

CONTENTS & EXPLANATION

Reread	Students explain the importance of rereading and then reread the text to answer text-based questions.
Reread	Students reread the text to answer text-based questions.
INTERACTIVE NOTEBOOK PAGE Reread	Students lift the flaps and answer text-based questions. *Students cut out and glue the page into their interactive notebook.
Author's Point of View	Students determine the author's point of view in the text and support it with details.
Supporting the Author's Point of View	Students support the author's point of view with text details.
INTERACTIVE NOTEBOOK PAGE Author's Point of View	Students write the author's point of view about grasshopper plagues. They lift the flap and write the author's purpose for telling readers about grasshopper plagues. *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 text-dependent comprehension questions about the story.

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: Definitions	Students match each vocabulary word to its definition.

CONTENTS & EXPLANATION

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

Name: _____

Reread

Directions: Reread to find answers to the questions.

1. Think.... Why is *rereading* an important skill?

2. Reread to complete the table.

QUESTION	ANSWER
Use 3 details from the text to describe the Great Plains.	
Give two ways the heat in the Great Plains impacts life there.	
Name four states are that are both part of the Great Plains <i>and</i> the Dust Bowl.	
Give one reasons why short grasses are important to the Great Plains.	

Name: _____

Reread

Directions: Reread to find answers to the questions.

QUESTION	ANSWER
What is a keystone animal?	
Give two effects of a "grasshopper cloud"	
Give two effects of the heat in the early 1930s.	
How did humans contribute to the disastrous dust storms of the 1930s?	
Use details from the text to describe "Black Sunday."	

Name: _____

Reread

Directions: Cut out and glue into your interactive notebook. Reread the sidebars in the text. Lift the flaps and give 2 facts learned from each sidebar.

Glue down this rectangular strip only ↓

Years of Dust

Prairie Dog town

The Lord of the Plains

Electrical Storms

Cut flaps



Name: _____

Author's Point of View

Directions: Read to determine the author's point of view. Support it with 4 text details.

The author's
point of
view is

Supporting Details

Supporting Details

Supporting Details

Supporting Details

Name: _____

Author's Point of View

Directions: Summarize the author's point of view with 4 text details.

The author's
point of view
is
The Great
Plains is a
harsh land.

Supporting Details

Supporting Details

Supporting Details

Supporting Details

Name: _____

Author's Point of View

Directions: Cut out and glue into your interactive notebook. On the front, explain the **author's point of view**. Lift the flap and explain what may have been the **author's purpose** for writing about the grasshopper clouds.

Glue down this rectangular strip only ↓

AUTHOR'S POINT OF VIEW Years of Dust

In *Grasshoppers: A Plains Plague*,
the author's point of view is

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 the Great Plains during the winter and summer. Use text details in your answer.

2. Support the following statement with 2 details from the text. *The buffalo is a keystone animal in the Great Plains.*

3. Explain the role humans had in contributing to the disastrous dust storms of the 1930s.

4. Explain how "Black Sunday" got its name.

Name: _____

ERICA FERNANDEZ

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 why Erica Fernandez opposed the pipeline.

2. Explain how Erica channeled her outrage into action.

3. Why was Erica awarded the Brower Youth Award?

4. What was the purpose of Erica Fernandez's acceptance speech?

Name: _____

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 ↓

Years of Dust	Author's Purpose Unit 4 Week 1
What might be the author's purpose for writing this text?	Explain how the included map helps you better understand the text.

alignment

calamity

eclipse

generated

inconvenience

periodic

prolonged

tendency

Name: _____

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
alignment		
calamity		
eclipse		
generated		
inconvenience		
periodic		
prolonged		
tenacity		

Name: _____

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

Years of Dust	alignment
	calamity
	eclipse
	generated
	inconvenience
	periodic
	prolonged
	tenacity

Cut flaps



Name: _____

Vocabulary: Context Clues

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

alignment	calamity	eclipse	generated
inconvenience	periodic	prolonged	tenacity

1. _____ rainstorms are a part of living in the Pacific Northwest. Residents get used to them. _____
2. The earthquake was a _____ for the state, causing widespread damage and loss. _____
3. People were warned to wear special eye protection when viewing the solar _____. _____
4. The deep snow caused the car's tires to go out of _____. They weren't working properly. _____
5. The windmills _____ energy for the town. _____
6. Eric's _____ and hard work was rewarded when he was elected Class President. _____
7. The strap on my backpack broke at school, causing me a major _____. _____
8. Mom's plants will not survive with _____ sun exposure and no water. _____

Name: _____

Vocabulary: Definitions

Directions: Write the letter of the correct match.

VOCABULARY

alignment _____

calamity _____

eclipse _____

generated _____

inconvenience _____

periodic _____

prolonged _____

tenacity _____

DEFINITION

- a. a serious or tragic event that includes lasting distress
- b. produced or created
- c. stubborn or persistent
- d. happening again and again at regular intervals
- e. the proper arrangement of parts in relation to one another
- f. lengthened in time
- g. light from the sun or moon partially hidden by another celestial body
- h. something causing discomfort or trouble

Name: _____

Spelling List

Unit 4, Week 1

admit
admission
permit
permission
explain
explanation
subtract
subtraction
explode
explosion
divide
division
decide
decision
conclude
conclusion
predict
prediction
expand
expansion

Unit 4, Week 1

admit
admission
permit
permission
explain
explanation
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subtraction
explode
explosion
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Unit 4, Week 1

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prediction
expand
expansion

Name: _____

Spelling List

Unit 4, Week 1

admit
admission
permit
permission
explain
explanation
exclaim
exclamation
include
inclusion
explode
explosion
divide
division
decide
decision
omit
omission
collide
collision

Unit 4, Week 1

admit
admission
permit
permission
explain
explanation
exclaim
exclamation
include
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division
decide
decision
omit
omission
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collision

Unit 4, Week 1

admit
admission
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permission
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explanation
exclaim
exclamation
include
inclusion
explode
explosion
divide
division
decide
decision
omit
omission
collide
collision

Name: _____



Spelling List

Unit 4, Week 1

admit
admission
permit
permission
extend
extension
exclaim
exclamation
include
inclusion
coerce
coercion
repulse
repulsion
omit
omission
collide
collision
expand
expansion

Unit 4, Week 1

admit
admission
permit
permission
extend
extension
exclaim
exclamation
include
inclusion
coerce
coercion
repulse
repulsion
omit
omission
collide
collision
expand
expansion

Unit 4, Week 1

admit
admission
permit
permission
extend
extension
exclaim
exclamation
include
inclusion
coerce
coercion
repulse
repulsion
omit
omission
collide
collision
expand
expansion

Name: _____

Spelling 3 Times Each

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

admit			
admission			
permit			
permission			
explain			
explanation			
subtract			
subtraction			
explode			
explosion			
divide			
division			
decide			
decision			
conclude			
conclusion			
predict			
prediction			
expand			
expansion			

Name: _____

Spelling 3 Times Each

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

admit			
admission			
permit			
permission			
explain			
explanation			
exclaim			
exclamation			
include			
inclusion			
explode			
explosion			
divide			
division			
decide			
decision			
omit			
omission			
collide			
collision			

Name: _____



Spelling 3 Times Each

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

admit			
admission			
permit			
permission			
extend			
extension			
exclaim			
exclamation			
include			
inclusion			
coerce			
coercion			
repulse			
repulsion			
omit			
omission			
collide			
collision			
expand			
expansion			

Name: _____

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

no suffix	-sion	--ssion	-tion

- | | | | | |
|-------------|-----------|-------------|------------|-----------|
| admit | admission | permit | permission | explain |
| explanation | subtract | subtraction | explode | explosion |
| divide | division | decide | decision | conclude |
| conclusion | predict | prediction | expand | expansion |

Name: _____

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

no suffix	-sion	--ssion	-tion

- | | | | | |
|-------------|-----------|-------------|------------|-----------|
| admit | admission | permit | permission | explain |
| explanation | exclaim | exclamation | include | inclusion |
| explode | explosion | divide | division | decide |
| decision | omit | omission | collide | collision |

Name: _____



Spelling Sort

Directions: Write the words at the bottom into the correct columns. One word will NOT fit in a column. Circle that word.

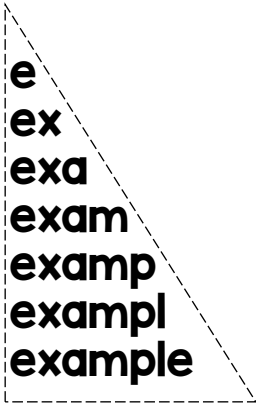
no suffix	-sion	--ssion	-tion

- admit
- admission
- permit
- permission
- extend
- extension
- exclaim
- exclamation
- include
- inclusion
- coerce
- coercion
- repulse
- repulsion
- omit
- omission
- collide
- collision
- expand
- expansion

Name: _____

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: _____

Spelling Sort

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

Glue down this rectangular strip only ↓

Unit 4 Week 1	no suffix
	ision
	-ssion
	-tion

Cut
flaps



Name: _____

Reread

Directions: Reread to find answers to the questions.

1. Think.... Why is *rereading* an important skill?

Possible answer: Rereading is important because it helps me clarify something I may not understand. It also helps me to remember what I've read.

2. Reread to complete the table.

QUESTION	ANSWER
Use 3 details from the text to describe the Great Plains.	Sample answer: They are wavelike slope gently downward to the east. The only trees are along rivers. There are a place of violent weather.
Give two ways the heat in the Great Plains impacts life there.	Sample answer: Trains can't run because the heat causes the steel tracks to expand. Wildfires destroy land. Animals die of thirst.
Name four states are that are both part of the Great Plains <i>and</i> the Dust Bowl.	Possible answer: Colorado, Kansas, Nebraska, New Mexico, Oklahoma, and Texas.
Give one reasons why short grasses are important to the Great Plains.	Sample answer: They absorb rainwater. Their roots help to hold the soil in place. Their roots are deep, and even after a wildfire, the grasses return shortly.

Name: _____

Reread

Directions: Reread to find answers to the questions.

QUESTION	ANSWER
What is a keystone animal?	A keystone animal is one that other life forms need to survive.
Give two effects of a "grasshopper cloud"	Sample answer: Children outside would scream as the insects landed on them and burrowed into their clothes! The grasshoppers would eat away all of the plant life in an area.
Give two effects of the heat in the early 1930s.	Sample answer: A cook was able to make a melted cheese sandwich on the sidewalk! Thousands of people had heatstroke, and many died.
How did humans contribute to the disastrous dust storms of the 1930s?	Sample answer: They plowed up millions of acres of native grasses to plant cash crops of wheat and corn. But these crops are annuals, and when they are harvested, the soil is loose and dries into dust.
Use details from the text to describe "Black Sunday."	Sample answer: It was a large dust storm measuring 1000 miles wide. It looked like a dark cloud but traveled very fast. It covered homes and dust storms continued for 4 years after.

Name: _____

Reread

Directions: Cut out and glue into your interactive notebook. Reread the sidebars in the text. Lift the flap and give 2 facts learned from each sidebar. *Many possible facts. Sample answers below.*

↓
Glue down this rectangular strip only

Years of Dust

Prairie Dog Town

The Lord of the Plains

Electrical Storms

Possible answer: Prairie dogs live in tunnels underground. Officials believed one large tunnel in Texas held 400 million animals and stretched 25,000 miles.

Possible answer: A full-grown bull buffalo is the largest land animal in North America. Buffalo herds have been known to drink rivers dry.

Possible answer: Trillions of dust particles in the air can generate static electricity. To avoid being shocked, people covered doorhandles with cloths.