

MODULE 3: Week 1

into READING



supplements



week ONE

- Never Give Up!
 - ✓ Identify Claim
- Rent Party Jazz
 - ✓ Synthesize
 - ✓ Author's Craft: Language
 - ✓ Plot
 - ✓ Theme



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 | Identify Claim | Students identify the author's claim and support the claim with 3 pieces of evidence from the text. |
| 9 | Support the Author's Claim | Students give 3 pieces of evidence to support the provided claim. |
| 10 | Synthesize | Students record what they think, what they learn, and what they know now as they synthesize their thinking. |
| 11 | Author's Craft: Formal and Informal Language | Students record examples of formal and informal language within the text. |
| 12 | Plot | Students complete the story map, including information about the characters, setting, important plot events, problem, and resolution. |

CONTENTS & EXPLANATION

| | | |
|----|--|---|
| 13 | Plot * Interactive Notebook | Students lift the flaps and write about the plot, including the problem and resolution. * This page is cut and pasted into the student's interactive notebook. |
| 14 | Theme | Students identify the theme of the story and support the theme with 4 details. |
| 15 | Supporting the Theme | Students support the provided theme with 4 details from the text. |
| 16 | Theme *Interactive Notebook | On the front, students write the theme. They lift the flaps and write 3 details to support the theme. * 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. |
| 21 | Critical Vocabulary: Definition Matching | Students match each word to its definition. |

CONTENTS & EXPLANATION

| | | |
|-----------|---|---|
| 22 | Vocabulary: Synonyms | Students cut and paste words next to their synonyms. |
| 23 | Vocabulary: Antonyms *Interactive Notebook | Students lift the flaps and write an antonym for each word. * This page is cut and pasted into the student's interactive notebook. |
| 24 | Vocabulary: Suffixes | Students review the meanings of each suffix. Then, they match each word to its definition. |
| 25 | Spelling: 3 Times Each | Students write the spelling words three times each. |
| 26 | Spelling: 3 Times Each Review & Challenge | Students write the Review and Challenge words three times each. |
| 27 | Spelling Sort | Students sort the spelling words by vowel sound. |
| 28 | Spelling Sentences | Students choose 8 spelling words to write into sentences. |
| 29 | 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. |
| 30- 45 | Answer Keys | All pages with applicable answer keys are provided. |
| 46 | Credits and Terms of Use | Thank you to the clip artists and font writers! |

Name: _____

ESSENTIAL QUESTION



What does it take to meet a challenge?

A series of horizontal lines for writing, with a large, faint watermark reading '© 2020' diagonally across the page.

Name: _____

BIG IDEA WORDS Words About Rising to the Occasion

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!

| | |
|---|------------------------------|
| BIG IDEA WORDS Words About Rising to the Occasion | confront _____ _____ |
| | dauntless _____ _____ |
| | endurance _____ _____ |
| | dedication _____ _____ |

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←

←

←

Name: _____

IDENTIFY CLAIM

a claim is the author's opinion they try to prove with evidence

Directions: Write the author's claim in the text. Then, support the author's claim with three pieces of evidence from the text.

Claim:

Evidence #1

Evidence #2

Evidence #3

Name: _____

IDENTIFY CLAIM

»»» a claim is the author's opinion they try to prove with evidence

Directions: Support the author's claim with three pieces of evidence from the text.

Claim:
Life is about facing challenges, and you shouldn't back down from them.

Evidence #1

Evidence #2

Evidence #3

Name: _____

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: _____

AUTHOR'S CRAFT: LANGUAGE



words & phrases
that add interest

Directions: Authors use both formal and informal language in their writing. Informal language can show readers how people talk, set a tone, and give a character a "voice." Record examples of formal and informal language from the story.

| Page | Examples of Formal Language | Page | Examples of Informal Language |
|------|-----------------------------|------|-------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Name: _____

PLOT

»»» characters + setting + events = PLOT

Directions: As you read, complete the graphic organizer. Take notes about the important characters, the setting (where and when the story takes place), and the plot (the story events.)

| | |
|------------|---------|
| Characters | Setting |
|------------|---------|

| | |
|---|------------|
| T | Problem |
| O | Events |
| L | |
| R | Resolution |

Name: _____

PLOT

»»» characters + setting + events = PLOT

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the problem, main story events, and the resolution.

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| | | |
|-----------------|---------|------------|
| Rent Party Jazz | | PLOT |
| PROBLEM | EVENTS! | RESOLUTION |



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Name: _____

THEME >>> **main message, moral, or lesson**

Directions: Support the theme with 4 details from the story.

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

When people work together, they can overcome obstacles.

Name: _____

THEME >>> main message, moral, or lesson

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

Theme

Detail #1

Detail #2

Detail #3

Cut on the solid lines and fold on the dotted lines.

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. What is the main problem the characters face in this story?

2. Explain why Mama doesn't want Sonny to get a second job even though they need the money.

3. On page 177, why do you think the author refers to Smilin' Jack's instrument as a "magic" horn?

4. At the end of the story, why might Sonny have never wanted the night to end?

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 |
|----------|------------|----------|
| auction | | |
| drifting | | |
| damp | | |
| spare | | |
| verses | | |
| chorus | | |
| brimming | | |

CRITICAL VOCABULARY >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

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| | | |
|------------------------------------|----------|------------|
| Never Give Up! and Rent Party Jazz | auction | Cut here ← |
| | drifting | ← |
| | damp | ← |
| | spare | ← |
| | verses | ← |
| | chorus | ← |
| | brimming | ← |

CRITICAL VOCABULARY: CONTEXT CLUES



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

auction

drifting

damp

spare

verses

chorus

brimming

1. We pretend the _____ leaves are boats racing down the creek.
2. "Does anyone have an extra glue stick they can _____?" asked Zachariah.
3. After ice skating, my _____ mittens made my hands feel cold.
4. I had to walk carefully with my mug because it is _____ with hot chocolate.
5. We will memorize the different _____ of the song for the Winter Performance.
6. The part of the song that repeats is called the _____.
7. At the _____, Mr. and Mrs. Brown won the painting because they bid the most money.

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

auction

drifting

damp

spare

verses

chorus

brimming

a. a little wet

b. something extra you have and don't really need

c. moving slowly without direction

d. part of the song repeated after each verse

e. different parts of the song that change

f. full and about to overflow

g. event where items are sold to the person offering the most money

Name: _____

VOCABULARY: SYNONYMS >>>>

words with similar meanings

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

cranky

excited

cloudy

lazy

expensive

selfish

enthusiastic

grumpy

costly

sluggish

greedy

overcast

Name: _____

VOCABULARY: ANTONYMS

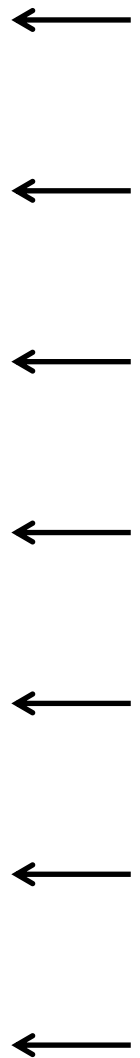
words with
opposite meanings

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

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| | |
|----------|----------|
| Antonyms | INSIDE |
| | QUICKLY |
| | RIGHT |
| | FANCY |
| | ORDINARY |
| | NORTH |
| | UPSET |
| | WIN |

Cut here



VOCABULARY: SUFFIXES >>>>

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

-ful = full of *-ous* = having the qualities of
-less = without

| WORD | | DEFINITION |
|-------------|---|-----------------------|
| careful | — | a. full of help |
| humorous | — | b. having humor |
| careless | — | c. having adventure |
| endless | — | d. being without help |
| fearless | — | e. full of pain |
| adventurous | — | f. being full of care |
| painful | — | g. without an end |
| helpful | — | h. being without care |
| furious | — | i. having no fear |
| helpless | — | j. having fury |

Name: _____

SPELLING: 3 TIMES EACH >>>

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

| | | | |
|-----|----------|--|--|
| 1. | bloom | | |
| 2. | cookbook | | |
| 3. | tool | | |
| 4. | shampoo | | |
| 5. | put | | |
| 6. | wool | | |
| 7. | stool | | |
| 8. | proof | | |
| 9. | prove | | |
| 10. | group | | |
| 11. | brook | | |
| 12. | foolish | | |
| 13. | bush | | |
| 14. | crooked | | |
| 15. | booth | | |
| 16. | raccoon | | |
| 17. | hook | | |
| 18. | groom | | |
| 19. | roof | | |
| 20. | soup | | |

REVIEW & CHALLENGE: 3 TIMES EACH >>>>

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

| Review | | | |
|-----------|-----------|--|--|
| 21. | fruit | | |
| 22. | crew | | |
| 23. | trunk | | |
| 24. | rescue | | |
| Challenge | | | |
| 25. | cartoon | | |
| 26. | choose | | |
| 27. | childhood | | |
| 28. | bookstore | | |

Name: _____

SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

oo sounds like

took

oo sounds like

pool

1. bloom
2. cookbook
3. tool
4. shampoo
5. put
6. wool
7. stool
8. proof
9. prove
10. group
11. brook
12. foolish
13. bush
14. crooked
15. booth
16. raccoon
17. hook
18. groom
19. roof
20. soup

o
n
i
e
n

Name: _____

SPELLING SENTENCES >>>

Directions: Circle 8 spelling words. Write the 8 words in sentences. Underline the spelling word in the sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

1. bloom
2. cookbook
3. tool
4. shampoo
5. put
6. wool
7. stool
8. proof
9. prove
10. group
11. brook
12. foolish
13. bush
14. crooked
15. booth
16. raccoon
17. hook
18. groom
19. roof
20. soup

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 ↓

| | |
|------------------------------------|----------------------------|
| Never Give Up! and Rent Party Jazz | oo sounds like <u>took</u> |
| | oo sounds like <u>pool</u> |

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

Name: _____

BIG IDEA WORDS Words About Rising to the Occasion

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!

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| | |
|--|--|
| BIG IDEA WORDS Rising to the Occasion | confront taking to someone to deal with a problem |
| | dauntless someone who has no fears |
| | endurance able to do something for a long time |
| | dedication showing commitment |

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←
←
←

Name: _____

IDENTIFY CLAIM

»»» a claim is the author's opinion they try to prove with evidence

Directions: Support the author's claim with three pieces of evidence from the text. *Sample answers below.*

Claim:
Life is about facing challenges, and you shouldn't back down from them.

Evidence #1
Working to meet a challenge gives you the opportunity to build new skills that you may need to meet your next challenge.

Evidence #2
Giving up can become a bad habit, so it's important to be dauntless instead.

Evidence #3
Sometimes we will try to meet a challenge and fail. But failure helps us to learn, grow, and get stronger.

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! Answers will vary based on students' prior knowledge. Sample answers below:

| What I think | What I'm learning | What I know NOW! |
|---|--|--|
| <p>I know that rent is something you have to pay each month in order to live somewhere.</p> | <p>I learned that if you don't pay your rent on time, you can get kicked out of your home.</p> | <p>I know that paying rent on time is important and when people work together, it's easier to reach goals.</p> |
| <p>I think that kids shouldn't have to work a job AND go to school.</p> | <p>There are times when everyone in the family has to help.</p> | <p>Kids are capable of many things and they can help their families in many ways.</p> |
| | | |
| | | |