

# WONDERS

UNIT 3 WEEK 1

*supplements*

THE CRICKET IN  
TIMES SQUARE



## UNIT 3 WEEK 1

# CONTENTS & EXPLANATION

<b>Visualizing</b>	Student draw a visualization they made while reading. They describe the visualization in writing, as well.
<b>Visualizing: Drawing a Picture Summary</b>	Students draw a picture summary of the story. They include the most important events from the beginning, middle, and the end.
<b>INTERACTIVE NOTEBOOK PAGE Visualizing</b>	Students draw their visualization on the front. They lift the flap and write the words from the story that helped them to visualize.  *Students cut out and glue the page into their interactive notebook.
<b>Point of View</b>	Students read the story and determine Chester Cricket's point of view about <i>living in the city</i> . They support the point of view with 4 story details.
<b>Supporting the Point of View</b>	Students support the provided point of view about <i>New York City</i> with 4 story details.
<b>Point of View</b>	Students read the story and determine Chester Cricket's point of view about <i>his new friends</i> . They support the point of view with 4 story details.
<b>Supporting the Point of View</b>	Students support the provided point of view about <i>Chester's new friends</i> with 4 story details.
<b>INTERACTIVE NOTEBOOK PAGE Point of View</b>	Students write Chester Cricket's point of view about living in a new place. They lift the flap and make a connection, writing about <i>their</i> point of view about living in a new place.  *Students cut out and glue the page into their interactive notebook.

## UNIT 3 WEEK 1

# CONTENTS & EXPLANATION

<b>Main Selection Text Questions</b>	Students use evidence from the text to answer text-dependent comprehension questions about the story.
<b>Paired Selection Text Questions</b>	Students use evidence from the text to answer questions and complete a table with details.
<b>INTERACTIVE NOTEBOOK PAGE Author's Purpose</b>	Students write about the author's purpose.  * Students cut out and glue this page into their interactive notebook.
<b>Essential Question</b>	Students journal write to answer the essential question.
<b>Vocabulary: Word Wall Words</b>	The 8 vocabulary words are available to be cut and hung for use on a Word Wall.
<b>Vocabulary: Definition and Sentence Writing</b>	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
<b>INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions</b>	Students use the glossary at the back of the book to look up the meanings of the words.  * Students cut out and glue this page into their interactive notebook.
<b>Vocabulary: Context Clues</b>	Students use context clues to complete each sentence with the correct vocabulary word.
<b>Vocabulary: Synonyms</b>	Students match each word to its synonym.

# CONTENTS & EXPLANATION

## Spelling Lists

Spelling lists are provided (3 to a page) to be used with the spelling pages.

**IMPORTANT** Like in the curriculum, the spelling lists and pages are differentiated by Approaching, On Level, and Beyond. Each list can be identified by the shape in the upper right corner:

 Approaching

 On Level

 Beyond

## Spelling Words Writing 3x Each

Students write their spelling words 3 times each.

## Spelling Sort

Students sort spelling words based on their spelling.

## Spelling: Triangle Words

Students write each spelling word, one letter at a time, so that they take the shape of triangles.

## INTERACTIVE NOTEBOOK PAGE Spelling Sort

Students lift the flaps and write the spelling words according to their spelling.

\*Students cut out and glue the page into their interactive notebook.

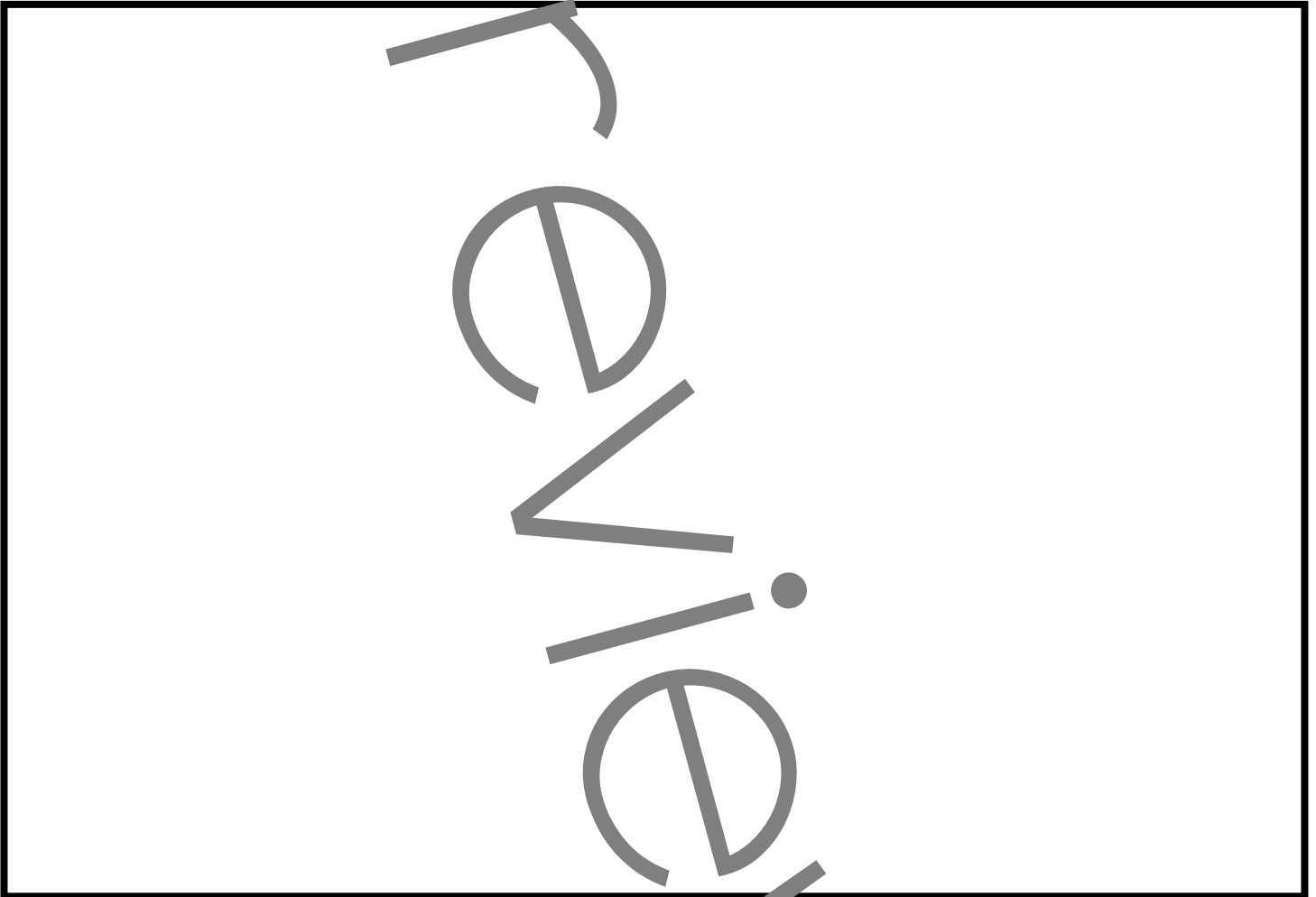
## Answer Keys

Answers keys for all applicable sheets are at the end of the unit.

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

# Visualizing

Directions: Good readers visualize as they read. This is like making a movie in your mind using the details in the text! Visualizing helps you keep track of what you read. Below, draw a picture of a visualization you had while reading.



Describe your visualization below

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

# Visualizing

Directions: Good readers visualize as they read. This is like making a movie in your mind using the details in the text! Draw a picture summary of the story. Include the most important events from the beginning, middle, and end.

1

2

3

4

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

# Visualizing

Directions: Cut out and glue into your interactive notebook. Choose one part of the story you were able to visualize. Draw your visualization on the front. Lift the flap and write the words that helped you to visualize!

Glue down this rectangular strip only ↓

**The Cricket in Times Square**  
My Visualization

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

# Point of View

Directions: Read the story to determine Chester's point of view **about New York**. Support the point of view with 3 details.

Detail

Detail

Detail

Detail

Chester Cricket's Point of View about New York



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

# Point of View

Directions: Support Chester's point of view **about New York** with 3 details from the text.

Detail

Detail

Detail

Detail

Chester Cricket's Point of View about New York

Chester Cricket thinks he is a "country cricket" and doesn't feel at home in the city.

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

# Point of View

Directions: Support Chester's point of view **about his new friends** with 3 details from the text.

Detail

Detail

Detail

Detail

Chester Cricket's Point of View about His New Friends

Chester Cricket's new friends are helping him to feel more at-home in the city. He is thankful for their friendship.

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

# Point of View

Directions: Cut out and glue into your interactive notebook. On the front, write Chester Cricket's point of view **about living in a new place**. Lift the flap and explain **your** point of view about living in a new place. Have you ever moved? Would you want to? Write about it.

Glue down this rectangular strip only ↓

THE CRICKET IN TIMES SQUARE

Chester Cricket's point of view about  
living in a new place is

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

## Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. What is the main problem in the story?

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2. Choose one character and explain their point of view about living in the city. Give story details to support their point of view.

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3. Explain how Chester Cricket came to New York City.

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4. Make a prediction: Do you think Chester Cricket, Harry Cat, and Tucker Mouse will stay friends? Explain your thinking.

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

## Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Using details from the story, describe the Chenoo of the North.

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2. What does it mean to melt someone's heart?

- a) to make someone's heart warm to the touch, instead of icy cold
- b) to soften someone's feelings toward you and make them like you
- c) to put someone's candy heart in the microwave and melt it

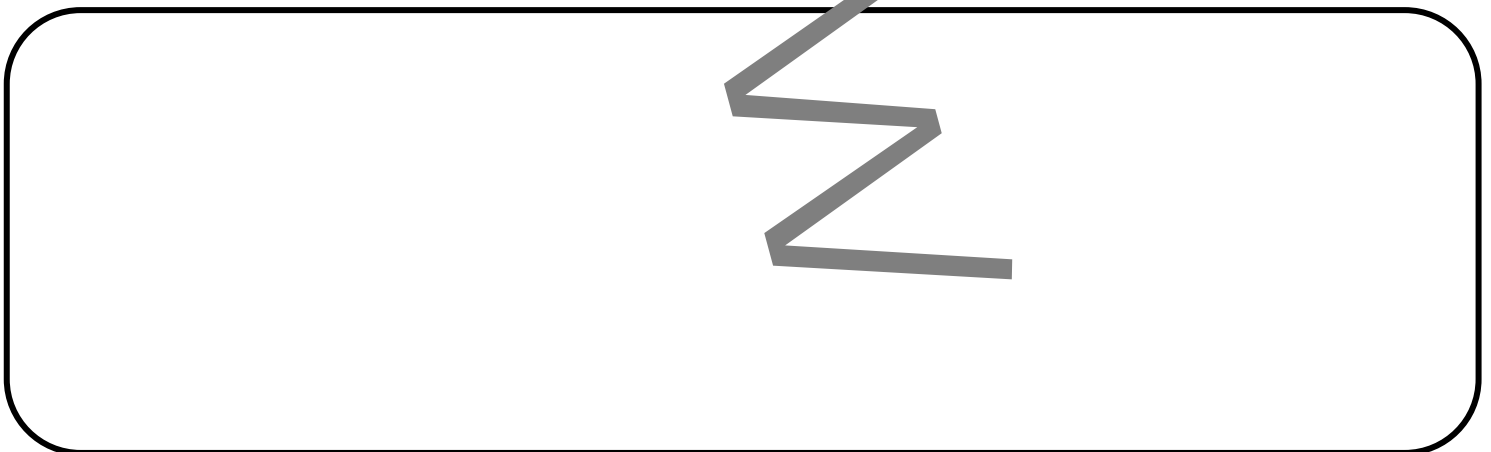
2. Explain how the girl is able to "melt the heart of the Chenoo."

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4. Draw a part of the story you were able to visualize.



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

# Author's Purpose

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

Glue down this rectangular strip only ↓

**The Cricket in  
Times Square**

Author's Purpose  
Unit 3 Week 1

What may be the author's message to readers?

Why do you think the author chose to tell this story with animals as the main characters, instead of humans?

**logical**

**scornfully**

**scrounging**

**trustworthy**

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

# Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

Glue down the rectangular strip only

THE CRICKET IN TIMES SQUARE **Vocabulary**

acquaintance
cautiously
complementary
jumble
logical
scornfully
scrounging
trustworthy

Cut flaps





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

## Vocabulary: Context Clues

Directions: Use context clues (clues within the sentence) to complete each sentence using the given vocabulary words.

acquaintance	cautiously	complementary	jumble
logical	scornfully	scrounging	trustworthy

1. Because he is just an \_\_\_\_\_, Billy did not invite him to his birthday party.
2. A good friend is loyal, kind, and \_\_\_\_\_.
3. The two puzzles fell onto the floor, and now all of the pieces are in a \_\_\_\_\_!
4. John \_\_\_\_\_ looked around his bedroom for his brother's lost snake.
5. My new scarf is \_\_\_\_\_ to my stocking hat and gloves.
6. We watched the large racoon \_\_\_\_\_ through our trash cans.
7. After hurting someone's feelings, the \_\_\_\_\_ thing to do is apologize.
8. Emma washed her hands, \_\_\_\_\_. She couldn't believe her brother sneezed right on her!

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

# Vocabulary: Synonyms

Directions: Synonyms are words that have similar meanings. Determine the synonym for each vocabulary word. Write the letter of the correct match.

## VOCABULARY WORD

## SYNONYMS

acquaintance

a. sensible thinking

cautiously

b. reliable

complementary

c. collecting;  
gathering

jumble

d. making whole

logical

e. someone you  
know

scornfully

f. mix up

scrounging

g. disrespectfully

trustworthy

h. carefully

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

# Spelling List

Unit 3, Week 1

herb  
person  
sternly  
serpent  
worse  
pearl  
dirty  
birth  
shirt  
twirl  
swirl  
purse  
curl  
curve  
curb  
hurl  
turkey  
turnip  
purpose  
blurred

Unit 3, Week 1

herb  
person  
sternly  
serpent  
worse  
pearl  
dirty  
birth  
shirt  
twirl  
swirl  
purse  
curl  
curve  
curb  
hurl  
turkey  
turnip  
purpose  
blurred

Unit 3, Week 1

herb  
person  
sternly  
serpent  
worse  
pearl  
dirty  
birth  
shirt  
twirl  
swirl  
purse  
curl  
curve  
curb  
hurl  
turkey  
turnip  
purpose  
blurred

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

# Spelling Sort

Directions: Write the spelling words into the correct sort.

ear	er	ir	or	ur

herb

person

sternly

serpent

worse

pearl

dirty

birth

shirt

twirl

swirl

purse

curl

curve

curb

hurl

turkey

turnip

purpose

blurred

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

# Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write your spelling words according to their spelling.

Glue down these rectangular strips only ↓

Spelling Words Unit 3 Week 1

ear
er
ir
op
ur

Cut flaps ↙