

week ONE

- Why We Share Stories
 - ✓ Central Idea
- When the Giant Stirred
 - ✓ Make Inferences
 - ✓ Figurative Language
 - ✓ Author's Craft
 - ✓ 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 the words in sentences. * This page is cut and pasted into the student's interactive notebook.
9-10	Central Idea	Students write the central idea of the text and support it with 3 details from the text.
11	Central Idea *Interactive Notebook	Students lift the flaps and support the central idea with 3 details from the text. * This page is cut and pasted into the student's interactive notebook.
12-13	Make Inferences	Students make inferences as they read. They record the story clues and the prior knowledge that helped them to predict.
14	Figurative Language: Similes	Students color the volcanoes next to the examples of similes.
15	Author's Craft: Mood	Students read the examples of sensory language in the story. They determine the mood created by the language.
16-17	Theme	Students determine the theme of the story. They support the theme with text details.

CONTENTS & EXPLANATION

18	Theme *Interactive Notebook	Students lift the flap and support the theme of the story with text details. * 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.
23	Critical Vocabulary: Definition Matching	Students match each word to its definition.
24	Vocabulary: Shades of Meaning	Students list synonyms for given words to show their shades of meaning.
25	Vocabulary: Prefixes and Suffixes	Students read the meaning of the prefix and suffix. They use this information to match each word to its definition.

CONTENTS & EXPLANATION

26	Spelling: 3 Times Each	Students write each spelling words three times.
27	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
28	Spelling: Consonants and Vowels	Students write the spelling words using two colors. One color is used to highlight the VCCV pattern.
29	Spelling Rainbow Words	Students write the spelling words in rainbow order.
31	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words in alphabetical order. * This page is cut and pasted into the student's interactive notebook.
32- 47	Answer Keys	All pages with applicable answer keys are provided.
48	Credits & Terms of Use	Thank you to the clip artists and font writers!

ESSENTIAL QUESTION



Why is it important to pass stories down to the next generation?

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

Name: _____

BIG IDEA WORDS Words About Telling Tales

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 each word in a sentence that shows you understand the meaning of the word.

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Telling Tales

myth

folklore

recount

inherit

Cut here
←

←

←

Name: _____

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: _____

CENTRAL IDEA >>> what the text is mostly about

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

Central Idea:

Over time, people pass down stories to one another. They do this for many reasons!

Evidence #1

Evidence #2

Evidence #3

Name: _____

CENTRAL IDEA >>> what the text is mostly about

Directions: Cut out and glue into your interactive notebook. Lift the flaps and support the central idea from paragraph 3 with 3 details.

↓ Glue down this rectangular strip only

Central Idea: People pass down stories that teach lessons.

DETAIL 1

DETAIL 2

DETAIL 3

Cut here

Name: _____

When the Giant Stirred

MAKE INFERENCES

use what you know +
story clues to fill in the gaps

Directions: Complete the graphic organizer to make inferences.

What I know:

+

Story Clues:

INFERENCE:

What I know:

+

Story Clues:

INFERENCE:

Name: _____

MAKE INFERENCES

use what you know +
story clues to fill in the gaps

Directions: Read the example of inferring. Make an inference of your own!

What I know:

Volcanoes erupt hot gas, rocks, and lava. They are dangerous.



Story Clues:

There came a day when the mountain would not go back to sleep. It rumbled. The people huddled fearfully in their homes.

INFERENCE: *I infer that the people in the village are afraid the volcano will erupt.*

What I know:



Story Clues:

INFERENCE:

Name: _____

FIGURATIVE LANGUAGE

»»» creates a feeling or makes a point

Similes compare two unlike objects using the words *like* or *as*.

EXAMPLE: Her eyes are as blue as the ocean.

Directions: Read each example of **figurative language**. Color the volcanoes next to the examples of **similes**.



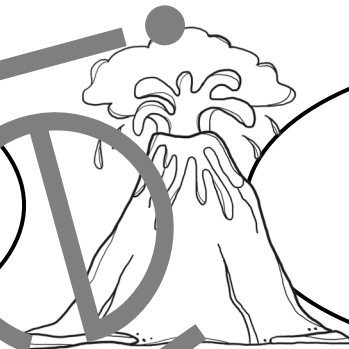
The mountain rumbled like a giant talking in his sleep.



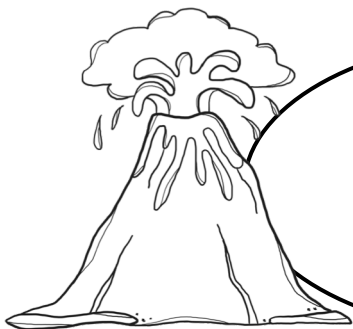
The water of the cool lagoon was like the first bite of ice cream.



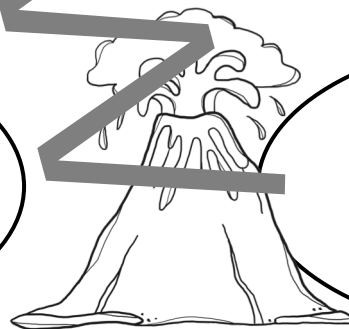
I burned my tongue on the hot chocolate. It's as hot as lava!



The brightly colored birds screeched and chattered.



The eruption shook the house back and forth.



The peaceful island is as colorful as a sunset.

Name: _____

AUTHOR'S CRAFT: MOOD

»»» the tone or feeling

Directions: Authors use rich language sensory words to help readers understand the mood of the story. Complete the table, determining the mood created by the sensory language.

Page	Sensory Language	Mood
359	On the island there was sleepy village where gentle, smiling people went about their daily lives.	
363	When the giant stirred, the people took garlands of flowers and threw them into the crater at the top. They prayed the flowers would put the mountain back to sleep.	hopeful
363-365	But there came a day when the mountain would not go back to sleep. The people huddled fearfully in their homes.	
373-374	Little fishes swam around the island. Strange and wondrous animals began to grow there. Great sea turtles laid their eggs in the sand.	

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

In nature, there is an endless cycle of destruction and renewal.

Name: _____

THEME »»» main message, moral, or lesson

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

THEME: In nature, we can see a cycle of destruction and renewal.		
DETAIL 1	DETAIL 2	DETAIL 3

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. Using 3 text details, describe the island at the beginning of the story.

2. How do the villagers feel about the island? How do you know?

3. What is the main problem in the story?

4. Describe what happens to the "old" island after many months.

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
lagoon		
cinders		
barren		
appease		
garlands		
belched		

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 ↓

When the Giant Stirred

lagoon

cinders

barren

appease

garlands

belched

Cut here



CRITICAL VOCABULARY: CONTEXT CLUES



Directions: Use context clues (clues within the sentence) to complete each sentence using the vocabulary words. Write your answer to the right of the sentence.

lagoon

barren

cinders

appease

garlands

belched

1. In order to ____ the crying child, Grandma gave him a cookie.

2. ____ made of tropical flowers lined the path to the wedding.

3. After the fire, ____ lay in the firepit.

4. The volcano ____ smoke one last time before quieting.

5. In the ____, fish and baby turtles swam.

6. Because the land is ____, plants will not grow.

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

lagoon

a. to try to make someone less angry by giving into what he or she wants

cinders

b. dry land that cannot grow plants or trees

belched

c. an area of seawater separated from the ocean by rocks or sand

barren

d. ropes made of flowers or leaves

appease

e. small, black pieces of ash that are left after a fire has burned

garlands

f. suddenly pushed out a large amount of smoke or fire

VOCABULARY: SHADES OF MEANING >>>

Directions: Below, list synonyms for each word that have *shades of meaning*. The first one has been done for you.

small	pretty	jump	walk
<i>little</i>			
<i>tiny</i>			
<i>miniscule</i>			

Directions: Correct the sentences below. Replace each underlined word with a synonym that has a better shade of meaning for the sentence.

- The big horse made me nervous.
- "Watch out!" I said.
- Your new haircut looks good.
- That rotten food smells bad.

New Word with improved
Shade of Meaning

VOCABULARY: PREFIXES & SUFFIXES



Directions: Read the meaning of each prefix and suffix. Match the words to their meanings.

re- = again	-ly = in a manner, like
-------------	-------------------------

WORD

MEANING

redo	—	a. to name again
happily	—	b. in an angry manner
reread	—	c. to appear again
angrily	—	d. to do again
reappear	—	e. in a hungry manner
lazily	—	f. to read again
hungrily	—	g. in a crazy way
rename	—	h. happy-like

SPELLING: 3 TIMES EACH >>>

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

1.	helmet		
2.	until		
3.	carpet		
4.	Monday		
5.	enjoy		
6.	problem		
7.	Sunday		
8.	garden		
9.	order		
10.	mistake		
11.	umpire		
12.	herself		
13.	person		
14.	forget		

REVIEW & CHALLENGE: 3 TIMES EACH >>>

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

Review			
15.	pencil		
16.	bouncing		
17.	jacket		
18.	gentle		
Challenge			
19.	tunnel		
20.	lantern		
21.	burden		
22.	perhaps		

SPELLING: CONSONANTS & VOWELS



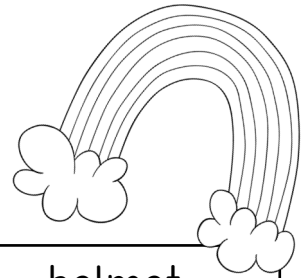
Directions: Write the spelling words using two colors. Choose one color with which to write the vowel•consonant•consonant•vowel (VCCV) pattern. Write the rest of the word with the other color.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

- | | |
|-----|---------|
| 1. | helmet |
| 2. | until |
| 3. | carpet |
| 4. | Monday |
| 5. | enjoy |
| 6. | problem |
| 7. | Sunday |
| 8. | garden |
| 9. | order |
| 10. | mistake |
| 11. | umpire |
| 12. | herself |
| 13. | person |
| 14. | forget |

Name: _____

SPELLING: RAINBOW WORDS >>>



Directions: Write the spelling words in rainbow order.

red – orange – yellow – green – blue – indigo – violet

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

- | | |
|-----|---------|
| 1. | helmet |
| 2. | until |
| 3. | carpet |
| 4. | Monday |
| 5. | enjoy |
| 6. | problem |
| 7. | Sunday |
| 8. | garden |
| 9. | order |
| 10. | mistake |
| 11. | umpire |
| 12. | herself |
| 13. | person |
| 14. | forget |

Name: _____

SPELLING SORT >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the spelling words in alphabetical order.

Glue down this rectangular strip only ↓

When the Giant Stirred

Ac-Ff

Gg-Ii

Mm-Rr

Ss-Zz

Cut here ←

←

←

←

1. helmet
2. until
3. carpet
4. Monday
5. enjoy
6. problem
7. Sunday
8. garden
9. order
10. mistake
11. umpire
12. herself
13. person
14. forget

week ONE

ANSWER KEYS



Name: _____

BIG IDEA WORDS

Words About Telling Tales

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 each word in a sentence that shows you understand the meaning of the word. **Sentences will vary.**

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Telling Tales

myth

a well-known story about fantastical events that happened in the past

folklore

the traditional sayings, belief, and stories within a community

recount

to tell how something happened

inherit

something given to you, usually by a parent or grandparent

Cut here
←

←

←

Name: _____

CENTRAL IDEA >>> what the text is mostly about

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

Central Idea:

Over time, people pass down stories to one another. They do this for many reasons!

Evidence #1

They tell stories to teach lessons about the right way to behave.

Evidence #2

They tell stories to teach people lessons.

Evidence #3

They tell stories to entertain people. They tell stories to answer a question about how the world works.

Name: _____

CENTRAL IDEA >>> what the text is mostly about

Directions: Cut out and glue into your interactive notebook. Lift the flaps and support the **central idea** from **paragraph 3** with 3 details.

Central Idea: People pass down stories that teach lessons.		
DETAIL 1	DETAIL 2	DETAIL 3

Cinderella is hardworking and is rewarded with true love.

Jack, the beanstalk climber, is brave and is rewarded with treasure.

The jackal uses his wits to escape the lion and his reward is not being eaten.

Name: _____

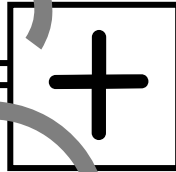
MAKE INFERENCES

use what you know +
story clues to fill in the gaps

Directions: Read the example of inferring. Make an inference of your own!
Inferences will vary. Sample inference shown below in black text.

What I know:

Volcanoes erupt hot gas, rocks, and lava. They are dangerous.

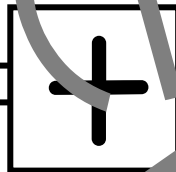


Story Clues:

There came a day when the mountain would not go back to sleep. It rumbled. The people huddled fearfully in their homes.

INFERENCE: *I infer that the people in the village are afraid the volcano will erupt.*

What I know:



Story Clues:

INFERENCE: