip, thank him!
Think  Use what you learned from reading the selection to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
How did George Mestral come up with the idea for Velcro?

A  He looked at the unusual fasteners used on hiking clothes.
B  He saw special fabrics that were fuzzy on one side and prickly on the other.
C  He had been asked to invent a new kind of fastener.
D  He noticed that burs were sticking to his pants and socks after a hike.

Part B
Which sentence from the passage best supports your answer to Part A?

A  “Close up, George saw that each little spike on the bur ended in a hook.”
B  “After many years of experimenting, George was able to re-create the sticking power of the little burs.”
C  “He named it ‘Velcro,’ a combination of the words velour (‘velvet’) and crochet (‘hook’).”
D  “Even toddlers could fasten and unfasten their straps!”

2 According to both the photographs and the text of the passage, how is a bur similar to Velcro?

A  Both grow on a plant.
B  Both are brownish in color.
C  Both have tiny hooks on the ends.
D  Both are shaped like tiny zippers.
3. Reread paragraph 4 and look again at the photographs. Which two of the following details explain how Velcro is made?

   A. It is made with spikes and hooks pulled from burs.
   B. It uses two different pieces of fabric.
   C. It uses the same fibers that socks are made from.
   D. It has prickly hooks on one side and loops on the other.
   E. It is made from velvet.
   F. It has special fasteners that act like laces.
   G. It uses hooks called "crochets."

4. What is one reason that astronauts first started to use Velcro?

   A. It held tools in place so they wouldn't float away.
   B. It allowed astronauts to wear sneakers.
   C. It allowed astronauts to walk inside a spaceship.
   D. It helped astronauts walk safely on the moon.

5. Why was Velcro popular with skiers?
6. Read these sentences from paragraph 5.

He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed.

What are two ways to figure out the meaning of fasteners?

A. Use the meaning of invention, which means something similar.
B. Use the examples in the next sentence, which are all objects used to join things together.
C. Think about the meaning of fasten, which means “to hold in place.”
D. Think about the meaning of fast, which means “quick.”
E. Break the word fasteners down into two smaller words.

7. Why would Velcro be most useful on clothing meant for children?

A. Children usually wear bulky clothing.
B. Velcro makes a ripping sound that children enjoy.
C. Velcro straps are easy to fasten and unfasten.
D. It can be used to hold caps and gloves in place.

8. Which sentence does the photograph of the astronaut on page 46 help you understand?

A. “He knew that his invention could take the place of many fasteners.”
B. “Velcro’s first big fan was NASA.”
C. “It could hold tools in place so they wouldn’t float away.”
D. “Astronauts had lots of bulky equipment to put on and take off.”
Write

Short Response  Write a paragraph explaining how Velcro works. Use details from both the text and the photographs in your answer.

Learning Target

Now that you’ve read articles that contain text and pictures, explain how both are important to understanding a topic.