

week ONE

- Government Must Fund Inventors
 - ✓ Central Idea
- The Inventor's Secret
 - ✓ Point of View
 - ✓ Retell / Summarize
 - ✓ Author's Purpose
 - ✓ Theme



CONTENTS & EXPLANATION

7	Essential Question	Students journal write to answer the essential question.
8	Big Idea Words * Interactive Notebook	On the front, students write the meaning of each Big Idea Word. Then, students lift the flaps and write a list of synonyms of each Big Idea Word. * This page is cut and pasted into the student's interactive notebook.
9	Central Idea	Students write the central idea of the text and give 3 pieces of evidence to support the idea.
10	Support the Central Idea	Students give 3 pieces of evidence to support the provided central idea.
11	Point of View	Students write about the point of view from which the story is told.
12	Retell and Summarize	Students use the word bank provided to write a summary of how Henry learned Thomas's secret.
13	Retell	Students draw pictures of Henry and Thomas. They retell each inventor's childhood using details from the story.
14	Author's Purpose	Students write about the author's purpose for writing and the author's message to readers.

CONTENTS & EXPLANATION

15	Author's Purpose * Interactive Notebook	Students lift the flaps and write about the author's purpose for writing and the author's message to readers. * This page is cut and pasted into the student's interactive notebook.
16- 17	Theme	Students determine the theme of the story. They support the theme with details from the text.
18	Theme *Interactive Notebook	Students write the theme of the story on the front of the lightbulb. They lift the flap and give one text detail to support the theme. * This page is cut and pasted into the student's interactive notebook.
19	Text Questions	Students answer the text-dependent comprehension questions.
20	Critical Vocabulary	Students use the glossary to define each vocabulary word. They write the words into sentences.
21	Critical Vocabulary *Interactive Notebook	Students lift the flaps and write the meanings of each vocabulary word. * This page is cut and pasted into the student's interactive notebook.
22	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.

CONTENTS & EXPLANATION

23	Critical Vocabulary: Definition Matching	Students match each word to its definition.
24	Vocabulary: Prefixes	Students read the meanings of the prefixes ex- and e-. They match each word to its meaning.
25	Vocabulary: Greek Roots	Students look at the list of words under the root. They use the clues to determine the meaning of the Greek root.
26	Spelling: 3 Times Each	Students write the spelling words three times each.
27	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
28	Spelling Sort	Students sort the spelling words by long a and short a vowel sounds.
29	Spelling Triangles	Students write the spelling words, one letter at a time, so that they take the shape of triangles.
30	Spelling Sort *Interactive Notebook	<p>Students lift the flaps and write the words according to vowel sound.</p> <p>* This page is cut and pasted into the student's interactive notebook.</p>
31- 46	Answer Keys	All pages with applicable answer keys are provided.
47	Credits and Terms of Use	Thank you to the clip artists and fonts creators!

ESSENTIAL QUESTION



What kinds of circumstances push people to create new inventions?

Handwriting practice lines consisting of 12 horizontal lines. A large, faint watermark of the word 'Invent' is oriented vertically across the center of the page.

Name: _____

BIG IDEA WORDS

Words About Inventors

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write synonyms for each word. List as many synonyms as you can!

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Inventors

transcend

excel

illustrious

revere

Cut here
←

←

←

Name: _____

Government Must Fund Inventors

CENTRAL IDEA >>> what the text is mostly about

Directions: Write the central idea of the text. This is what the text is mostly about. Then, give 3 pieces of evidence to support the central idea.

Central Idea:

Evidence #1

Evidence #2

Evidence #3

Name: _____

Government Must Fund Inventors

CENTRAL IDEA >>> what the text is mostly about

Directions: Support the central idea with 3 pieces of evidence from the text.

Central Idea:

The federal government should spend more money supporting inventors and their work.

Evidence #1

Evidence #2

Evidence #3

POINT OF VIEW »»» Who is telling the story?

Directions: Think about the author's point of view. Who is telling this story?

First person – the narrator is part of the story

- Look for words such as *I* and *me*

Third person = the narrator is outside the story

- Look for words such as *he*, *she*, and *they*

From what point of view is the story told? How do you know?

From *Thomas's* point of view, what is the most interesting topic to study?

From *Henry's* point of view, what is the most interesting topic to study?

Name: _____

RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Write a summary of how Henry learned Thomas's secret. Reread pages 30-32. Include the important characters, the setting, and the most important story events. Use words from the Word Bank as help.

WORD BANK

Henry	Thomas	dinner	strong
courage	question	banged	secret

First,

Next,

Then,

After that,

In the end,

Name: _____

RETELL >>> helps you understand the story

Directions: Draw pictures of the main characters. **Retell** each boy's childhood using details from the story.

THOMAS

RETELL

HENRY

RETELL

Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

Directions: Write about the author's purpose for writing this text.

What is the author's purpose for writing *The Inventor's Secret*?

Does the author want to inform, persuade, or entertain readers? How do you know?

What might be the *message* the author is telling to readers?

Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

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 Inventor's Secret	AUTHOR'S PURPOSE
What is the author's purpose for writing <i>The Inventor's Secret</i> ? Does the author want to inform, persuade, or entertain readers? How do you know?	What might be the <i>message</i> the author is telling readers?



Cut here

Name: _____

THEME >>> **main message, moral, or lesson**

Directions: As you read, take notes about the important details and events in the story. These details will help you to determine the theme.

Detail

Detail

Detail

Detail

Theme

Name: _____

THEME

»»» main message, moral, or lesson

Directions: Support the theme with 4 details from the story.

Detail

Detail

Detail

Detail

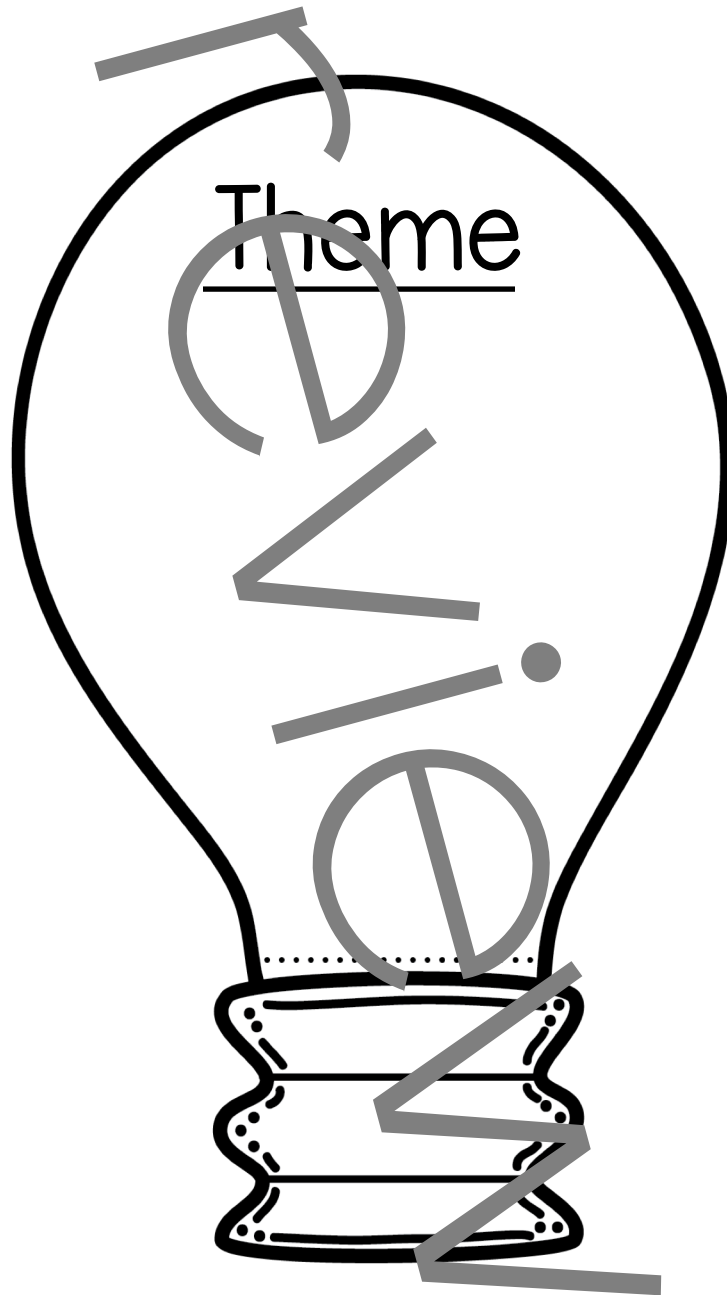
Theme

Keep trying! Do not give up!

Name: _____

THEME >>> **main message, moral, or lesson**

Directions: Cut out and glue into your interactive notebook. Lift the flap, and write one important detail that supports the theme of the story. On the front, write the theme!



Cut on the solid lines and fold on the dotted lines.

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. Name two things Thomas and Henry have in common.

2. Describe how Henry perseveres in the story. How does he show determination to succeed?

3. List 3 of Thomas Edison's inventions.

4. What does Henry learn from Thomas? What is Thomas's "secret?"

CRITICAL VOCABULARY >>>

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

WORD	DEFINITION	SENTENCE
locomotives		
chugged		
gadgets		
phonograph		
sputtered		
flop		
incandescent		
cylinder		
patents		

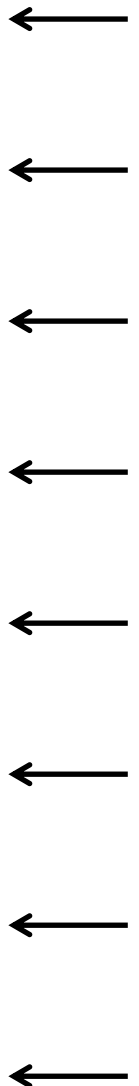
CRITICAL VOCABULARY >>>

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

↓
Glue down this rectangular strip only

The Inventor's Secret	locomotives
	chugged
	gadgets
	phonograph
	sputtered
	flop
	incandescent
	cylinder
	patents

Cut here



CRITICAL VOCABULARY: CONTEXT CLUES



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

locomotives	chugged	sputtered	gadgets	phonograph
incandescent	flop	cylinder	patents	

- Grandpa's old truck _____ to life as we started up the engine. _____
- We will file _____ so no one can copy and sell our idea. _____
- Only one _____ lightbulb hung from the ceiling of the small shack. _____
- A sphere has no straight sides, but a _____ has circular ends and straight sides. _____
- The _____ pulled the train down the track and into town. _____
- I baked a cake but forgot to add sugar. It was a total _____! _____
- Aunt Liz is an inventor. She is always creating new and useful _____ for us to try. _____
- The invention of the _____ allowed people to record sounds and play them back. _____
- The old steam engine _____ up the hill. Although it wasn't moving fast, it was making progress. _____

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

locomotives

a. move slowly and noisily

chugged

b. complete failure

gadgets

c. having circular ends and straight sides

phonograph

d. engines that make a train go forward

sputtered

e. something that gives off light

flop

f. legal documents that make it so no else can sell your invention

incandescent

g. specialized machines or electronic devices

cylinder

h. machine that plays recorded sound

patents

i. worked in a rough, uneven way

VOCABULARY: PREFIXES >>>>

Directions: Read the meaning of each prefix. Match the words to their definitions.

ex = out e = from

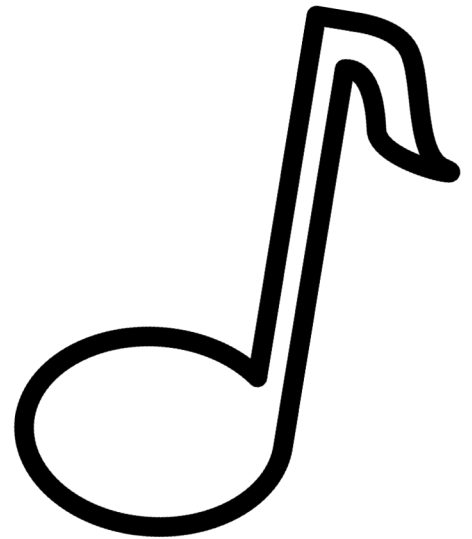
WORD		DEFINITION
exit	—	a. to shut out; not include
explode	—	b. to develop from a simple form to complex form
exhale	—	c. to say something; to put out one's emotions
express	—	d. a way out
evolve	—	e. to make larger
exclude	—	f. to breath out
expand	—	g. to blow up, burst, or shatter

VOCABULARY: GREEK ROOTS >>>>

Directions: Look at the list of words under the root. Use these clues to determine what the Greek root may mean.

phon = _____

- microphone
- megaphone
- homophone
- telephone
- symphony



Now, use one of the words in a sentence that shows you understand the meaning of the Greek root.

Name: _____

SPELLING: 3 TIMES EACH >>>

Directions: Write the spelling words three times in your neatest handwriting.

1.	breath		
2.	wobble		
3.	blister		
4.	crush		
5.	direct		
6.	promise		
7.	grasp		
8.	numb		
9.	shovel		
10.	gravity		
11.	hymn		
12.	frantic		
13.	swift		
14.	feather		
15.	comic		
16.	bundle		
17.	solid		
18.	weather		
19.	energy		
20.	stingy		

REVIEW & CHALLENGE: 3 TIMES EACH >>>

Directions: Write the spelling words three times in your neatest handwriting.

Challenge			
21. adjective			
22. shrugged			
23. suggest			
24. pessimist			

Name: _____

SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.
Four words will fit into 2 sorts.

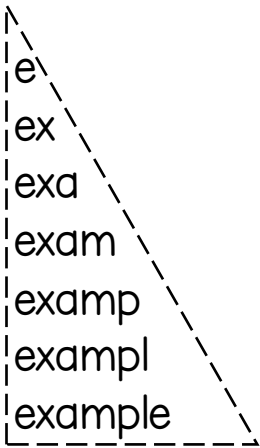
short a sounds like <i>cat</i>	short e sounds like <i>met</i>	short i sounds like <i>mister</i>
short o sounds like <i>pot</i>	short u sounds like <i>umbrella</i>	

1. breath
2. wobble
3. blister
4. crush
5. direct
6. promise
7. grasp
8. numb
9. shovel
10. gravity
11. hymn
12. frantic
13. swift
14. feather
15. comic
16. bundle
17. solid
18. weather
19. energy
20. stingy

Name: _____

SPELLING TRIANGLES >>>

Directions: Write each word by adding one letter at a time. The word will take the shape of a triangle! Use the back of the paper, if needed.



1. breath
2. wobble
3. blister
4. crush
5. direct
6. promise
7. grasp
8. numb
9. shovel
10. gravity
11. hymn
12. frantic
13. swift
14. feather
15. comic
16. bundle
17. solid
18. weather
19. energy
20. stingy

Name: _____

SPELLING SORT >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the spelling words into the correct sort.

Glue down the rectangular strip only ↓

The Inventor's Secret

short	a
short	e
short	i
short	o
short	u

Cut here



1. breath
2. wobble
3. blister
4. crush
5. direct
6. promise
7. grasp
8. numb
9. shovel
10. gravity
11. hymn
12. frantic
13. swift
14. feather
15. comic
16. bundle
17. solid
18. weather
19. energy
20. stingy

week ONE

ANSWER KEYS

BIG IDEA WORDS

Words About Inventors

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write synonyms for each word. List as many synonyms as you can! Synonyms will vary. Sample lists below.

↓
Glue down this rectangular strip only

BIG IDEA WORDS Words About Inventors	transcend to go above or beyond the limits
	excel to be very good at something
	illustrious someone famous for their achievements
	revere to think highly of a person

excel
surpass
outdo

outshine
surpass
top
best

memorable
well-known
celebrated

admire
respect
look up to

Name: _____

Government Must Fund Inventors

CENTRAL IDEA »»» what the text is mostly about

Directions: Support the central idea with 3 pieces of evidence from the text.
Sample details below

Central Idea:

The federal government should spend more money supporting inventors and their work.

Evidence #1

Often times, only the government has the funds to support great innovation.

Evidence #2

The government's support of innovation benefits society. Examples of this include cell phones and the Internet.

Evidence #3

Government support of invention has led to more innovation. An example of this is the invention of memory foam.

POINT OF VIEW »»» Who is telling the story?

Directions: Think about the author's point of view. Who is telling this story?

First person – the narrator is part of the story

- Look for words such as *I* and *me*

Third person = the narrator is outside the story

- Look for words such as *he*, *she*, and *they*

From what point of view is the story told? How do you know?

It is told from the third person point of view. I know because the narrator is outside the story and uses words like he, she, and they.

From *Thomas's* point of view, what is the most interesting topic to study?

Thomas is most curious about electricity.

From *Henry's* point of view, what is the most interesting topic to study?

Henry is most curious about engines.

Name: _____

RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Write a summary of how Henry learned Thomas's secret. Reread pages 30-32. Include the important characters, the setting, and the most important story events. Use words from the Word Bank as help. *Sample summary below.*

WORD BANK

Henry	Thomas	dinner	strong
courage	question	banged	secret

First,	Henry hears that Thomas is in Detroit for an important meeting. He hops a train to attend the meeting!
Next,	During dinner, Henry waits his turn to talk to Thomas.
Then,	He finally gets the chance to tell Thomas about his invention. Thomas asks questions. He wants to know if the car is a four-cycle engine.
After that,	Henry happily answers all of Thomas's questions. Then, Thomas banged his fist on the table.
In the end,	He tells Henry to "keep at it!" That was Thomas's secret all along. Don't give up!