

# WONDERS

UNIT 5 WEEK 1

supplements

IDA B ...

and Her Plans to Maximize  
Fun, Avoid Disaster, and  
(Possibly) Save the World



# CONTENTS & EXPLANATION

<b>Making Predictions</b>	Students make predictions as they read the text <b>for the first time</b> . They record the story details that lead to each prediction, as well.
<b>Revising and Confirming Predictions</b>	Students choose one prediction to either confirm or revise, depending on whether the prediction was correct.
<b>INTERACTIVE NOTEBOOK PAGE Making Predictions</b>	Students lift the flaps and write their predictions as they read.  *Students cut out and glue the page into their interactive notebook.
<b>Characters, Setting, Plot</b>	Students complete the story map, noting the important characters, setting, and the important plot events.
<b>Compare and Contrast Settings: Venn Diagram</b>	Students use the Venn diagram to compare and contrast the way Ida B. acts and feels at school and at home.
<b>Compare and Contrast Settings: Paragraph Form</b>	Students write two paragraphs with topic sentences and supporting details. They compare and contrast how Ida B. acts both at school and at home.
<b>INTERACTIVE NOTEBOOK PAGE Comparing Settings</b>	Students lift the flaps and compare how Ida B. feels at school with how she feels at home.  *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.

# 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 Sort

Students sort spelling words based on their suffix.

## 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 suffix.

\*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: \_\_\_\_\_

IDA B... AND HER PLANS...

# Making Predictions

Directions: As you read, complete the graphic organizer. Make predictions about what will happen next in the story. Give the story details that caused you to predict.

PAGE	STORY DETAILS	MY PREDICTION I think _____ will happen because ...

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

IDA B... AND HER PLANS...

# Revising & Confirming Predictions

Directions: Choose one of your predictions from your Prediction Chart. As you read, you can revise this prediction as you learn more OR confirm the prediction if your thinking was correct.

MY PREDICTION

OR

CONFIRM

If you are *confirming* an accurate prediction, explain how you know your prediction was correct.

REVISE

If you are *revising* an incorrect prediction, explain what made you change your mind. What story clues lead you to revise?

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

IDA B... AND HER PLANS...

# Making Predictions

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and predict as you read.

Glue down the rectangular strip only

IDA B ... AND HER PLANS TO MAXIMIZE FUN, AVOID DISASTER AND (POSSIBLY) SAVE THE WORLD	I predict...
	I think...
	Maybe...
	If...
	Possibly...

Cut flaps



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

IDA B... AND HER PLANS...

# Characters, Setting, Plot

Directions: As you read, complete the graphic organizer. Take notes about the most important characters, the setting (where and when the story takes place), and the plot (the story events.)

Characters

Setting

**T** Beginning

**O** Middle

**L** End

**E**

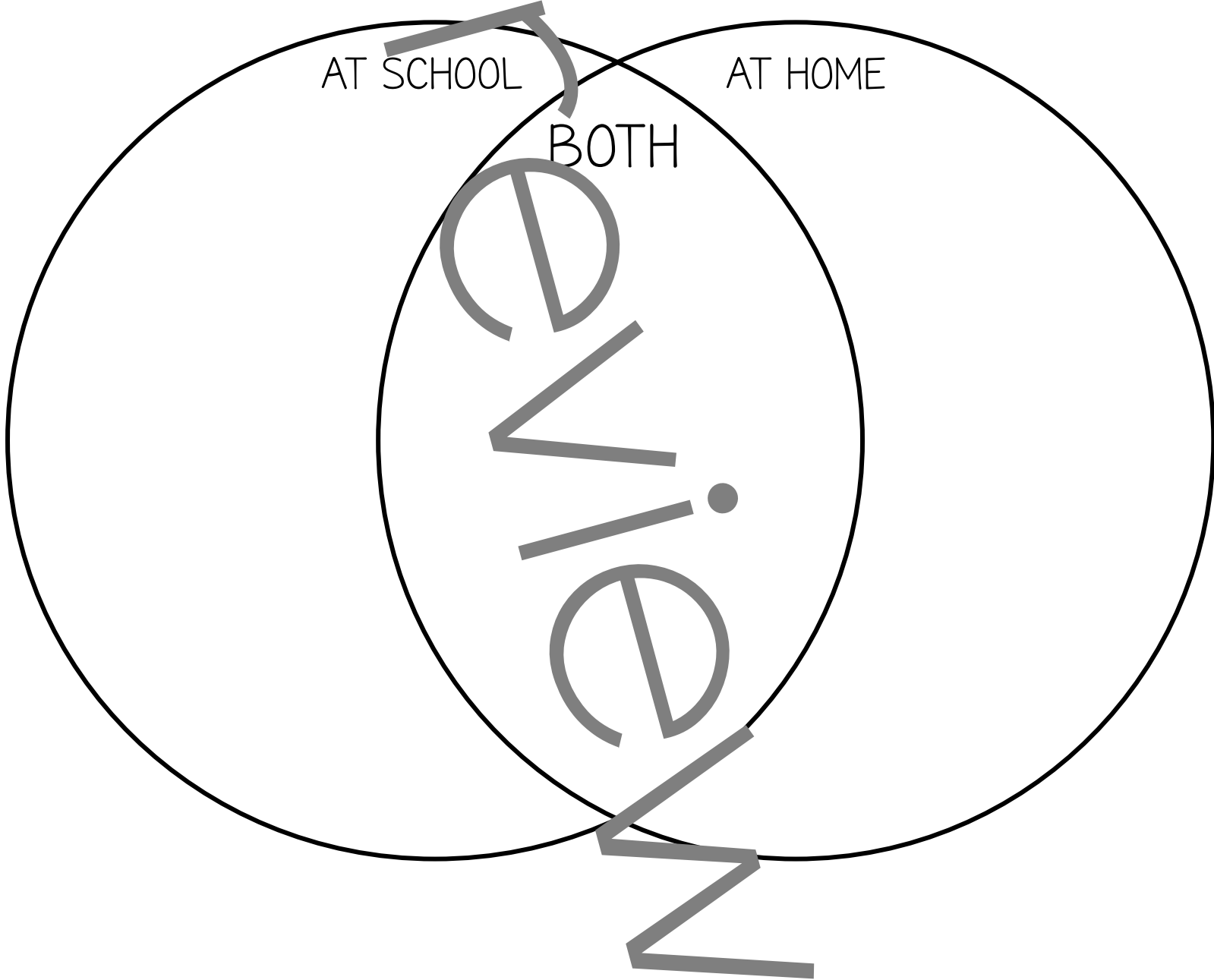


Name: \_\_\_\_\_

IDA B... AND HER PLANS...

# Compare and Contrast: Settings

Directions: As you read, complete the graphic organizer. Take notes on how Ida B. acts and feels at school and at home. What is the same? What is different?



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

IDA B... AND HER PLANS...

# Compare and Contrast: Settings

Directions: Compare and contrast how Ida B. acts at school with how she acts at home. Use details to explain why her actions are similar and different in the two settings.

## ALIKE

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DIFFERENT

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

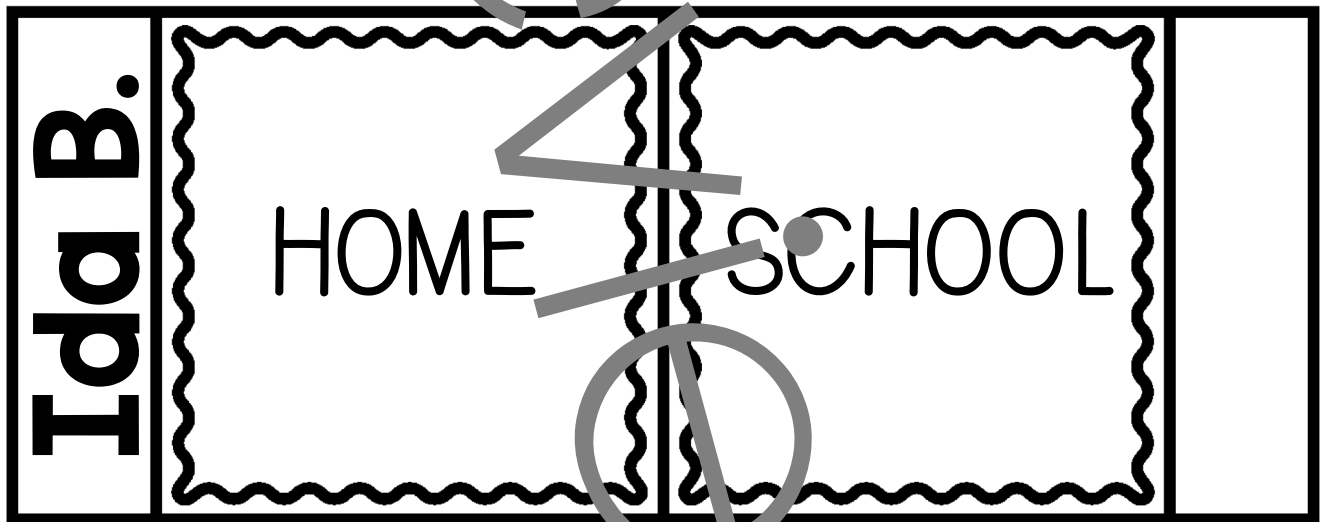
Name: \_\_\_\_\_

IDA B... AND HER PLANS...

## Comparing: Settings

Directions: Cut out and glue into your interactive notebook. Lift the flaps and explain how Ida B. feels at home and at school. What the differences between these two places for Ida B.?

Glue down the rectangular strips only



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. Ida B. is going through a lot of change, and change can be hard. Support this statement with 3 details from the story.

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2. How does Ida B. respond to the challenge of reading in front of the class? What does this tell you about Ida B.?

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3. Explain why Ida doesn't want to let her parents know how happy she felt at school.

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4. Make an inference: At the end of the story, why do you think Ida B. is hesitant to look at her mom?

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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. How does Ravi feel about his new home? How do you know?

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2. According to the text, why doesn't Ravi want to tell his father how he feels about the new home?

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3. Circle the word that you think best describes Lila. Support your choice with at least one detail from the text.

generous

friendly

insistent

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4. Explain how Ravi's point of view about his new home changes from the beginning of the story to the end. What causes the change?

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

IDA B... AND HER PLANS...

# 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 ↓

<p><b>Ida B..and Her Plans</b> TO MAXIMIZE FUN, AVOID DISASTER AND (POSSIBLY) SAVE THE WORLD</p>	<p>Author's Purpose Unit 5 Week 1</p>
<p>How does the author use Ida B. as an example of strength?</p>	<p>From whose point of view is this story told?</p> <p>Why do you think the author chose to write the story in this way?</p>

**disdain**



**focused**



**genius**



**perspective**



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

# IDA B... AND HER PLANS...

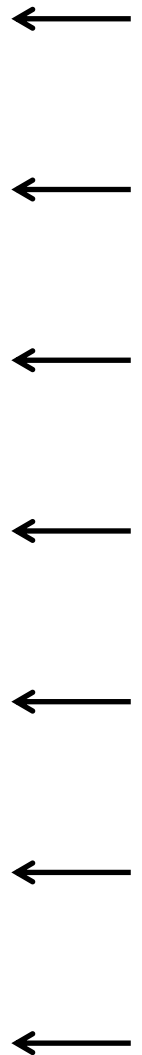
## Vocabulary

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

Ida B... and Her Plans to Maximize Fun... <b>Vocabulary</b>	disdain
	focused
	genius
	perspective
	prospect
	stunned
	superb
	transition

Cut flaps





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

IDA B... AND HER PLANS...

## Vocabulary: Context Clues

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

disdain

focused

genius

perspective

prospect

stunned

superb

transition

1. Our teacher would like us to \_\_\_\_\_ from one activity to the next, quietly.
2. We are looking forward to the \_\_\_\_\_ of spending the night at our grandparents' house.
3. I got a \_\_\_\_\_ score on my history paper. I am thrilled!
4. Mom says I don't need to be a \_\_\_\_\_ to do well in school, but I must work hard and give my best effort in order to succeed.
5. Ellie looked at the hard-boiled eggs with \_\_\_\_\_; they are her least favorite food.
6. Jack is \_\_\_\_\_ on his goal of playing the guitar at the talent show. He practices every night.
7. I was \_\_\_\_\_ to see the lightning strike the top of the building.
8. From my \_\_\_\_\_, having a family pet is a good thing because they teach responsibility.

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

IDA B... AND HER PLANS...

## Vocabulary: Definitions

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

### VOCABULARY WORD

disdain

focused

genius

perspective

prospect

stunned

superb

transition

### Definition

- a. a person with high mental powers, creativity, or inventiveness
- b. a passage from one activity or position to another
- c. something looked forward to
- d. dislike for someone or something
- e. excellent
- f. a point of view
- g. overwhelmed; shocked
- h. fixed on; concentrated

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

IDA B... AND HER PLANS... ▲

# Spelling 3 Times Each

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

serious			
furious			
eruption			
usually			
direction			
position			
forgetful			
comfortable			
finally			
destruction			
apparently			
completely			
eventually			
carefully			
microscopic			
allergic			
scientific			
safety			
activity			
sickness			

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

IDA B... AND HER PLANS... ▲

# Spelling Sort

Directions: Write the spelling words into the correct column according to the suffix.

-ious	-tion	-ful / -fully	-able
-ly / -lly	-ic	-ity / -ty	-ness

serious	apparently	furious	eruption	completely
eventually	usually	carefully	direction	microscopic
position	allergic	forgetful	scientific	comfortable
safety	finally	activity	sickness	destruction

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

IDA B... AND HER PLANS...

# Spelling Sort

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



Glue down the rectangular strip only

Spelling Words Unit 5 Week 1

-able
-ful / fully
-ic
-ious
-ity
-ity / -ty
-ly / -lly
-ness
-tion

Cut flaps

