

week ONE

- Great Ideas from Great Parents!
 - ✓ Ideas and Support
- How Did That Get In My Lunchbox?
 - ✓ Central Idea
 - ✓ Synthesize
 - ✓ Text & Graphic Features
 - ✓ Text Structure



Amanda
GARCIA

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 each word in a sentence. * This page is cut and pasted into the student's interactive notebook. |
| 9 | Ideas & Support: Fact and Opinion Chart | Students record examples of facts and opinions from the text. |
| 10 | Ideas & Support *Interactive Notebook | On the front, students write the meaning of a fact and an opinion. Then, students lift the flaps record 3 facts and 3 opinions from the text. * This page is cut and pasted into the student's interactive notebook. |
| 11 | Ideas & Support | Students support the idea with 3 pieces of text evidence. They determine whether each support is a fact or an opinion. |
| 12 | Central Idea | Students determine the central idea of the text and support it with 3 text details. |
| 13-14 | Supporting the Central Idea | Students support the given central idea with 3 text details. |

CONTENTS & EXPLANATION

| | | |
|-------|--|---|
| 15 | Central Idea *Interactive Notebook | Students lift the flaps and support the central idea with 3 text details. * This page is cut and pasted into the student's interactive notebook. |
| 16 | Synthesize | As they read, students synthesize their learning by recording what they think, what they are learning, and what they know now. |
| 17-18 | Text & Graphic Features | Students record the text and graphic features used in the text. They determine the information provided by each feature. |
| 19 | Text Structure: Sequence | Students read the steps to making bread and number them in the correct order. |
| 20 | Text Questions | Students answer the text-dependent comprehension questions. |
| 21 | Critical Vocabulary | Students use the glossary to define each vocabulary word. They write the words into sentences. |
| 22 | 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. |
| 23 | Critical Vocabulary: Context Clues | Students use context clues to complete each sentence with the correct vocabulary word. |

CONTENTS & EXPLANATION

| | | |
|-----------|--|--|
| 24 | Critical Vocabulary: Definition Matching | Students match each word to its definition. |
| 25 | Vocabulary: Prefixes & Suffixes | Students read the meaning of each prefix and suffix. They use this understanding to match the words to their meanings. |
| 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: Triangle Words | Students write the words, one letter at a time, so that they take the shape of triangles. |
| 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- 46 | Answer Keys | All pages with applicable answer keys are provided. |
| 47 | Credits & Terms of Use | Thank you to the clip artists and font writers! |

Name: _____

ESSENTIAL QUESTION



How does food get to your table?

Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark of the word 'Lentil' is oriented vertically across the center of the page, with the letters 'L', 'E', 'N', 'T', and 'I' stacked from top to bottom.

BIG IDEA WORDS

Words About Getting Food from Farm to Table

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.

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Getting Food from Farm to Table

tilling

agriculture

nutrition

reap

Cut here
←

←

←

Name: _____

IDEAS & SUPPORT



understand the difference between facts and opinions

Directions: As you read, make a list of the facts and opinions in the text.

| Fact | Opinion |
|------|---------|
| | |

Name: _____

IDEAS & SUPPORT

understand the difference between facts and opinions

Directions: Cut and paste into your interactive notebook. On the front, explain the definitions of facts and opinions. Lift the flaps and list 3 facts and 3 opinions from the text.

FACTS are

OPINIONS are

Great Ideas from Great Parents!

VISION

Glue down these rectangular strips only ↓

Glue down these rectangular strips only ↓

↑
Cut here

Name: _____

IDEAS & SUPPORT

understand the difference between facts and opinions

Directions: Support the author's idea with 3 details from the text. At the bottom, circle whether each detail is a supportive fact or opinion.

Idea:

The school should build a greenhouse.

Support 1

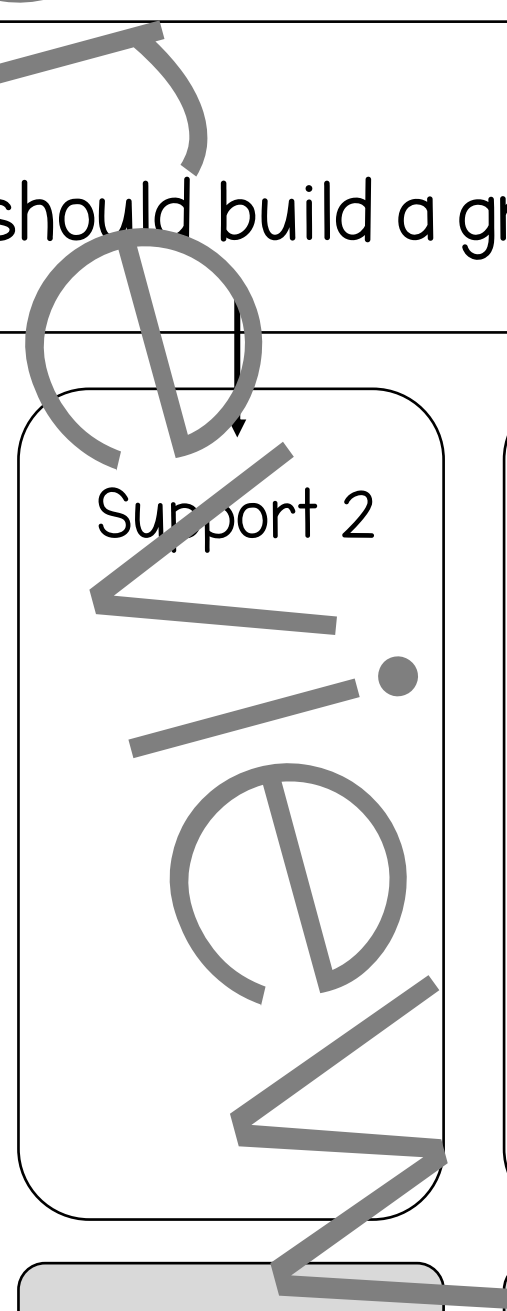
Support 2

Support 3

Fact Opinion

Fact Opinion

Fact Opinion



Name: _____

How Did That Get In My Lunchbox?

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: _____

How Did That Get In My Lunchbox?

CENTRAL IDEA >>> what the text is mostly about

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

Central Idea:

Food isn't grown in a grocery store! Let's learn about where our food is from.

Evidence #1

Evidence #2

Evidence #3

Name: _____

How Did That Get In My Lunchbox?

CENTRAL IDEA >>> what the text is mostly about

Directions: Support the central idea from **pages 290-291** with 3 pieces of evidence from the text.

Central Idea:

There is a long process to make the cheese in your lunchbox.

Evidence #1

Evidence #2

Evidence #3

Name: _____

How Did That Get In My Lunchbox?

CENTRAL IDEA »»» what the text is mostly about

Directions: Cut out and glue into your interactive notebook. Lift the flaps and give 2 pieces of evidence that support the central idea **from pages 294-295.**

Evidence 1

Central Idea: There are many steps to make the apple juice in your lunchbox.

Evidence 2

Cut on the solid lines. Fold on the dotted lines.

Name: _____

How Did That Get In My Lunchbox?

SYNTHESIZE

»»» thinking changes and
new ideas form

Directions: As you read, record your thinking about the story. This may include connections you have to the story. As you learn new information, record it below. Use your thinking and new information to form new ideas!

| What I think | What I'm learning | What I know NOW! |
|--------------|-------------------|------------------|
| | | |
| | | |
| | | |
| | | |

NEW IDEAS

Name: _____

How Did That Get In My Lunchbox?

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: _____

How Did That Get In My Lunchbox?

TEXT & GRAPHIC FEATURES

»»» show emphasis and help explain ideas

Directions: Answer the questions about the text and graphic features used in the text.

| Text or Graphic Feature | Page # | Information |
|-------------------------|---------|---|
| heading | 283 | The heading helps readers know what they will be reading. What is this section of text about? |
| labels with arrows | 289 | What is the purpose of the labels? |
| diagram | 295 | What does the diagram help you understand? |
| illustrations | 296-297 | Why do you think the author included colorful illustrations with this text? |

Name: _____

How Did That Get In My Lunchbox?

TEXT STRUCTURE: SEQUENCE



explaining events
in order

Directions: Read about how bread is made! Number the events into the correct order

| # | SEQUENCE OF EVENTS |
|---|--|
| | By summer, the seeds have grown into tall, waving wheat. |
| | At the bakery, the baker mixes flour and other ingredients to make a soft dough. The dough is baked and out comes bread! |
| | First, a farmer plants seeds in the spring. |
| | There, the miller grounds the grains into flour. The flour will be taken to the bakery on trucks. |
| | The farmer cuts the wheat with a combine harvester and sends it to the flour mill. |



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. The food from our lunch box comes from
 - a. fields and farms
 - b. orchards
 - c. dairies
 - d. all of the above

2. What is the first step in making apple juice (after picking the apples)?

3. What are the 3 main steps taken in order to get carrots to grocery stores?

4. Make a connection: If you could pack your favorite healthy lunch, what would be inside your lunchbox?

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 |
|---------|------------|----------|
| stalk | | |
| dairy | | |
| tingly | | |
| scarlet | | |
| grove | | |
| curds | | |

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 ↓

| | | |
|----------------------------------|---------|------------|
| How Did That Get In My Lunchbox? | stalk | Cut here ← |
| | dairy | ← |
| | tingly | ← |
| | scarlet | ← |
| | grove | ← |
| | curds | ← |

CRITICAL VOCABULARY: CONTEXT CLUES



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

| | | |
|---------|-------|--------|
| stalk | dairy | tingly |
| scarlet | grove | curds |

1. In the ____ section at the store, you can find milk, butter, cream, and yogurt.

2. At the tip of the wheat ____ are grains.

3. While walking through the field, a bunny darted out from a ____ of trees.

4. Rosa's cheeks turn ____ when she feels embarrassed.

5. After getting a cavity filled at the dentist, my lips and cheeks felt ____.

6. I could see ____ floating in the sour milk.

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

stalk

a. lumps that form in milk when it turns sour

dairy

b. prickly feeling

tingly

c. a group of trees that are close together

scarlet

d. the main stem of the plant

grove

e. a place where milk is prepared for drinking or made into cheese, butter, or cream

curds

f. a bright red color

VOCABULARY: PREFIXES & SUFFIXES



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

| | | |
|-----------|-------------|----------------|
| in- = not | re- = again | -ful = full of |
|-----------|-------------|----------------|

| WORD | | MEANING |
|------------|---|-----------------------------|
| beautiful | — | a. to name again |
| incorrect | — | b. full of help |
| reread | — | c. to appear again |
| helpful | — | d. not complete; unfinished |
| reappear | — | e. full of care |
| incomplete | — | f. to read again |
| careful | — | g. not correct; wrong |
| rename | — | h. full of beauty |

Name: _____

SPELLING: 3 TIMES EACH >>>

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

| | | | |
|-----|-----------|--|--|
| 1. | singer | | |
| 2. | loudly | | |
| 3. | joyful | | |
| 4. | teacher | | |
| 5. | fighter | | |
| 6. | closely | | |
| 7. | powerful | | |
| 8. | farmer | | |
| 9. | quickly | | |
| 10. | careful | | |
| 11. | friendly | | |
| 12. | speaker | | |
| 13. | wonderful | | |
| 14. | truly | | |

REVIEW & CHALLENGE: 3 TIMES EACH >>>

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

| Review | | | |
|-----------|------------|--|--|
| 15. | hurried | | |
| 16. | cities | | |
| 17. | stories | | |
| 18. | carried | | |
| Challenge | | | |
| 19. | watchful | | |
| 20. | delightful | | |
| 21. | steadily | | |
| 22. | container | | |

Name: _____

SPELLING SORT >>>>

Directions: Write the spelling words into the correct sort.

-ly

-er

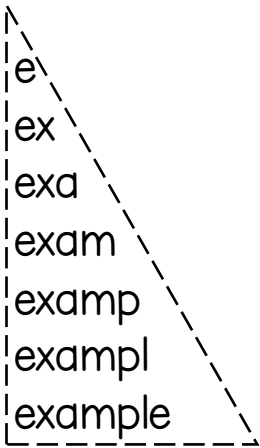
-ful

1. singer
2. loudly
3. joyful
4. teacher
5. fighter
6. closely
7. powerful
8. farmer
9. quickly
10. careful
11. friendly
12. speaker
13. wonderful
14. truly

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. singer
2. loudly
3. joyful
4. teacher
5. fighter
6. closely
7. powerful
8. farmer
9. quickly
10. careful
11. friendly
12. speaker
13. wonderful
14. truly

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 ↓

How Did That Get In My Lunchbox?

ly

-er

-ful

Cut here

1. singer
2. loudly
3. joyful
4. teacher
5. fighter
6. closely
7. powerful
8. farmer
9. quickly
10. careful
11. friendly
12. speaker
13. wonderful
14. truly

week ONE

ANSWER KEYS



Name: _____

BIG IDEA WORDS

Words About Getting Food from Farm to Table

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. *Sentences will vary.*

Glue down this rectangular strip only ↓

BIG IDEA WORDS
Words About Getting Food from Farm to Table

tilling

preparing the land for soil for farming and raising crops

agriculture

the practice of farming, producing crops, and raising farm animals

nutrition

the process of eating the right kinds of food to be healthy

reap

to cut and gather what you need from a crop

Cut here



Name: _____

IDEAS & SUPPORT

understand the difference between facts and opinions

Directions: As you read, make a list of the facts and opinions in the text. Many possible facts and opinions. Sample answers below.

| Fact | Opinion |
|--|---|
| <ul style="list-style-type: none"> • When kids garden, they learn how seeds store energy. • They learn how sunlight, nutrients, and water help plants grow. • Because a greenhouse has a controlled climate, kids can garden all year long. | <ul style="list-style-type: none"> • It's easy to think of ways to spend the school budget. • We should build a school greenhouse. • More plants are always a good thing. • Kids are more likely to eat vegetables they grew themselves. • Agriculture is a fantastic way to learn about science. • Children can reap many rewards from a greenhouse. |

Name: _____

IDEAS & SUPPORT

understand the difference between facts and opinions

Directions: Cut and paste into your interactive notebook. On the front, explain the definitions of facts and opinions. Lift the flaps and list 3 facts and 3 opinions from the text. See previous page for possible facts and opinions to be written under the flaps

Glue down these rectangular strips only ↓

OPINIONS are the way someone feels or thinks. Opinions can not be proven true.

FACTS are information that can be proven true.

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↑ Cut here

↑ Glue down these rectangular strips only

Glue down these rectangular strips only ↓

Name: _____

IDEAS & SUPPORT

understand the difference between facts and opinions

Directions: Support the author's idea with 3 details from the text. At the bottom, circle whether each detail is a supportive *fact* or *opinion*.
Sample details below.

Idea:

The school should build a greenhouse.

Support 1

Through gardening, kids learn about science. For example, they learn how seeds store energy.

Fact Opinion

Support 2

Kids are more likely to eat vegetables they grow themselves.

Fact Opinion

Support 3

The greenhouse has a controlled climate, so kids can garden all year long.

Fact Opinion