

## UNIT 3 WEEK 1




# CONTENTS & EXPLANATION

Making Predictions	Students make and record their predictions as they read the story for the first time.
INTERACTIVE NOTEBOOK PAGE Making Predictions	Students lift the flaps and record their predictions as they read the story for the first time.  *Students cut out and glue the page into their interactive notebook.
Revising and Confirming Predictions	Students confirm or revise their predictions depending upon the accuracy of the prediction.
Theme	Students determine the theme of the story by analyzing the characters' actions and the plot events. They support the theme with story details.
Supporting the Theme (2)	Students support the provided theme with text details.
INTERACTIVE NOTEBOOK PAGE Theme	Students lift the flaps and write the theme of the story, as well as 3 text details that support the theme.  *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 Theme	Students read the Paired Selection and determine the theme of the story. They support the theme with 3 details.

# 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 sentences with the vocabulary words.
Vocabulary: Synonyms	Students match each vocabulary word to its synonym.

# CONTENTS & EXPLANATION

<p>Spelling Lists</p>	<p>Spelling lists are provided (3 to a page) to be used with the spelling pages.</p> <p><b>IMPORTANT</b> 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:</p> <ul style="list-style-type: none"> <li> Approaching</li> <li> On Level</li> <li> Beyond</li> </ul>
<p>Spelling Words Writing 3x Each</p>	<p>Students write their spelling words 3 times each.</p>
<p>Spelling Sort</p>	<p>Students sort spelling words into the correct columns.</p>
<p>Spelling Triangles</p>	<p>Students write their spelling words, building with one letter at a time, so that words are shaped as a triangle.</p>
<p>INTERACTIVE NOTEBOOK PAGE Spelling Sort</p>	<p>Students lift the flaps and write the spelling words according to the vowel teams.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
<p>Answer Keys</p>	<p>Answer keys for all applicable sheets are at the end of the unit.</p>

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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

# 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 ↓

<b>How Tia Lola came to <del>Visit</del> Stay</b>	I predict...
	I think...
	Maybe...
	If...
	Possibly...

Cut flaps  
↙

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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

# 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 led you to revise?

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

# HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## 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 determine 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

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

# HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## 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 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

Listen to the ideas of others.



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

# HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## 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 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

Don't judge a person before getting to know them.

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

# HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## Theme

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

Cut flaps

Glue down the rectangular strips only

	Detail <b>1</b>	Detail <b>2</b>	
Title: _____	Detail <b>3</b>	THEME	

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. Describe Tía Lola. Use details from the story to support your description.

---

---

2. Why does Tía Lola continue to say "No hay problema" when confronted with the problem of Colonel Charlebois?

---

---

3. Describe how and why Miguel's impression of Colonel Charlebois changes over time.

---

---

4. Make an inference: The author ends the story with Colonel Charlebois telling the kids, "Let's play ball." Why do you think he says this?

---

---

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

# Theme

Directions: Determine the theme of the story. Support the theme with 3 details from the text.

The Music of Many

Detail

Detail

Detail

Theme

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

# Theme

Directions: Support the theme with 3 details from the story.

The Music of Many

Detail

Detail

Detail

Theme

Working together is often better  
than working alone.

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

HOW TÍA LOLA CAME TO VISIT STAY

## 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 ↓

How Tía Lola Came to  
Visit Stay

Author's Purpose  
Unit 3 Week 1

What might be the  
author's message  
to readers?

How does the  
author help  
readers  
understand the  
meaning of the  
Spanish words  
and phrases used  
in the story?

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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## Essential Question

What happens when people share ideas?

©2016

capacity

enthralled

follow

insight



**negotiate**

**regulation**

**resemblance**

**unseenly**

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

# HOW TÍA LOLA CAME TO VISIT STAY

## 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
capacity		
enthralled		
fallow		
insight		
negotiate		
regulation		
resemblance		
unseemly		

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

# HOW TÍA LOLA CAME TO VISIT STAY

## 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

How Tía Lola Came to Visit Stay	capacity
	enthralled
	fallow
	insight
	negotiate
	regulation
	resemblance
	unseemly

Cut flaps



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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## Vocabulary: Context Clues

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

capacity

enthralled

fallow

insight

negotiate

regulation

resemblance

unseemly

1. Henry is \_\_\_\_ by the book White Fang. He will likely read more books by Jack London. \_\_\_\_\_
2. At the garage sale, Aunt Juanita will \_\_\_\_ for a better price on the used bicycle. \_\_\_\_\_
3. Although they are different animals, the \_\_\_\_ between alligators and crocodiles is great. \_\_\_\_\_
4. The \_\_\_\_ fields are becoming overgrown with weeds and grasses. \_\_\_\_\_
5. Due to the \_\_\_\_ appearance of my filthy bedroom, my mom cancelled the sleepover. \_\_\_\_\_
6. The pool's \_\_\_\_ is 50 people, so we want to get there early to be sure we are able to swim. \_\_\_\_\_
7. We have to follow each fishing \_\_\_\_ in order to lawfully fish in the state park. \_\_\_\_\_
8. "Do you have any \_\_\_\_ as to why the bathroom is flooded?" asked Mrs. Hammer. \_\_\_\_\_

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

## SYNONYM

capacity

enthralled

fallow

insight

negotiate

regulation

resemblance

unseemly

a. fascinated;  
captivated

b. understanding;  
vision

c. similarity

d. deal; bargain

e. inappropriate;  
improper

f. volume;  
capability

g. required

h. unplanted

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

# Spelling List

Unit 3, Week 1

wealthy

healthy

shoulder

toughest

exploit

agreed

volunteer

impeach

spoilage

poisonous

appointment

moisten

equal

streamline

guaranteed

creature

treasure

straighten

ceiling

earthbound

Unit 3, Week 1

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

# Spelling List

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



# Spelling List

Unit 3, Week 1

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ceiling

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

# Spelling 3 Times Each

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

wealthy			
healthy			
shoulder			
toughest			
exploit			
agreed			
volunteer			
impeach			
spoilage			
poisonous			
appointment			
moisten			
equal			
streamline			
guaranteed			
creature			
treasure			
straighten			
ceiling			
earthbound			

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

# Spelling 3 Times Each

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

wealthy			
healthy			
shoulder			
toughest			
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creatures			
treasures			
straighten			
ceiling			
earthbound			

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

# Spelling 3 Times Each

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

wealthiest			
healthy			
shoulder			
toughest			
exploitation			
pedigree			
volunteering			
impeachment			
spoilage			
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equality			
streamline			
guaranteed			
creatures			
treasures			
straightening			
ceiling			
earthbound			

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

HOW TÍA LOLA CAME TO VISIT STAY

# Spelling Sort

Directions: Sort the spelling words into the correct columns. Two words will fit into two columns.

di	ea	ee	ei
oi	ou	ud	

- |          |           |            |            |             |
|----------|-----------|------------|------------|-------------|
| wealthy  | healthy   | shoulder   | toughest   | appointment |
| agreed   | volunteer | impeach    | spoilage   | poisonous   |
| exploit  | moisten   | equal      | streamline | guaranteed  |
| creature | treasure  | straighten | ceiling    | earthbound  |

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

HOW TÍA LOLA CAME TO VISIT STAY ▲

# Spelling Sort

Directions: Sort the spelling words into the correct columns. Two words will fit into two columns.

di	ea	ee	ei
oi	ou	ud	

- wealthy      healthy      shoulder      toughest      appointment  
pedigree      volunteer      impeach      spoilage      poisonous  
exploit      moisten      equality      streamline      guaranteed  
creatures      treasures      straighten      ceiling      earthbound

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

HOW TÍA LOLA CAME TO VISIT STAY

# Spelling Sort

Directions: Sort the spelling words into the correct columns. Two words will fit into two columns.

di	ea	ee	ei
oi	ou	ud	

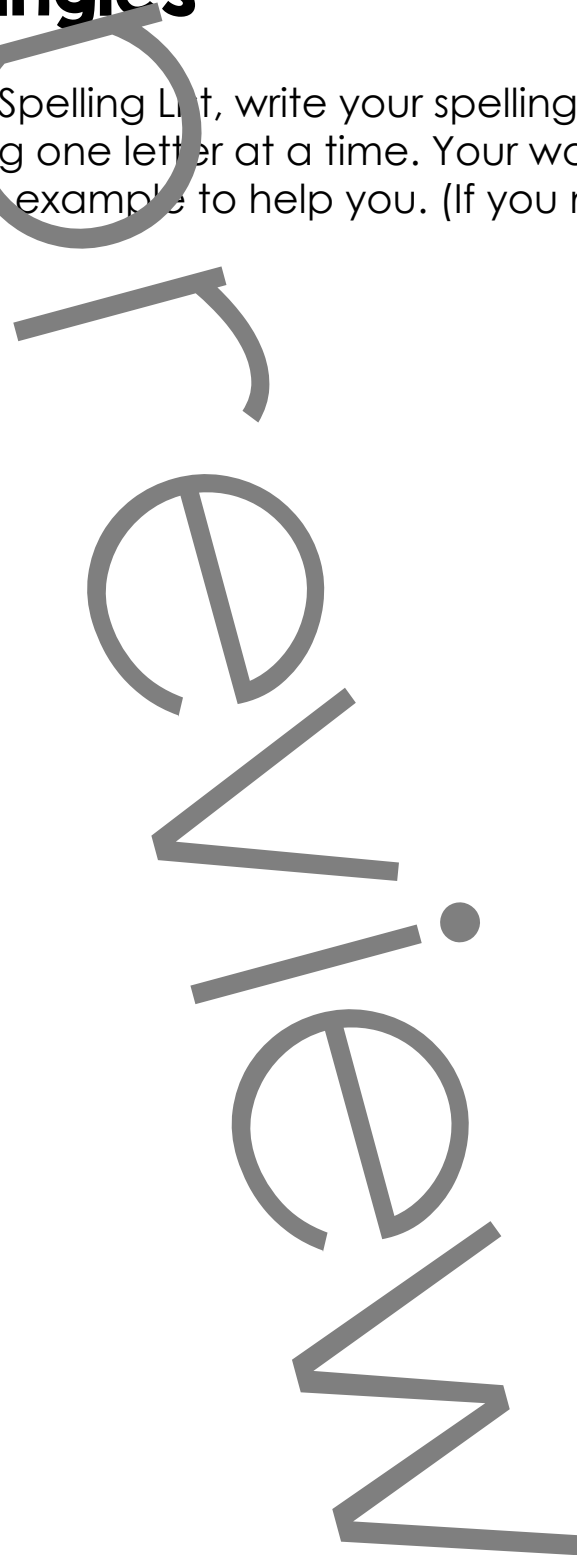
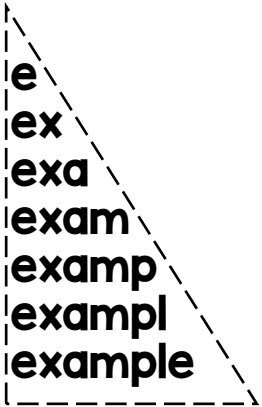
- treasures exploitation shoulder toughest appointment  
pedigree volunteering impeachment spoilage poisonous  
healthy moistening streamline equality guaranteed  
creatures wealthiest straightening ceiling earthbound

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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

# Spelling Triangles

Directions: Using your Spelling List, write your spelling words as triangle words. Write the word, adding one letter at a time. Your word will take the shape of a triangle! Look at the example to help you. (If you need more room, use the back of this paper.)



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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

# Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and sort the spelling words according to how they are spelled when the root word becomes plural.

Unit 3 Week 1	ai
	ea
	ee
	ai
	ai
	ou
	ua

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



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

# 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. **Predictions will vary. Sample predictions below.**

PAGE	STORY DETAILS	MY PREDICTION I think ____ will happen because ...
183	Miguel wants his baseball team to practice on the field owned by the Colonel. Miguel thinks Colonel Charlebois is grouchy.	I predict the Colonel will not let the boys play baseball on the field.
188	The Colonel sits in front of the house. He sends a letter saying they need to repair the house white. They invite the Colonel over for the first baseball game.	I predict the Colonel will require the family to paint the home white.

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

HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

# 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. **Confirmations and revisions will depend on accuracy of prediction.** Sample answers below.

## MY PREDICTION

I predict the Colonel will not let the boys play baseball on the field.

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?

As I read, I see that the Colonel is "honored" to have them play baseball on the field. I will revise my prediction. I predict that the Colonel's willingness to let the team practice on his team will lead to the team feeling pressure to do well in their games.

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

# HOW TÍA LOLA CAME TO ~~VISIT~~ STAY

## 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 support the theme. *Sample answers below.*

What does the character do or say?

Miguel's mom suggests writing the Colonel a letter. Miguel wants to call, but upon hearing the grouchy message, decides to write.

What happens to the character?

Miguel's mom is right about writing a letter, and the Colonel says he would be honored to have them play in his field.

What does the character do or say?

Tía Lola paints the home purple to look like the island where Mami spent her childhood. Miguel worries this will make the Colonel mad.

What happens to the character?

Miguel sees that Tía Lola's idea to invite the Colonel over is a good idea because of the banner, "Charlie's Boys."

## Theme

Listen to the ideas of others.