

# MODULE 2: Week 1

# into READING



supplements



# week ONE

- What Are the Five Senses?
  - ✓ Central Idea
- The Science Behind Sight:
  - ✓ Summarize
  - ✓ Text & Graphic Features
  - ✓ Text Structure: Main Idea & Details
  - ✓ Content-Area Words



# 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	Retell and Summarize	Students write a summary of the section of text entitled <i>How Eyes Work</i> .
11	Retell and Summarize * Interactive Notebook	Students lift the flaps and write supporting details for each main idea. This will help to summarize the section entitled <i>Animal Sight</i> .  * This page is cut and pasted into the student's interactive notebook.
12	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.

# CONTENTS & EXPLANATION

13	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.
14	Text Structure: Main Idea and Details Web	Students determine a main idea and support it with details from the text. They record their information in the web.
15	Text Structure: Main Idea and Details	Students support the provided main ideas with three details from the text..
16	Content-Area Words *Interactive Notebook	Students lift the flaps and write the definition of each content-area word. They also label the parts of the eye.  * This page is cut and pasted into the student's interactive notebook.
17	Text Questions	Students answer the text-dependent comprehension questions.
18	Critical Vocabulary	Students use the glossary to define each vocabulary word. They write the words into sentences.
19	Critical Vocabulary *Interactive Notebook	Students lift the flaps and write the meanings of each vocabulary word.
20	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.

# CONTENTS & EXPLANATION

21	Critical Vocabulary: Definition Matching	Students match each word to its definition.
22	Vocabulary: Multiple Meaning Words	Students cut and paste each multiple meaning word next to the sentence it completes.
23	Spelling: 3 Times Each	Students write the spelling words three times each.
24	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
25	Spelling Sort	Students sort the spelling words by long o and short o vowel sounds.
26	Spelling Triangles	Students write the spelling words, one letter at a time, so that they take the shape of triangles.
27	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.
28- 42	Answer Keys	All pages with applicable answer keys are provided.
43	Credits and Terms of Use	Thank you to the clip artists and font writers!

ESSENTIAL QUESTION



How do people and animals use their senses to navigate the world?

Handwriting practice lines with a large, faint watermark reading "© 2020" diagonally across the page.

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

BIG IDEA WORDS

# Words About the Senses

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 the Senses

aroma

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

distinguish

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

perception

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

tactile

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

Cut here  
←

←

←

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

# What Are the Five Senses?

**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: \_\_\_\_\_

# What Are the Five Senses?

**CENTRAL IDEA** >>> what the text is mostly about

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

Central Idea:

We have five senses that help us understand and experience our surroundings.

Evidence #1

Evidence #2






Evidence #3

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

## RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Reread the text under the heading **How Eyes Work**. Write a summary of this information. Include the most important information in each section.

Eye Care 	
Letting in Light 	
Light and Lenses 	
Messages to the Brain 	
Lens and Distance 	

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

## RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Cut out and glue into your interactive notebook. Reread the section titled **Animal Sight**. Lift the flaps and support the main idea with 2 details from the text.

↓  
Glue down this rectangular strip only

The Science Behind Sight	<h3>Eyes at the Front</h3> <p><u>Main Idea:</u> The two eyes at the front use their slightly different views to work together.</p>
	<h3>Eyes at the Side</h3> <p><u>Main Idea:</u> There are both upsides and downsides to having eyes at the side.</p>
	<h3>Seeing at Night</h3> <p><u>Main Idea:</u> Because of the way their eyes work, cats can see well at night.</p>
	<h3>Pupil Power</h3> <p><u>Main Idea:</u> Pupils are like curtains for your eyes.</p>

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: \_\_\_\_\_

# The Science Behind Sight

## 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 ↓

The Science of Sight TEXT & GRAPHIC FEATURES

page 109  
photograph

page 111  
diagram

page 113  
photograph with labels

pages 114-115  
diagram

Cut here

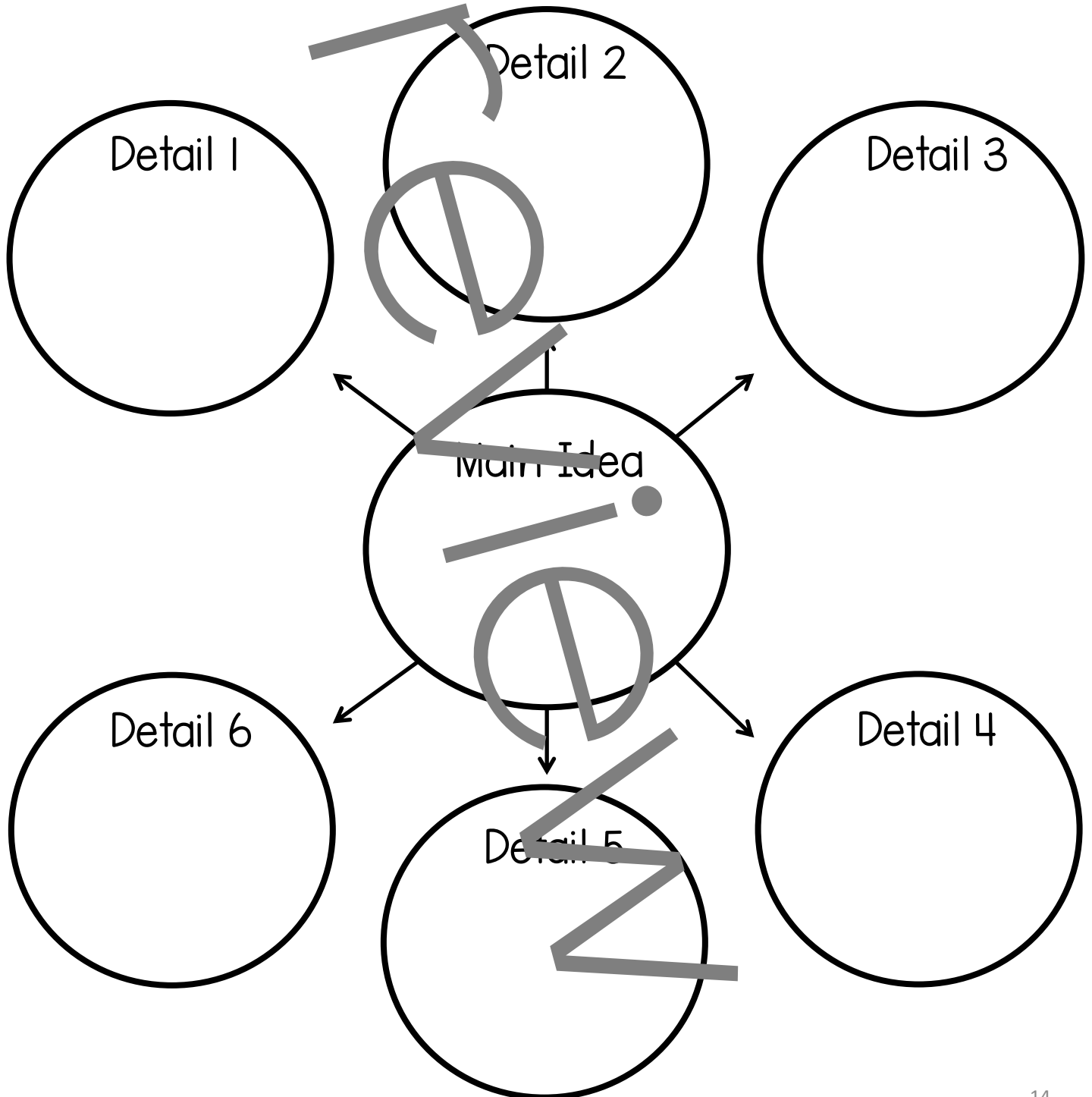


Name: \_\_\_\_\_

## TEXT STRUCTURE: MAIN IDEA & DETAILS



Directions: Complete the graphic organizer. Determine a main idea and support it with details as you read.



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

## TEXT STRUCTURE: MAIN IDEA & DETAILS >>>>

Directions: Complete the graphic organizer. Support the main ideas with details from the text.

TOPIC: \_\_\_\_\_

Main Idea #1  
The sense of sight is very important.  
(page 108)

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Main Idea #2  
Objects that are transparent and opaque react to light differently.  
(page 110)

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

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

# The Science Behind Sight

## CONTENT-AREA WORDS

»»» scientific words about the main topic

Directions: Read the content-area words. lift the flaps and define each word. Use the text (page 113) to find the meanings.

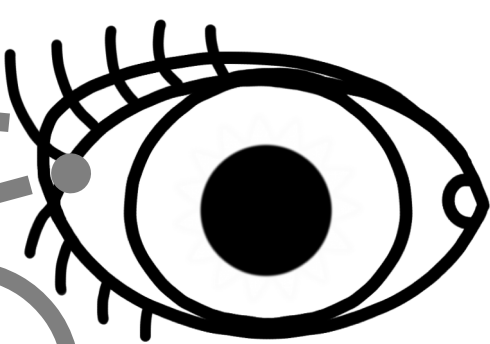
The Science Behind Sight CONTENT-AREA WORDS

Label the iris, pupil, and tear duct.

iris

pupil

tear duct



Lift this flap and write 3 sentences. Each sentence should have one of the content-area words in it.

Cut on the solid lines. 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. Explain why a person would use a lamp to read at night.

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2. Underline the correct word to complete the sentence.

A shadow is created when light ( can    cannot ) pass  
through ( an opaque    a transparent ) object.

3. Give three examples of luminous objects. Give three examples of objects that do not let light through.

---

---

---

4. Using page 120 for help, explain why someone may need glasses.

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## CRITICAL VOCABULARY &gt;&gt;&gt;

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
luminous		
transparent		
reflect		
illuminates		
judge		

# 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 ↓

What Are the Five Senses? *and* The Science Behind Sight

luminous	Cut here ←
transparent	←
reflect	←
illuminates	←
judge	←

## CRITICAL VOCABULARY: CONTEXT CLUES



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

luminous

reflect

illuminates

transparent

judge

1. The glass is \_\_\_\_\_ so I can see directly through it.
2. In science, we are supposed to \_\_\_\_\_ how much water to give each plant.
3. The flashlight \_\_\_\_\_ the path as we walk in the dark.
4. A basketball will \_\_\_\_\_ light as it bounces off the surface of the ball.
5. The \_\_\_\_\_ campfire gave us both heat and light.

# CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

## VOCABULARY

## DEFINITION

luminous

—

a. see-through

reflect

—

b. guess or estimate

illuminates

—

c. (adjective) gives off light; shining

transparent

—

d. light bouncing back without passing through a surface

judge

—

e. (verb) to give off light and make brighter

# VOCABULARY: MULTIPLE MEANING WORDS >>>

Directions: Cut and paste each multiple meaning word next to the sentence it completes.

1. I hear what you are saying, but I don't understand what you \_\_\_\_\_.

2. Our dog will \_\_\_\_\_ anytime someone rings the doorbell.

3. Be sure to put a \_\_\_\_\_ on the envelope before you mail it.

4. Mom has been on a trip, but she will come \_\_\_\_\_ on Monday!

5. The deer's antlers scrape the \_\_\_\_\_ off the tree.

6. When he's having a fit, my younger brother will cry and \_\_\_\_\_ his feet.

7. Please put your name on the \_\_\_\_\_ of your paper.

8. The bully pushed me \_\_\_\_\_ and said \_\_\_\_\_ things.

bark

bark

mean

mean

stamp

stamp

back

back

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

SPELLING: 3 TIMES EACH >>>

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

1.	block		
2.	shown		
3.	oatmeal		
4.	wrote		
5.	fellow		
6.	scold		
7.	coast		
8.	odd		
9.	locate		
10.	slope		
11.	throat		
12.	host		
13.	online		
14.	shock		
15.	solve		
16.	known		
17.	remote		
18.	stock		
19.	boast		
20.	globe		

# REVIEW & CHALLENGE: 3 TIMES EACH >>>

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

Review			
21.	crime		
22.	flight		
23.	witness		
24.	build		
Challenge			
25.	borrow		
26.	compose		
27.	rocket		
28.	doctor		



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

# SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

short o  
(sounds like *box*)

long o  
(sounds like *float*)

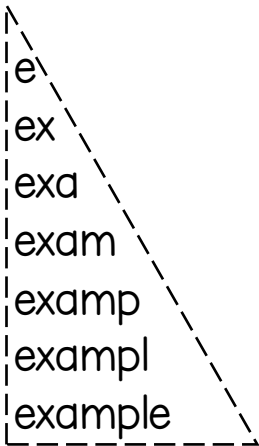
known

1. block
2. shown
3. oatmeal
4. wrote
5. fellow
6. scold
7. coast
8. odd
9. locate
10. slope
11. throat
12. host
13. online
14. shock
15. solve
16. known
17. remote
18. stock
19. boast
20. globe

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. block
2. shown
3. oatmeal
4. wrote
5. fellow
6. scold
7. coast
8. odd
9. locate
10. slope
11. throat
12. host
13. online
14. shock
15. solve
16. known
17. remote
18. stock
19. boast
20. globe

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 ↓

What Are the Five Senses? <i>and</i>	<b>o t r o j s</b>	<b>o n i o n s</b>	The Science Behind Sight
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↑  
Cut here

- |     |         |
|-----|---------|
| 1.  | block   |
| 2.  | shown   |
| 3.  | oatmeal |
| 4.  | wrote   |
| 5.  | fellow  |
| 6.  | scold   |
| 7.  | coast   |
| 8.  | odd     |
| 9.  | locate  |
| 10. | slope   |
| 11. | throat  |
| 12. | host    |
| 13. | online  |
| 14. | shock   |
| 15. | solve   |
| 16. | known   |
| 17. | remote  |
| 18. | stock   |
| 19. | boast   |
| 20. | globe   |

week ONE

ANSWER KEYS

BIG IDEA WORDS

# Words About the Senses

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 the Senses

aroma

a strong, pleasant smell

distinguish

noticing how things are different

perception

how you notice or experience something using your senses

tactile

something experienced through the sense of touch

Cut here  
←

←

←

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

# What Are the Five Senses?

**CENTRAL IDEA** >>> what the text is mostly about

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

Central Idea:

We have five senses that help us understand and experience our surroundings.

Evidence #1

Our outer ear catches sounds as they move past us. The brain tells us how far away sounds are and where they are coming from.

Evidence #2

When we touch something, our brain can detect cold, heat, contact, and pain.

Evidence #3

Our tongues are covered with taste buds that detect salty, sweet, sour, and bitter.






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

# The Science Behind Sight

## RETELL AND SUMMARIZE

»»» helps you understand the story

Directions: Reread the text under the heading **How Eyes Work**. Write a summary of this information. Include the most important information in each section. *Sample answers below.*

<p>Eye Care</p> 	<p>When eyelids close, they protect your eyes. Blinking causes tears to wash the eye. The tears leave your eye through the tear duct.</p>
<p>Letting in Light</p> 	<p>The pupil lets light into the eye. When there is too much light, the pupil becomes smaller so it can take in less light. In low light, the pupil becomes larger and takes in more light.</p>
<p>Light and Lenses</p> 	<p>Light passes through the eye into the lens. The lens focuses light so the images are clear. The image is focused onto the retina upside down! The brain turns it right-side up.</p>
<p>Messages to the Brain</p> 	<p>The retina sends messages about what your eyes see to the brain. The colors and shapes are changed into signals and these are sent to the brain on the optic nerve, which is like a pathway. The brain will figure out what each signal means.</p>
<p>Lens and Distance</p> 	<p>The shape of your lens changes as you look at something far away. It is thicker when looking far away and thinner when looking at things close-up.</p>