

# WONDERS

UNIT 3 WEEK 1

*supplements*

THEY DON'T

MEAN IT!



## UNIT 3 WEEK 1

# CONTENTS & EXPLANATION

<b>Summarize</b>	Students write a summary about the most important events in the story. They are challenged to use vocabulary words, as well.
<b>Sequence of Events</b>	Students number the story events into the correct order.
<b>INTERACTIVE NOTEBOOK PAGE Summarize</b>	Students lift the flaps and write a summary of what the Yang family did to prepare for their Chinese New Year party.  *Students cut out and glue the page into their interactive notebook.
<b>Theme</b>	Students write about what the character did or said, and then what happened to the character. These notes will help to determine the theme.
<b>Supporting the Theme</b>	Students support the provided theme by noting what the character did and said.
<b>INTERACTIVE NOTEBOOK PAGE Theme</b>	Students lift the flap and write the theme of the story. They also note 3 details that support the theme.  *Students cut out and glue the page into their interactive notebook.
<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 about the text.

## UNIT 3 WEEK 1

# CONTENTS & EXPLANATION

<b>INTERACTIVE NOTEBOOK PAGE</b> <b>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</b> <b>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: Definitions</b>	Students 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: ABC Order

Students write the spelling words in alphabetical order.

## 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: \_\_\_\_\_

THEY DON'T MEAN IT!

# Summarize

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

**CHALLENGE:** Underline any vocabulary words you used in your summary!

First,

Next,

Then,

After  
that,

In the  
end,

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

THEY DON'T MEAN IT!

# Sequence of Events

Directions: As you read, notice the sequence of events. Number the events into the correct order.

#	SEQUENCE OF EVENTS
	Mary's parents decide to invite friends over for a Chinese New Year dinner.
	Later, Kim explains that she was trying to avoid bragging about her mom's ham, and Mary explains that the bragging is only specific to <i>Chinese</i> parents talking about their own kids.
	Kim is shocked to hear Mary's mother and father dismiss compliments, like when Father says Mother is not a good cook. She tells Mary that they were acting nasty.
	Mary and her mom make fish, noodles, and ten vegetable salad for dinner. They clean the house, as well.
	Kim's family invites Mary's family to dinner. When Mrs. Yang says she loves the ham Mrs. O'Meara made, Kim says "Aw, that ham was terrible."
	The Yang family moved to Seattle from China and began working hard to get used to American ways.
	So, Mary explains that in Chinese culture, parents aren't supposed to accept compliments about their children or spouses because it is the same as bragging.
	Finally, when Mary performs at the concert, her mom accidentally agrees aloud that Mary was very good. She quickly covers her mouth, and Kim says, "We know you didn't mean it!"
	The guests enjoy the dinner, and Mrs. Eng tells Father that Mother's fish was delicious.

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

THEY DON'T MEAN IT!

# Summarize

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write a summary of what the Yang family did to prepare for the party.

↓  
Glue down this rectangular strip only

**They Don't Mean It!**

First,

Next,

Then,

After that,

Finally,

Cut flaps



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

THEY DON'T MEAN IT!

# Theme

Directions: As you read, take notes about what the character does or says and what happens to the character. These details will help you to support the theme.

What does the character do or say?

What happens to the character?

What does the character do or say?

What happens to the character?

Theme

It is important to learn about other cultures.



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

THEY DON'T MEAN IT!

# Theme

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write three important details that show the theme of the story. Then, write the theme!

Cut flaps

Glue down the rectangular strips only

	<b>Detail 1</b>	<b>Detail 2</b>	
	<b>Detail 3</b>	<b>THEME</b>	

Glue down the rectangular strips only

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

THEY DON'T MEAN IT!

## 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. Give three examples of how the Yang family works to get used to American ways.

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2. Are Mary's feelings hurt when her mother says she is embarrassed by Mary's slicing of the vegetables? Use text details to explain why or why not.

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3. Explain why Kim looks at Mary "curiously" the day after the Yangs eat dinner at the O'Meara's house.

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4. Make an inference: Why does Mary's mom cover her mouth at the end of the story?

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

THEY DON'T MEAN IT!

# 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 ↓

They Don't Mean It!

Author's Purpose  
Unit 3 Week 1

What may be the author's message to readers?

The author's purpose may have been to inform you about Chinese culture. Name 2 things you learned from reading this story.



**contradicted**



**critical**



**cultural**



**misunderstanding**



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

THEY DON'T MEAN IT!

# 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

**They Don't Mean It! Vocabulary**

appreciation
blurted
complimentary
congratulate
contradicted
critical
cultural
misunderstanding

Cut flaps



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

THEY DON'T MEAN IT!

## Vocabulary: Context Clues

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

appreciation	blurted	complimenting	congratulate
contradicted	critical	cultural	misunderstanding

1. Dylan \_\_\_\_\_ out the answer to the division equation, without thinking!
2. I will \_\_\_\_\_ Ella for winning the art contest.
3. Dad said he wants to eat healthy foods, but he \_\_\_\_\_ himself when he had chocolate cake for dessert last night!
4. Visiting the museum taught me about the \_\_\_\_\_ traditions of the people.
5. I thought I was supposed to walk home, but Mom came to pick me up from school. Apparently, we had a \_\_\_\_\_.
6. I would love your advice, but please don't be overly \_\_\_\_\_, as though you are trying to find things wrong with my ideas.
7. Bea's friends are \_\_\_\_\_ her new haircut.
8. Because of Uncle Mark's \_\_\_\_\_ of good food, we bought him cooking classes for his birthday.

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

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# Vocabulary: Definitions

Directions: Match each word to its definition. Write the letter of the correct match.

## VOCABULARY WORD

appreciation

blurted

complimentary

congratulate

contradicted

critical

cultural

misunderstanding

## DEFINITIONS

a. praise; admiration

b. disagreed with

c. an understanding of value

d. failure to understand

e. finding something wrong with things


f. said without thinking

g. arts, beliefs, and customs of a group

h. to give good wishes or praise



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

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# Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

minus			
loser			
humor			
closet			
camel			
student			
equal			
hero			
local			
comet			
parade			
punish			
human			
shiver			
legal			
linen			
decent			
amaze			
fancy			
tyrant			

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

THEY DON'T MEAN IT!

# Spelling: Alphabetical Order

Directions: Write the spelling words in alphabetical order.

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_

17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_ 20. \_\_\_\_\_

minus

loser

humor

closet

camel

student

equal

hero

local

comet

parade

punish

human

shiver

legal

linen

decent

amaze

fancy

tyrant

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

THEY DON'T MEAN IT!

# Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and file the words under the correct tab, according to their first letter.

↓  
Glue down these rectangular strips only

Words	Aa-Cc	Dd-Gg	Unit 3
Spelling	Hh-Kk	Ll-Pp	Week 1
	Qq-Tt	Uu-Zz	

↓  
Glue down these rectangular strips only

↑  
Cut flaps