

WONDERS

UNIT 4 WEEK 1

supplements

SEE HOW

THEY RUN



CONTENTS & EXPLANATION

Ask and Answer Questions	Students answer questions about the text. Page numbers are provided to guide the student.
Asking Questions	Students record any questions they have as they read. The questions are classified by Who, What, When, Where, Why, and How questions.
INTERACTIVE NOTEBOOK PAGE Ask and Answer Questions	Students lift the flaps and answer questions about the text. *Students cut out and glue the page into their interactive notebook.
Cause & Effect	Students read to determine the pattern of causes and effects in the story. They record causes and their effects.
Providing the Cause OR Effect	Students complete the pattern of causes and effects, providing the cause or effect, as needed.
INTERACTIVE NOTEBOOK PAGE Cause and Effect	Students lift the flaps and give the effect of each cause. *Students cut out and glue the page into their interactive notebook.
Main Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.
Paired Selection Text Questions	Students use evidence from the text to answer questions about the text.

CONTENTS & EXPLANATION

INTERACTIVE NOTEBOOK PAGE Author's Purpose	Students write about the author's purpose. * Students cut out and glue this page into their interactive notebook.
Essential Question	Students journal write to answer the essential question.
Vocabulary: Word Wall Words	The 8 vocabulary words are available to be cut and hung for use on a Word Wall.
Vocabulary: Definition and Sentence Writing	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.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	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.
Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
Vocabulary: Definitions	Students match each word to its definition.
Vocabulary: Latin Roots	Students use what they know about the Latin roots to match each word to its definition.

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: _____

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Ask and Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
<p>Beware of Greeks Bearing Gifts: Explain the meaning of the word <i>democracy</i>. (page 272)</p>	
<p>There's No Place Like Rome: How was the democracy of Athens different from the democracy of Rome? (page 272)</p>	
<p>1,800 Years Later - Here Comes American Democracy: How was early American democracy like democracy in the Roman Republic? (page 273)</p>	
<p>Getting Better All the Time: Give an example of The Good News and The Bad News that shows how our country is working to get better all the time. (page 275)</p>	

Name: _____

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Asking Questions

Directions: As you read, ask questions about the story. This will help focus your thinking. Record your questions below! Record any answers you find, as well. An example is shown below.

WHO?

WHEN? When were women given the right to vote? *I found the answer! It was in 1920.*

WHAT?

WHY?

WHERE?

HOW?

Name: _____

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Ask and Answer Questions

Directions: Cut out and glue into your interactive notebook. On the outside, write the three branches of government. Lift the flaps and give a short description of each branch.

↓
Glue down this rectangular strip only

See How They Run

The _____ Branch
The _____ Branch
The _____ Branch

Cut flaps

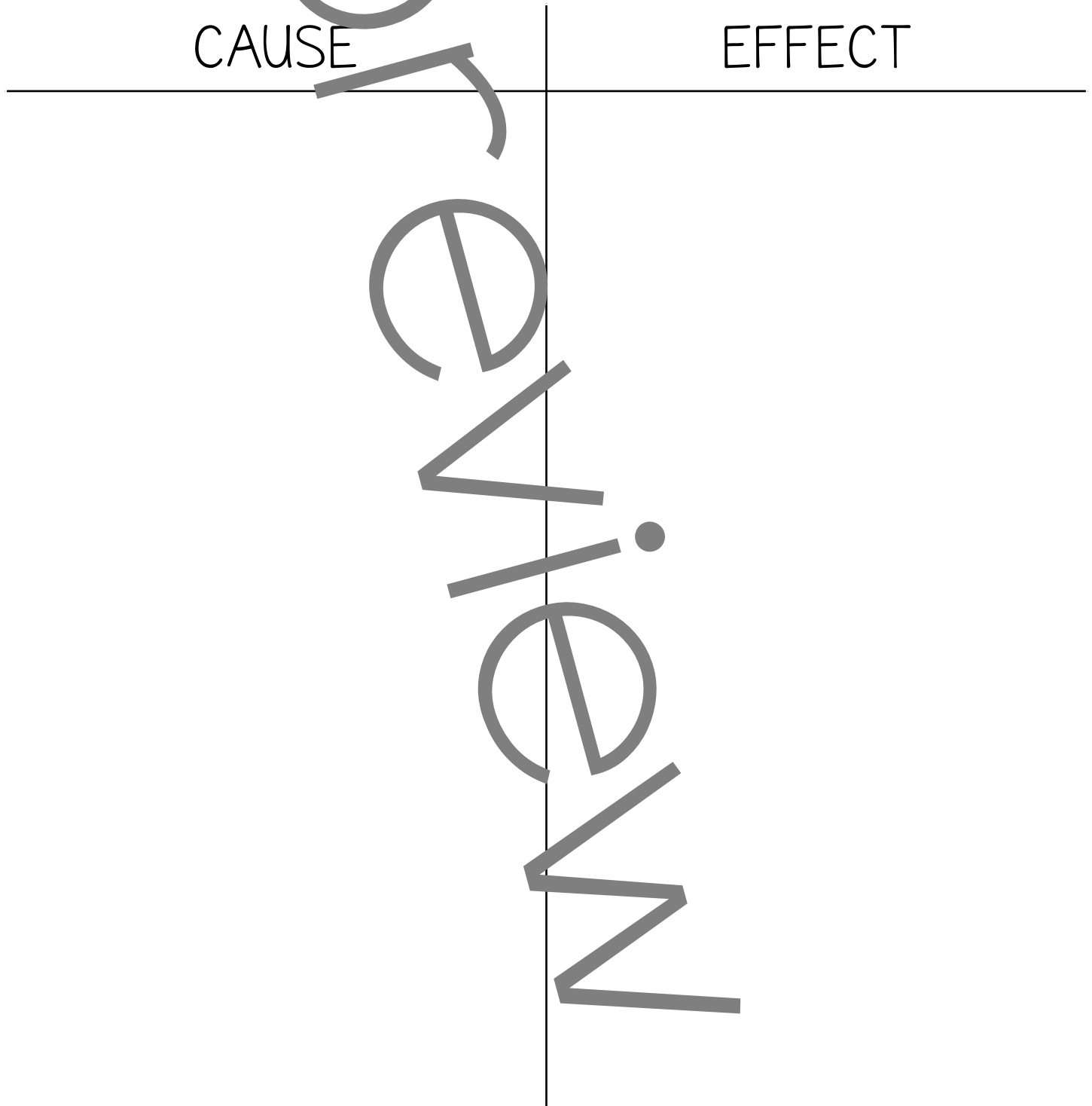


Name: _____

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Cause and Effect

Directions: As you read, complete the graphic organizer. Look for patterns of causes and effects. A cause is an event that makes another event happen. The effect is the result of the cause.



Name: _____

SEE HOW THEY RUN

Cause and Effect

Directions: As you read, complete the graphic organizer. Look for patterns of causes and effects. A cause is an event that makes another event happen. The effect is the result of the cause.

CAUSE	EFFECT
<ul style="list-style-type: none">• Through programs like Kids Voting USA, kids get excited about voting.	<ul style="list-style-type: none">• _____• _____• _____
<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• The legislature approved their bill and the governor officially made the ladybug the state insect of Massachusetts.
<ul style="list-style-type: none">• Shadia Wood set up a lemonade stand on the steps of state capitol to raise awareness for Kids Against Pollution.	<ul style="list-style-type: none">• _____• _____• _____
<ul style="list-style-type: none">• A Massachusetts governor signed a bill to let 16 and 17 year-olds work at the polls on Election Day!	<ul style="list-style-type: none">• _____• _____• _____

Name: _____

SEE HOW THEY RUN

Cause and Effect

Directions: Cut out and glue into your interactive notebook. Study the causes below. As you read, determine the effect of each cause. Then, lift the flap and explain each effect!

↓ Glue down this rectangular strip only

SEE HOW THEY RUN		
CAUSE: Early American leaders wanted a government where the people had some say, but not too much.	CAUSE: The people who wrote the Constitution knew right away that it wasn't a <i>perfect</i> plan.	CAUSE: Second graders in Massachusetts wanted the state insect to be the ladybug.



Cut flaps

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. Explain the meaning of democracy. What is a democracy?

3. According to the text, explain one important way that America is "getting better all the time."

3. Make an inference. Why is it important to vote in elections?

4. Give two examples from the text of kids getting involved in issues that matter to them.

Text Questions

Directions: Circle the correct answer to each question.

1. Why do we celebrate the fourth of July in America?
 - a. It is the day we claimed our national colors as red, white, and blue.
 - b. It is the day in 1776 that the 13 colonies declared independence from Great Britain.
 - c. It is a warm summer day to have a picnic.
2. What did our founding fathers have in common?
 - a. They were all from the same family.
 - b. They all fought in the American Revolution.
 - c. They all signed their names to the Declaration of Independence, which made them traitors to Great Britain.
3. The purpose of the Constitutional Convention was
 - a. to create a new plan for America's government.
 - b. to make it easier for states to act like separate countries.
 - c. to give power back to the King.
4. The three branches of government
 - a. are the Legislative Branch, Executive Branch, and the Judicial Branch.
 - b. ensured that no branch would have too much power.
 - c. Both a and b are correct.
5. The President does all of the following things EXCEPT:
 - a. Leads the Executive Branch
 - b. Appoints judges to the Supreme Court
 - c. Writes the laws
6. The Bill of Rights:
 - a. was written by James Madison.
 - b. is the first 10 amendments (or additions) to the Constitution.
 - c. gave people the right to free speech.
 - d. All of the above.

Name: _____

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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 ↓

See How They Run

Author's Purpose
Unit 4 Week 1

What might be the author's purpose for writing this text?

What do you think is the author's point of view about voting?

eventually

legislation

privilege

version

Name: _____

SEE HOW THEY RUN

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

See How They Run Vocabulary	amendments
	commitment
	compromise
	democracy
	eventually
	legislation
	privilege
	version

Cut flaps



Name: _____

SEE HOW THEY RUN

Vocabulary: Context Clues

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

amendments	commitment	compromise	democracy
eventually	legislation	privilege	version

1. My _____ of the story was different from the one my brother told.
2. The first ten _____, or changes, made to the Constitution are called the Bill of Rights.
3. We have been asking mom and dad for a dog for years! _____, they agreed and we pick up Buster on Saturday!
4. Dad said that going to the movies is a _____, and something we will only do if our chores and homework are done.
5. In order to make everyone as happy as possible, the science group worked out a _____.
6. Jane has a _____ to her softball team. She needs to come to practice ready to play.
7. A _____, like the one we have in the United States, is a government run by its people.
8. The House of Representatives and Senate make up the branch of the government that creates _____.

Name: _____

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Vocabulary: Definitions

Directions: Determine the definition for each vocabulary word. Write the letter of the correct match.

VOCABULARY WORD

DEFINITION

amendments

--

a. to reach an understanding through agreement

commitment

--

b. finally

compromise

--

c. special right given to a group or person

democracy

--

d. laws made & passed

eventually

--

e. formal changes made to laws

legislation

--

f. a description given from one's point of view

privilege

--

g. a government that is run by citizens

version

--

h. sense of obligation

Name: _____

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Vocabulary: Latin Roots

Directions: Use what you know about the meaning of the Latin roots to match each word to its meaning.

tract: *pull, drag*

hydr: *water*

therm: *heat*

WORD

MEANING

tractor

—

a. to lose or remove water

thermostat

—

b. an instrument for measuring temperature

attractive

—

c. machine which drags or pulls and is used for farming

dehydrate

—

d. a device that controls temperature

hydrant

—

e. heat which "pulls" you in; charming, pleasing

thermometer

—

f. a large upright pipe connected to a water main

Name: _____

SEE HOW THEY RUN ▲

Spelling List

Unit 4, Week 1

tasted
ripping
forced
flipping
tapped
flipped
scared
flagged
ripped
skipped
tapping
saved
skipping
scaring
flagging
discussed
saving
tasting
forcing
discussing

Unit 4, Week 1

tasted
ripping
forced
flipping
tapped
flipped
scared
flagged
ripped
skipped
tapping
saved
skipping
scaring
flagging
discussed
saving
tasting
forcing
discussing

Unit 4, Week 1

tasted
ripping
forced
flipping
tapped
flipped
scared
flagged
ripped
skipped
tapping
saved
skipping
scaring
flagging
discussed
saving
tasting
forcing
discussing

Name: _____

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Spelling Sort

Directions: Write the spelling words into the correct sort.

add -ing	drop -e, add -ing	double the final consonant, add -ing	add -ed	double the final consonant, add -ed
tasted flipped tapping discussed	ripping scared saved saving	forced flagged skipping tasting	flipping ripped scaring forcing	tapped skipped flagging discussing

Name: _____

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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 the rectangular strip only

Spelling Words Unit 4 Week 1	add -ed
	double the final consonant, add -ed
	add -ing
	drop the -e, add -ing
double the final consonant, add -ing	

Cut flaps

