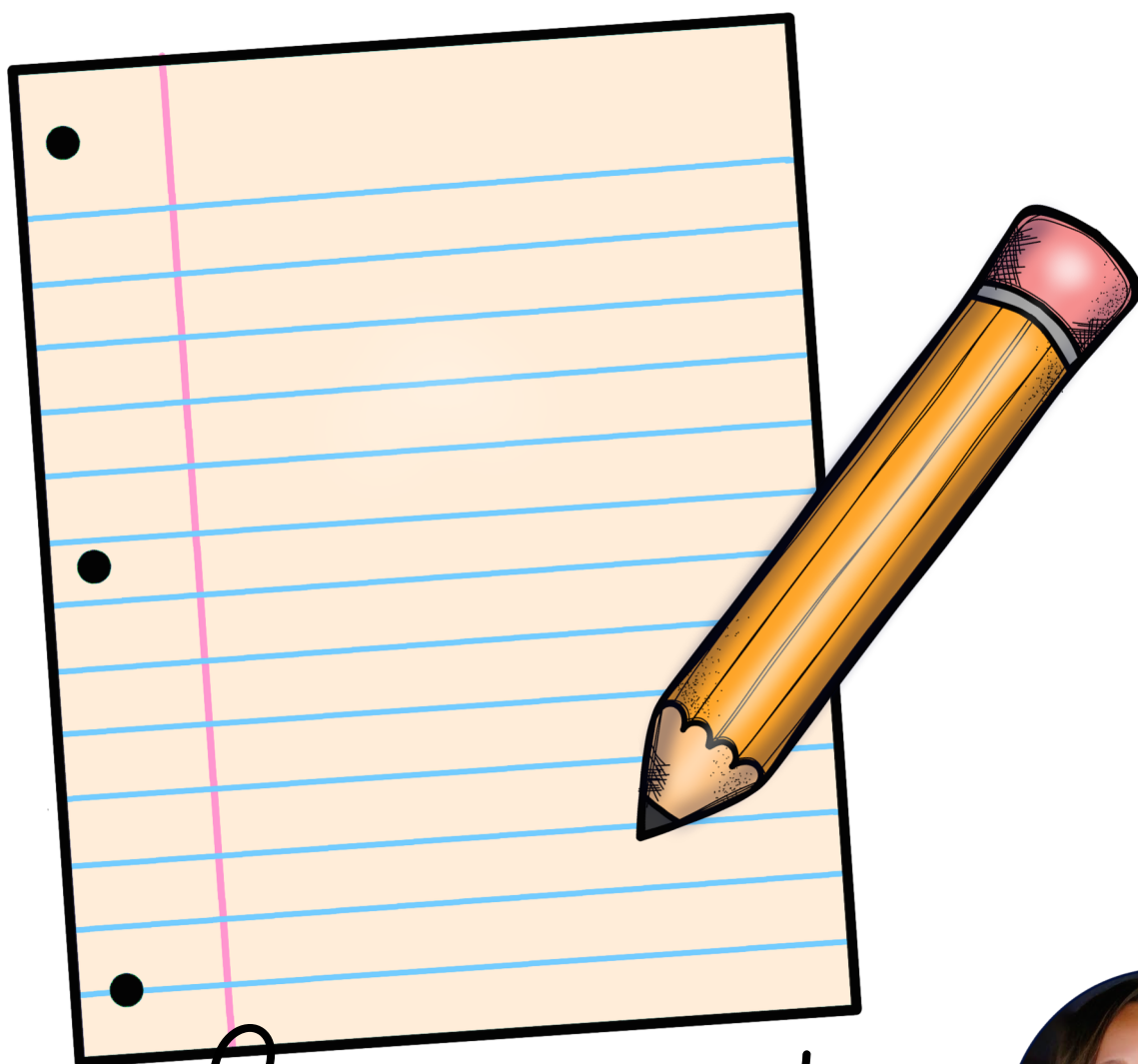


# MODULE 2: Week 1

## into READING



supplements



# week ONE

- A LOL Story
  - ✓ Text & Graphic Features
- Dear Primo: A Letter to My Cousin
  - ✓ Retell / Summarize
  - ✓ Point of View
  - ✓ Text & Graphic Features
  - ✓ Literary Elements



Amanda  
GARCIA

# CONTENTS & EXPLANATION

6	Essential Question	Students journal write to answer the essential question.
7	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.
8	Text & Graphic Features: A LOL Story	Students write down text and graphic features used in the text, and explain the information provided by each feature.
9	Giving Information about the Text & Graphic Features: A LOL Story	Students explain the information provided by the listed text and graphic features.
10	Point of View	Students write about the point of view in which the story was written.
11	Text & Graphic Features: Dear Primo	Students write down text and graphic features used in the story, and explain the information provided by each feature.
12	Giving Information about the Text & Graphic Features: Dear Primo	Students explain the information provided by the listed text and graphic features.
13	Text & Graphic Features: Dear Primo *Interactive Notebook	Students lift the flaps and write about the listed text and graphic features.  * This page is cut and pasted into the student's interactive notebook.

# CONTENTS & EXPLANATION

14	Retell and Summarize: Who, What, But, How	Students summarize the story by writing about Who the characters are, What they want, But what happens, and How the problem is resolved.
15	Retell and Summarize	Students write a summary of the story. Transition words are provided.
16	Character Map	Students complete the character map about Charlie. They choose two adjectives to describe Charlie and support their choices with text evidence.
17	Characters *Interactive Notebook	On the front, students draw pictures of Charlie and Carlitos. They lift the flaps and write 3 synonyms to describe each character.  * This page is cut and pasted into the student's interactive notebook.
18	Text Questions	Students answer the text-dependent comprehension questions.
19	Critical Vocabulary	Students use the glossary to define each vocabulary word. They write the words into sentences.
20	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.
21	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
22	Critical Vocabulary: Definition Matching	Students match each word to its definition.

# CONTENTS & EXPLANATION

23	Vocabulary: Synonyms	Students cut and paste each word next to its synonym.
24	Vocabulary: Antonyms *Interactive Notebook	Students lift the flaps and write an antonym for each given word.  * This page is cut and pasted into the student's interactive notebook.
25	Vocabulary: Prefixes	Students use the meaning of the prefixes to match each word to its definition.
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 Sort	Students sort the spelling words.
29	Spelling Rainbow Words	Students write the spelling words in rainbow order.
30	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words according to the spelling.  * This page is cut and pasted into the student's interactive notebook.
31- 49	Answer Keys	All pages with applicable answer keys are provided.
50	Credits & Terms of Use	Thank you to the clip artists and font writers!



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

BIG IDEA WORDS

# Words About Using Words

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 1-2 synonyms for each word.

↓  
Glue down this rectangular strip only

BIG IDEA WORDS

## Words About Words

creative

\_\_\_\_\_  
\_\_\_\_\_

express

\_\_\_\_\_  
\_\_\_\_\_

chronicle

\_\_\_\_\_  
\_\_\_\_\_

convey

\_\_\_\_\_  
\_\_\_\_\_

Cut here  
←

←

←

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

# TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information



## TEXT &amp; GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information
Shortened words: "r" and "u"	112	Why might the kids in the story be using shortened words?
Emojis	112-113	Choose two emojis from the story. What do they help explain to readers?
Abbreviation: BRB	113	What does BRB mean?
Abbreviations: Choose 2	112-113	Choose 2 abbreviations from the story and explain their meanings.

# 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*

Is this story told from the first person or third person point of view? How do you know?

What is special about how this story is told?

How many narrators does this story have? Name the narrators.

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

## TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information

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

## TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information
Typewritten words	116	Why are the words typed? What does this tell the reader? Who is telling the story?
Handwritten words	117	Why are the words handwritten? What does this tell the reader? Who is telling the story?
<i>Italicized words</i>	126-127	What words are italicized on this page? Why are they italicized?
Labels	126-127	Why do you think the labels are included on these pages? How do they help the reader?

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

## TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: Cut out and glue into your interactive notebook. Lift the flaps and explain the purpose of each text and graphic feature.

↓  
Glue down this rectangular strip only

Dear Primo  
TEXT & GRAPHIC FEATURES

Handwritten words  
Who handwrites their letters?

Typewritten words  
Who types their letters?

Labeled pictures  
What labels do you read on page 136?

Italicized words  
Why are some words italicized on pages 130 and 139?

Cut here



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

## RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Complete the graphic organizer to help you retell the story.

**WHO**  
are the important characters?

**WHAT**  
do they want?

**HOW**  
is the problem is resolved?

**BUT**  
this problem happens...

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

RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

First,

Next,

Then,

After that,

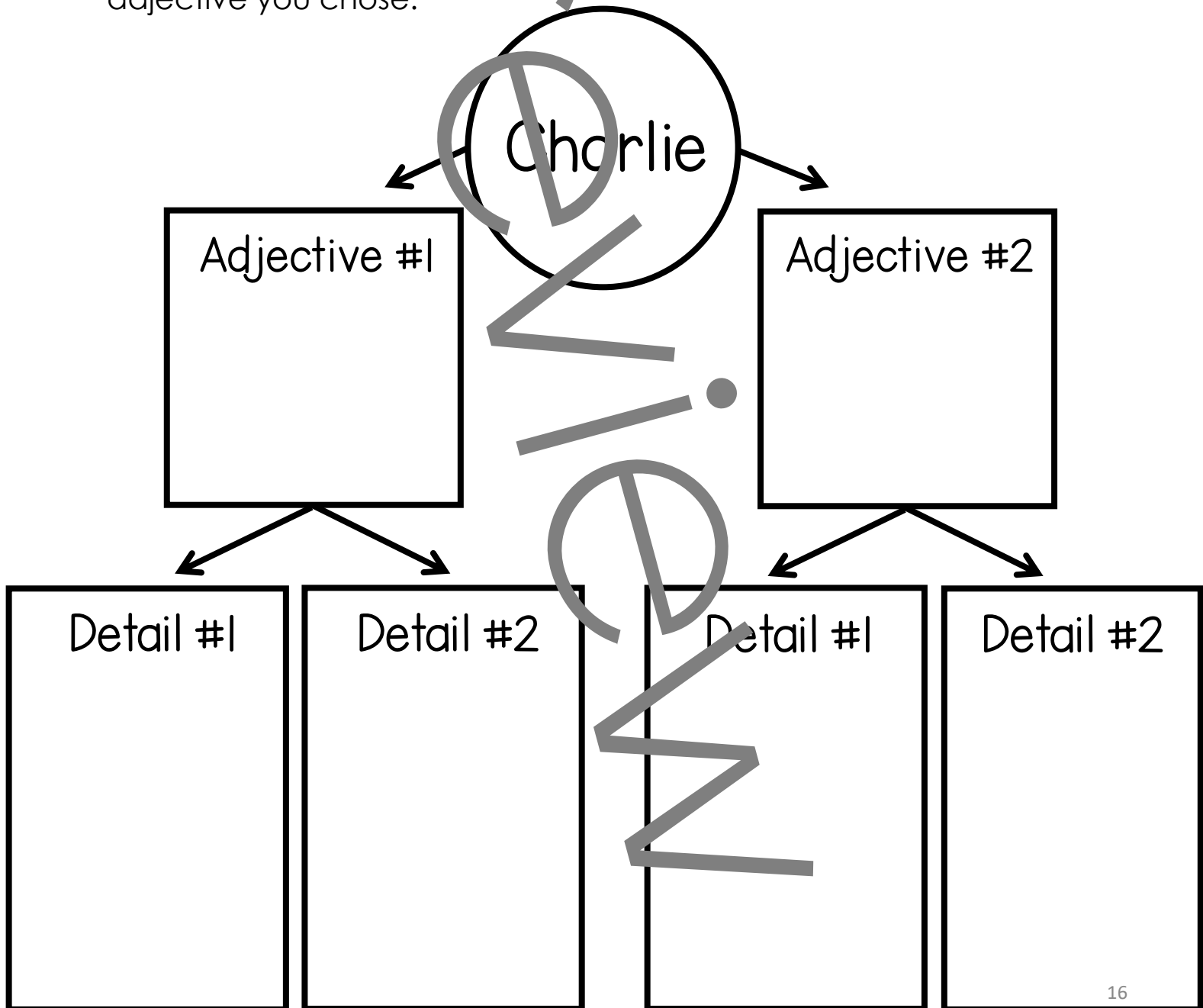
In the end,

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

# CHARACTERS »»» people & animals in a story

Directions: Think about Charlie as you complete the Character Map below.

1. Write an adjective (describing word) that describes Charlie in each of the squares.
2. In each rectangle, write a detail from the story that supports the adjective you chose.





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

## CHARACTERS »»» people & animals in a story

Directions: Cut out and glue into your interactive notebook. Draw each character on the outside of the flaps. Lift the flaps and write three adjectives to describe each character.

Glue down this rectangular strip only →

Dear Primo: A Letter to My Cousin	Charlie
	Carlitos

Cut here



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

# Dream Primo: A Letter to My Cousin

## 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.

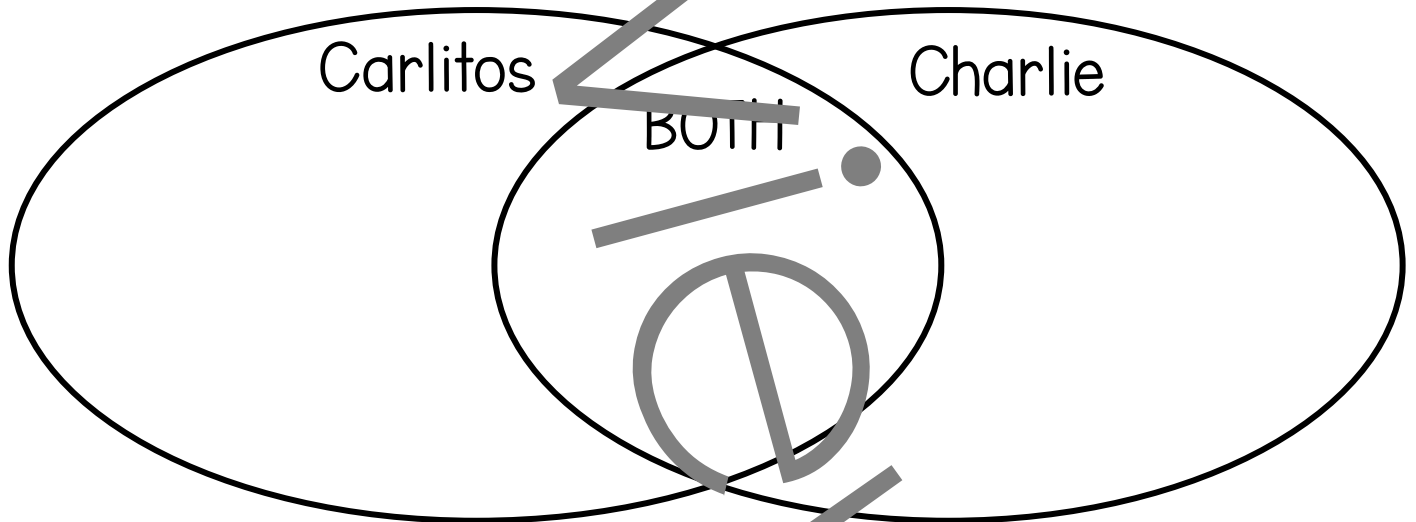
1. Who is the story about? Why do they write letters?

---

---

---

2. Complete the diagram explaining how Carlitos and Charlie are both the same and *different*.



3. Do you have more in common with Charlie or Carlitos? Explain why.

---

---

---

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

# 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
video		
costumes		
block		
hydrant		
march		

# 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 ↓

A LOL Story *and* Dear Primo: A Letter to My Cousin

video

costumes

block

hydrant

march

Cut here



## CRITICAL VOCABULARY: CONTEXT CLUES



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

video	costumes	block
hydrant	march	

1. The \_\_\_\_\_ worn by the performers were colorful and detailed.
2. Our baseball team will \_\_\_\_\_ in the parade this weekend.
3. "We will \_\_\_\_\_ the performance tonight so that you can see yourself on stage," said Mom and Dad.
4. The firemen used water from the \_\_\_\_\_ to put out the blaze.
5. On our \_\_\_\_\_ are wide sidewalks and a basketball hoop in front of the Nelson's house.

# CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

## VOCABULARY

## DEFINITION

video

costumes

block

hydrant

march

a.

b.

c.

d.

e.

a section of a community with streets on all sides

an outdoor pipe used by firefighters

to walk in even steps, in a group

a recording of movements and actions viewed on a screen

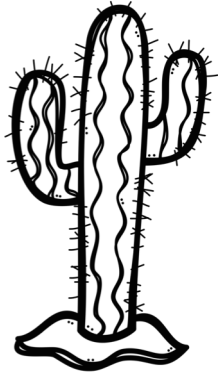
special clothes worn to pretend to be someone or someplace else

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

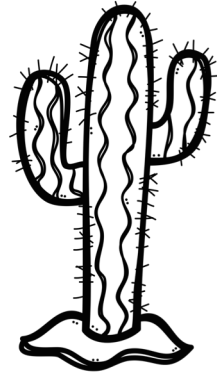
# VOCABULARY: SYNONYMS >>>

## words with similar meanings

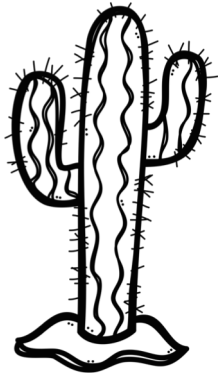
Directions: Cut and paste each word next to its synonym.



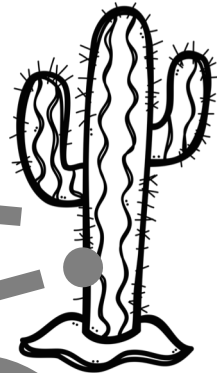
sharing



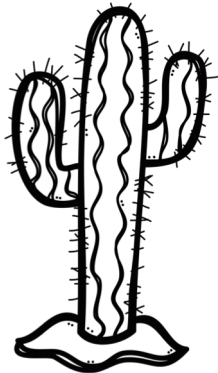
tired



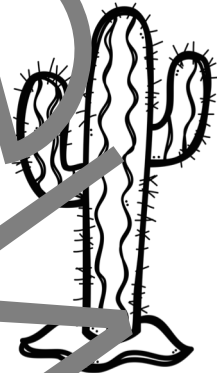
sunny



sick



jump



cold

sleepy

generous

leap

chilly

ill

bright

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

# VOCABULARY: ANTONYMS

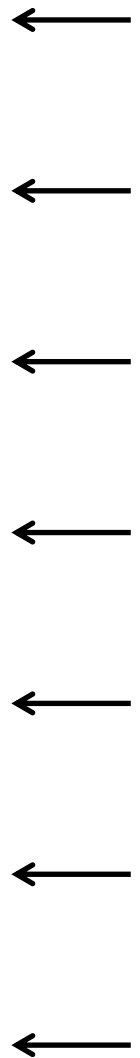
words with  
opposite meanings

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write an antonym for each word.

↓  
Glue down this rectangular strip only

Antonyms	UPSET
	DOWNWARD
	WEST
	OPEN
	EXPENSIVE
	HOT
	CLOUDY
	FRIENDLY

Cut here





# VOCABULARY: PREFIXES >>>>

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

*re* = again      *pre* = before

## WORD

## DEFINITION

- |          |   |                                    |
|----------|---|------------------------------------|
| reread   | — | d. something made before           |
| rewrite  | — | b. to do something again           |
| prewrite | — | c. to visit again                  |
| prepaid  | — | d. to test before                  |
| revisit  | — | e. to read again                   |
| preview  | — | f. to try again                    |
| premade  | — | g. to write before; brainstorm     |
| retry    | — | h. to pay before                   |
| pretest  | — | i. to write again                  |
| redo     | — | j. to view or see something before |

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

SPELLING: 3 TIMES EACH >>>

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

1.	load		
2.	open		
3.	told		
4.	yellow		
5.	soak		
6.	shadow		
7.	toe		
8.	follow		
9.	glow		
10.	sold		
11.	window		
12.	almost		
13.	boast		
14.	does		

## REVIEW &amp; CHALLENGE: 3 TIMES EACH &gt;&gt;&gt;

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

Review			
15.	trail		
16.	afraid		
17.	sleep		
18.	dream		
Challenge			
19.	chosen		
20.	approach		
21.	alone		
22.	below		

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

# SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

long o  
spelled *oa*

long o  
spelled *oe*

long o  
spelled *o*

long o  
spelled *ow*

1. load
2. open
3. told
4. yellow
5. soak
6. shadow
7. toe
8. follow
9. glow
10. sold
11. window
12. almost
13. boast
14. does

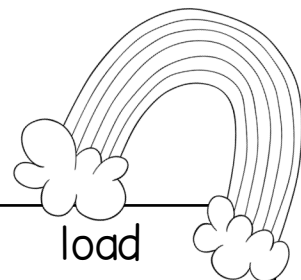
Name: \_\_\_\_\_

# 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.  | load   |
| 2.  | open   |
| 3.  | told   |
| 4.  | yellow |
| 5.  | soak   |
| 6.  | shadow |
| 7.  | toe    |
| 8.  | follow |
| 9.  | glow   |
| 10. | sold   |
| 11. | window |
| 12. | almost |
| 13. | boast  |
| 14. | does   |

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 strips only ↓

A LOL Story and Dear Primo: A Letter to My Cousin	long o oo	Cut here ← ← ←
	long o oe	
	long o o	
	long o ow	

1. load
2. open
3. told
4. yellow
5. soak
6. shadow
7. toe
8. follow
9. glow
10. sold
11. window
12. almost
13. boast
14. does

week ONE

ANSWER KEYS



BIG IDEA WORDS

# Words About Using Words

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 1-2 synonyms for each word. *Synonyms will vary.*

↓  
Glue down this rectangular strip only

BIG IDEA WORDS

## Words About Words

creative

Able to imagine ideas and invent new things

express

To show what you think and feel

chronicle

A story or account of a series of events

convey

To communicate or make an idea understandable to someone

Cut here  
←

←

←



## TEXT &amp; GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.

Text or Graphic Feature	Page #	Information
Shortened words: "r" and "u"	112	Why might the kids in the story be using shortened words? It is faster and easier to type out the shortened words.
Emojis	112-113	Choose two emojis from the story. What do they help explain to readers? Many possible answers. Sample answer: The green sick face tells me that Martin thinks a liver treat sounds gross. The thumbs up emoji tells me that Clara thinks the Planet Mouse idea is a good one.
Abbreviation: BRB	113	What does BRB mean? It means Be Right Back.
Abbreviations: Choose 2	112-113	Choose 2 abbreviations from the story and explain their meanings. Answers will vary. Sample answer: ROFL means Rolling On the Floor Laughing. LOL means Laughing Out Loud.

# 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*

Is this story told from the first person or third person point of view? How do you know?

This story is told in the first person point of view. I know because the cousins are writing letters to each other and using words like "I" and "my."

What is special about how this story is told?

The special thing about this story is that it is being told through letters. The cousins are writing back and forth to each other and are taking turns being the narrator.

How many narrators does this story have? Name the narrators.

This story has two narrators. They are Carlitos and Charlie.