

MODULE 1: Week 1

into READING



supplements



week ONE

- The Story of You
 - ✓ Central Idea
- Flora & Ulysses:
The Illuminated Adventures
 - ✓ Ask & Answer Questions
 - ✓ Author's Purpose
 - ✓ Text & Graphic Features
 - ✓ Figurative Language



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	Central Idea	Students write the central idea of the text and give 3 pieces of evidence to support the idea.
9	Support the Central Idea	Students give 3 pieces of evidence to support the provided central idea.
10	Ask and Answer Questions	Students write questions as they read, and they fill in the answers as they find them.
11	Ask and Answer Questions: Text-Based	Students answer the text-based questions.
12	Ask and Answer Questions: Text-Based *Interactive Notebook	Students lift the flaps and answer the text-based questions. * This page is cut and pasted into the student's interactive notebook.
13	Author's Purpose	Students write about the author's purpose for writing and the author's message to readers.

CONTENTS & EXPLANATION

14	Author's Purpose * Interactive Notebook	Students lift the flaps and write about the author's purpose for writing and the author's message to readers. * This page is cut and pasted into the student's interactive notebook.
15	Text and Graphic Features	Students note the text and graphic features used by the author. They record the page number where each feature was found, as well as the information each feature gives.
16	Text and Graphic Features * Interactive Notebook	Students lift the flaps and write the information given by the text and graphic features. * This page is cut and pasted into the student's interactive notebook.
17	Figurative Language	Students read the definitions of personification and onomatopoeia. They color examples of this figurative language according to the key.
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.

CONTENTS & EXPLANATION

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.
23	Vocabulary: Prefixes	Students read the meanings of the prefixes in-, im-, un-, and re-. They match each word to its meaning.
24	Spelling: 3 Times Each	Students write the spelling words three times each.
25	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
26	Spelling Sort	Students sort the spelling words by long a and short a vowel sounds.
27	Spelling Triangles	Students write the spelling words, one letter at a time, so that they take the shape of triangles.
28	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words according to vowel sound. * This page is cut and pasted into the student's interactive notebook.
29- 42	Answer Keys	All pages with applicable answer keys are provided.
43	Credits and Terms of Use	Thank you to the clip artists and fonts creators!

Name: _____

BIG IDEA WORDS

Words About Who We Are

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 synonyms for each word. List as many synonyms as you can!

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Who We Are

experience

identity

pursuit

wisdom

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:
You can write a story of your own life with characters, settings, and events that are important to you.

Evidence #1

Evidence #2

Evidence #3

Name: _____

ASK & ANSWER QUESTIONS



helps us predict, clarify, & think deeply

Directions: As you read, ask questions about the story. Write your questions below. If you find the answers, write them down as well!

Page	QUESTION	ANSWER

Name: _____

ASK & ANSWER QUESTIONS

»»» helps us predict, clarify, & think deeply

Directions: Look back at the text to find answers to the questions.

QUESTION

ANSWER

In your own words, explain the contract that Flora signed.
(page 24)

What do you think *malfesance* means?
Use context clues as help.
(page 26)

According to the author, what kinds of thoughts do squirrels have?
(page 28)

Explain how the squirrel is both the same *and* different than he was before being sucked up by the vacuum.
(pages 34-40)

Name: _____

ASK & ANSWER QUESTIONS >>>

helps us predict, clarify, & think deeply

Directions: Cut out and glue into your interactive notebook. Lift the flaps and answer the questions about the story.

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Flora & Ulysses

Name two things Flora learns from reading comics. (page 36)

How are Alfred T. Slipper and the squirrel similar? (page 38-39)

We read this story from more than one character's point of view. Name 2 points of view from which this story is told.

Cut here



AUTHOR'S PURPOSE



the purpose is the reason for writing

Directions: Write about the author's purpose for writing this text.

<p>What is the author's purpose for writing <i>Flora & Ulysses</i>? Does the author want to inform, persuade, or entertain readers? How do you know?</p>	
<p>What might be the <i>message</i> the author is telling to readers?</p>	

Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

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 ↓

Flora and Ulysses

AUTHOR'S PURPOSE

What is the author's purpose for writing *Flora & Ulysses*? Does the author want to inform, persuade, or entertain readers? How do you know?

What might be the *message* the author is telling readers?



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

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.

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Glue down this rectangular strip only

Flora & Ulysses TEXT & GRAPHIC FEATURES

pages 20-23
Comic strips are used

page 24
Words are *italicized*

page 25-26
Words are in ALL CAPITALS

pages 34-35
Comic strips without speech bubbles are used

Cut here



FIGURATIVE LANGUAGE

»»» creates a feeling or makes a point

Onomatopoeia is a word describing a sound.

EXAMPLE: Beep beep beep! The alarm clock woke me up.

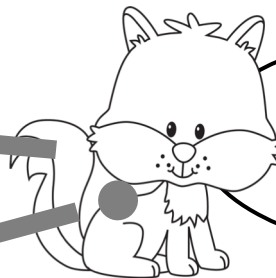
Personification happens when the writer gives human qualities or abilities to an animal or object.

EXAMPLE: The sun smiled at me.

Directions: Read each example of **figurative language**. Color the examples of onomatopoeia purple. Color the examples of personification red.



The vacuum cleaner was ready to destroy!



Plop! The squirrel landed on the grass.



Poof! Fwump. The squirrel was vacuumed up.



The vacuum cleaner roared as it sped past him.



Tragedy will just sit still. It keeps you company.



The squirrel scampered across the lawn. Tip, tip, tap.

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. Is Flora a “natural born cynic?” Give details from the story to support your answer.

2. Describe how Flora shows that she cares about others. Use details from the story in your answer.

3. According to Flora, name three terrible things that can happen to you.

4. How is the squirrel similar to other superheroes?

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
cynic		
defiance		
profound		
inadvertently		
consumed		
descended		
obliged		
mundane		
considered		
disdain		

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

The Story of You and Flord & Ulysses	cynic
	defiance
	profound
	inadvertently
	consumed
	descended
	obliged
	mundane
	considered
	disdain

Cut here



CRITICAL VOCABULARY: CONTEXT CLUES



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

cynic	defiance	profound	inadvertently	obliged
disdain	considered	descended	consumed	mundane

- Our puppy showed _____ when she jumped on the couch, which is an off-limits area.
- Mom _____ put my brother's sandwich in my lunch box.
- The _____ Molly has for snakes showed all over her face as she scrunched up her nose and turned her face away.
- Today was _____. Nothing exciting happened.
- Mrs. Miller described the _____ book as "deep and meaningful."
- John is a _____. As soon as he wakes up, he thinks today will be a bad day.
- Evan _____ trying out for basketball, but decided on guitar lessons.
- Grandpa asked me to take out the garbage, so I _____.
- Dad _____ the stairs quickly when he heard the doorbell ring.
- I _____ two hot dogs after skiing all day!

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

cynic

a. knowing something is wrong, and doing it

defiance

b. thought carefully

profound

c. ate

inadvertently

d. did as expected

consumed

e. someone expecting bad to happen

descended

f. treated as unimportant

obliged

g. done by mistake, or without realizing

mundane

h. ordinary and dull

considered

i. deep and meaningful

disdain

j. moved downwards

VOCABULARY: PREFIXES >>>>

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

<u>im</u> - not	<u>un</u> - not
<u>re</u> - again	<u>in</u> - not

WORD		DEFINITION
rewrite	—	a. not able
unable	—	b. not tied
immature	—	c. to discover again
inactive	—	d. not correct; wrong
immoveable	—	e. not complete; unfinished
incomplete	—	f. not mature; childish
unlock	—	g. not locked
incorrect	—	h. to write again
rediscover	—	i. not moveable
untied	—	j. not active; still

SPELLING: 3 TIMES EACH >>>

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

1.	blade		
2.	gray		
3.	past		
4.	quake		
5.	magic		
6.	delay		
7.	amaze		
8.	drain		
9.	maybe		
10.	break		
11.	sale		
12.	hang		
13.	stain		
14.	glass		
15.	raft		
16.	jail		
17.	crayon		
18.	fact		
19.	stale		
20.	steak		

REVIEW & CHALLENGE: 3 TIMES EACH >>>

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

Review			
21.	gray		
22.	past		
23.	quake		
24.	magic		
Challenge			
25.	amaze		
26.	drain		
27.	maybe		
28.	break		

Name: _____

SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

short a
(sounds like cat)

long a
(sounds like cake)

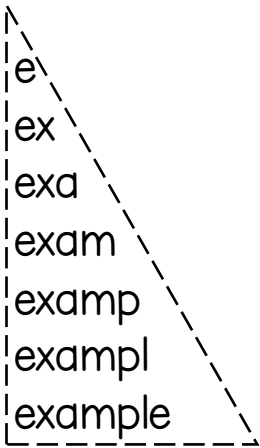
KNIFE

1. blade
2. gray
3. past
4. quake
5. magic
6. delay
7. amaze
8. drain
9. maybe
10. break
11. sale
12. hang
13. stain
14. glass
15. raft
16. jail
17. crayon
18. fact
19. stale
20. steak

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. blade
2. gray
3. past
4. quake
5. magic
6. delay
7. amaze
8. drain
9. maybe
10. break
11. sale
12. hang
13. stain
14. glass
15. raft
16. jail
17. crayon
18. fact
19. stale
20. steak

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 ↓

The Story of You *and* Flord & Ulysses

short a

long a

↑
Cut here

1. blade
2. gray
3. past
4. quake
5. magic
6. delay
7. amaze
8. drain
9. maybe
10. break
11. sale
12. hang
13. stain
14. glass
15. raft
16. jail
17. crayon
18. fact
19. stale
20. steak

BIG IDEA WORDS

Words About Who We Are

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 synonyms for each word. List as many synonyms as you can!

Lists of synonyms will vary.

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Who We Are

experience

Your experience is made up of past events and feelings.

identity

Your identity is who you are.

pursuit

A pursuit is something you attempt to accomplish.

wisdom

If you have wisdom, you are able to use your experience to make good decisions.

Cut here



CENTRAL IDEA »»» what the text is mostly about

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

Central Idea:
You can write a story of your own life with characters, settings, and events that are important to you.

Evidence #1
Your family and friends help to shape who you are. They are important characters in your life.

Evidence #2
Important events in your life are the experiences that make you who you are. This includes your interests and pursuits.

Evidence #3
The settings of your life are the places you live and the important places you go. This can be your home, school, and neighborhood.

Name: _____

ASK & ANSWER QUESTIONS



helps us predict, clarify, & think deeply

Directions: Look back at the text to find answers to the questions.

QUESTION

ANSWER

In your own words, explain the contract that Flora signed.
(page 24)

Flora signed a contract saying that she would stop reading comic books and begin reading true literature.

What do you think *malfesance* means? Use context clues as help.
(page 26)

Answers will vary. Possible answer: I think *malfesance* means trouble or chaos.

According to the author, what kinds of thoughts do squirrels have?
(page 28)

Squirrels think about food and being hungry.

Explain how the squirrel is both the same *and* different than he was before being sucked up by the vacuum.
(pages 34-40)

The squirrel is the same because he was still hungry and thinking of food. He's different because his brain feels larger, life has meaning, and he's able to lift a vacuum with one arm! He also understands Flora and isn't scared of humans. ³²