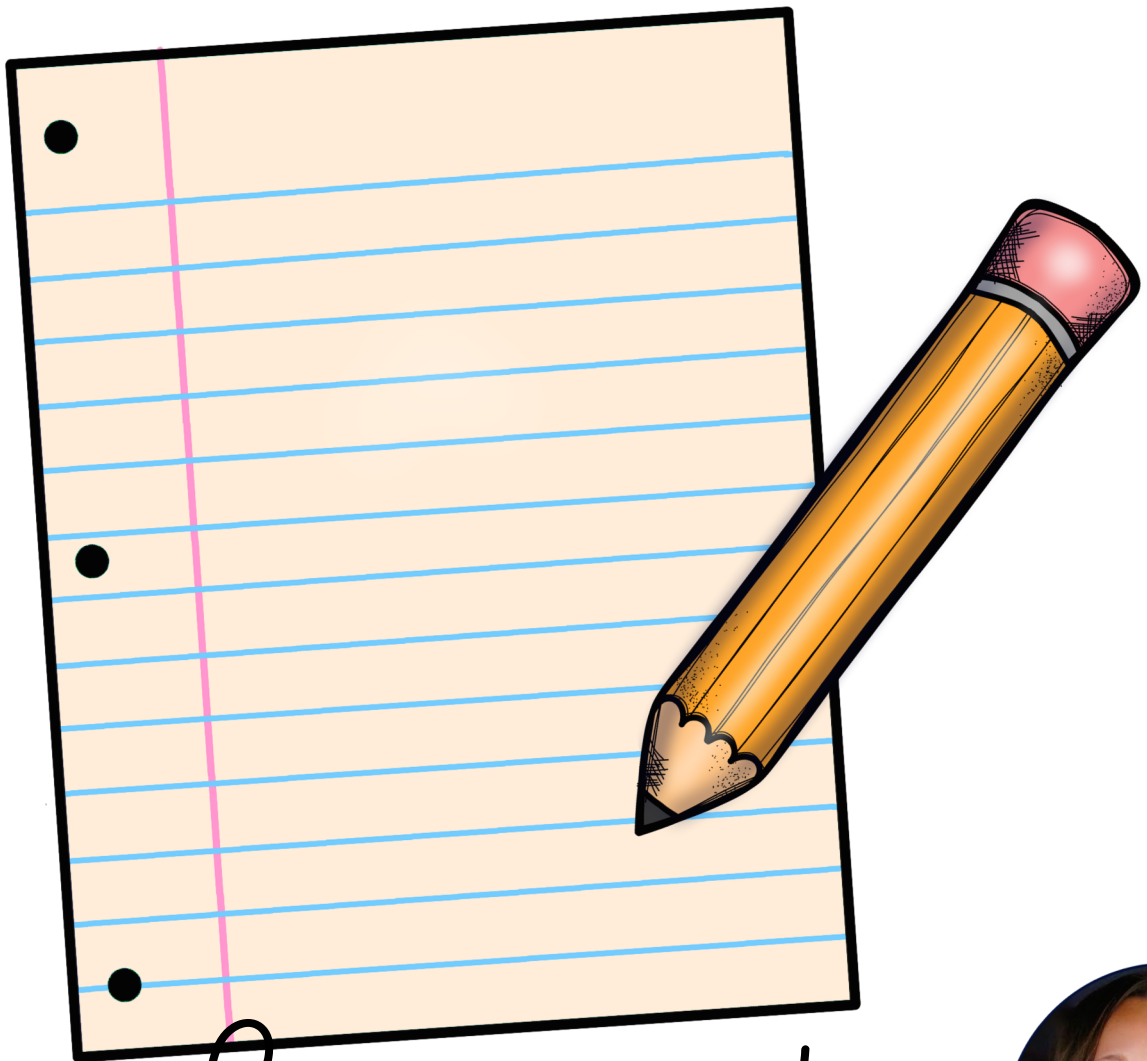


MODULE 5: Week 1

into READING



supplements



week ONE

- Why Art Centers Matter
 - ✓ Ideas and Support
- The Beatles Were Fab (and They Were Funny)
 - ✓ Ask and Answer Questions
 - ✓ Ideas and Support
 - ✓ Text Structure: Sequence
 - ✓ Figurative Language: Idioms



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	Ideas and Support	Students record facts and opinions from the text.
9	Supporting the Idea	Students support the idea with facts and opinions from the text. They determine whether each supportive detail is a fact or an opinion.
10-11	Ask and Answer Questions	Students look back in the story to answer text-dependent questions.
12	Ask and Answer Questions *Interactive Notebook	Students lift the flaps and answer the text-dependent questions. * This page is cut and pasted into the student's interactive notebook.
13	Ideas and Support	Students record facts and opinions from the text.

CONTENTS & EXPLANATION

14	Ideas and Support * Interactive Notebook	On the front, students define fact and opinion. Then, they lift the flaps and list 3 facts and 3 opinions within the text. * This page is cut and pasted into the student's interactive notebook.
15	Supporting the Idea	Students support the idea with facts and opinions from the text. They determine whether each supportive detail is a fact or an opinion.
16	Text Structure: Sequence	Students number events into the correct sequence. They give the key words that helped them to determine the sequence.
17	Figurative Language: Idioms *Interactive Notebook	Students lift the flaps and explain the meanings of two idioms used in the text. * 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.
21	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.

CONTENTS & EXPLANATION

22	Critical Vocabulary: Definition Matching	Students match each word to its definition.
23	Vocabulary: Shades of Meaning	Students list synonyms for each word that show shades of meaning. Then, they replace words within sentences with a more appropriate shade of meaning.
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 words according to their endings.
28	Spelling: -ed and -ing	Students write the spelling words using two colors. One color is for the ending and one color is for the root word.
29	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words according to their ending. * This page is cut and pasted into the student's interactive notebook.
30- 48	Answer Keys	All pages with applicable answer keys are provided.
49	Credits and Terms of Use	Thank you to the clip artists and font writers!

ESSENTIAL QUESTION



How far can your talents take you?

Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark of the word 'ZENITH' is oriented vertically across the center of the page.

Name: _____

BIG IDEA WORDS

Words About Artistic Expression

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 Artistic Expression	sculpture _____ _____
	expressive _____ _____
	inspiration _____ _____
	creativity _____ _____

↓
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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: 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:

Every community needs an art center.

Support 1

Support 2

Support 3

Fact Opinion

Fact Opinion

Fact Opinion

Name: _____

ASK & ANSWER QUESTIONS



helps us predict,
clarify, & think deeply

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

QUESTION

ANSWER

Who are the people that
make up The Beatles?
(page 321)

According to the author,
who is the best guitar
player? How do you know?
(page 321)

A main idea on page 325 is
the Beatles became popular.
Support this statement with
two details from the text.

What Beatles song was the
first to go to number one on
the charts in America?
(page 327)

Name: _____

ASK & ANSWER QUESTIONS

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

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

QUESTION

ANSWER

Why did the Beatles regret telling fans about their favorite candy?
(page 329)

Give an example of *Beatlemania*.
(page 330)

What do you learn about the Beatles from reading parts of their interviews on pages 332-335?

What do you think the Beatles may mean by the word *toppermost*?
(page 336)

Name: _____

The Beatles Were Fab

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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The Beatles Were Fab

What was special about the Beatles 1965 tour? (page 336)

Why do you think John answered that he wanted to go home on page 336?

Why are the Beatles considered trendsetters? (page 338)

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

The Beatles Were Fab

Opinion

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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 Beatles were a funny band.

Support 1

Support 2

Support 3

Fact Opinion

Fact Opinion

Fact Opinion

Name: _____

TEXT STRUCTURE: SEQUENCE



explaining events
in order

Directions: Number the events into the correct order. Then, give the key words from the sentence that helped you to order the events. The first one has been done for you.

#	SEQUENCE OF EVENTS	Key Words
	The Beatles tried to make a good impression with their new producer, but it wasn't easy.	
	"Please Please Me" went to number one on the charts in England.	
	The Beatles' manager burst into their room to tell them their song, "I Want to Hold Your Hand," had reached number one in America!	
1	The Beatles performed for hours and hours for very little pay.	<i>In their early days,</i>
	The Fab Four flew to New York and performed on <i>The Ed Sullivan Show</i> . It became the most-watched show in history!	
	People started listening to "Love Me Do"!	

Name: _____

FIGURATIVE LANGUAGE: IDIOMS



Directions: Cut and paste into your interactive notebook. Lift the flaps and explain the meaning of each idiom from page 323.

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The Beatles Were Fab	Idiom: The Beatles were afraid they were <i>going nowhere</i> .
	Idiom: They used silliness to <i>keep their spirits up</i> .

Cut here



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. Give one example of how the Beatles are funny.

2. How did Beatlemania affect the Fab Four? Give two examples.

3. After reading the Beatles' answers to interviewers' questions, which Beatle would you most like to meet? Why?

4. The author makes a claim that the Beatles were a fabulous band. Support the claim with two *facts* from the text.

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
dignified		
stunned		
polished		
regretted		
hilarious		
observant		
flattered		
trampled		

CRITICAL VOCABULARY >>>

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

Cut here



Why Art Centers Matter *and* The Beatles Were Fab

dignified

stunned

polished

regretted

hilarious

observant

flattered

trampled

↓
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CRITICAL VOCABULARY: CONTEXT CLUES

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

dignified	stunned	polished	regretted
hilarious	observant	flattered	trampled

- In order to give a _____ performance, Jack and Edgar practice their instruments after school each day.
- At the play, we act in a _____ way. We are calm and mature.
- Our large dog is scared of the neighbor's cat, and we think it's _____! He won't even go outside if the cat can be seen!
- My homework fell out of my hands right when the bell rang at the end of the day. Before I knew it, the paper was being _____!
- Brandon was _____ to see a shooting star when he looked up at the night sky!
- After telling a lie, Anna _____ what she said.
- Because she is _____, Mom was able to give a detailed description of the thief.
- Grandma was _____ by the many compliments she received about the delicious chocolate cake she made.

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

dignified

a. made to feel honored or special

stunned

b. given or presented with great skill and no mistakes

polished

c. shocked and amazed

regretted

d. acting in a way that is calm and proper

hilarious

e. stepped on and damaged

observant

f. to feel sorry and wish you hadn't done something

flattered

g. to see or notice more details than others do

trampled

h. very funny

VOCABULARY: SHADES OF MEANING >>>

Directions: Below, list synonyms for each word that have *shades of meaning*. The first one has been done for you.

big	happy	yell	mad
<i>large</i>			
<i>huge</i>			
<i>enormous</i>			

Directions: Correct the sentences below. Replace each underlined word with a synonym that has a better shade of meaning for the sentence.

- I talked with my friends at lunchtime.
- Jackie's funny stories made us laugh.
- "I have never seen a ladybug that small before," Mia exclaimed.
- The scared child cried loudly.

New Word with improved
Shade of Meaning

VOCABULARY: SUFFIXES >>>>

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

-ity & *-ty* = showing a quality or condition

WORD		DEFINITION
responsibility	<input type="checkbox"/>	a. showing that you are curious and have a desire to learn
productivity	<input type="checkbox"/>	b. the state of being real
enormity	<input type="checkbox"/>	c. the quality of being responsible
loyalty	<input type="checkbox"/>	d. the state of being punished or penalized
reality	<input type="checkbox"/>	e. the state of being secure or safe
penalty	<input type="checkbox"/>	f. the quality of being productive
curiosity	<input type="checkbox"/>	g. the state of being loyal
security	<input type="checkbox"/>	j. the state of being sure or certain
certainty	<input type="checkbox"/>	i. the quality of being enormous or huge

Name: _____

SPELLING: 3 TIMES EACH >>>

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

1.	wiped		
2.	covered		
3.	mapped		
4.	pleasing		
5.	slipped		
6.	putting		
7.	traveled		
8.	seeking		
9.	visiting		
10.	mixed		
11.	shipped		
12.	phoning		
13.	offered		
14.	smelling		
15.	hiking		
16.	checking		
17.	fainted		
18.	landed		
19.	becoming		
20.	wandering		

REVIEW & CHALLENGE: 3 TIMES EACH >>>

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

Review			
21. traced			
22. spinning			
23. dancing			
24. escaped			
Challenge			
25. honored			
26. modeling			
27. securing			
28. shuddered			

Name: _____

SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

add -ed	add -d to make -ed
double final consonant, add -ed	add -ing
drop -e, add -ing	double final consonant, add -ing

1. wiped
2. covered
3. mapped
4. pleasing
5. slipped
6. putting
7. traveled
8. seeking
9. visiting
10. mixed
11. shipped
12. phoning
13. offered
14. smelling
15. hiking
16. checking
17. fainted
18. landed
19. becoming
20. wandering

SPELLING: -ED AND -ING >>>

Directions: Write the spelling words using two colors. Choose one color with which to write the -ed or -ing endings. Use the other color to write the root of each word.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

- | | |
|-----|-----------|
| 1. | wiped |
| 2. | covered |
| 3. | mapped |
| 4. | pleasing |
| 5. | slipped |
| 6. | putting |
| 7. | traveled |
| 8. | seeking |
| 9. | visiting |
| 10. | mixed |
| 11. | shipped |
| 12. | phoning |
| 13. | offered |
| 14. | smelling |
| 15. | hiking |
| 16. | checking |
| 17. | fainted |
| 18. | landed |
| 19. | becoming |
| 20. | wandering |

Name: _____

SPELLING SORT >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the spelling words into the correct sort.

Why Art Centers Matter and The Beetles Were Fab

add -ed

add -d to make -ed

double final consonant, add -ed

add -ing

drop -e, add -ing

double final consonant, add -ing

1. wiped
2. covered
3. mapped
4. pleasing
5. slipped
6. putting
7. traveled
8. seeking
9. visiting
10. mixed
11. shipped
12. phoning
13. offered
14. smelling
15. hiking
16. checking
17. fainted
18. landed
19. becoming
20. wandering

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

week ONE

ANSWER KEYS

BIG IDEA WORDS Words About Artistic Expression

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!

Synonyms will vary.

↓
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BIG IDEA WORDS

Words About Artistic Expression

sculpture

something a person creates by shaping or carving things like clay, stone or wood

expressive

someone who is clearly showing their feelings

inspiration

an excited feeling that gives you new and creative ideas

creativity

someone who is inventive, especially in the arts

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. There are many facts and opinions in the text. Sample answers below.

Fact	Opinion
<ul style="list-style-type: none">• An art center can offer art, music, dance, and theater classes to adults and children.• It can host gatherings for the community to meet and talk with artists.• Outdoor spaces can feature sculptures, murals, and picnic tables.	<ul style="list-style-type: none">• A world without the arts would be lifeless.• An art center signifies that a community values the arts.• An art center brings people together.• The payoff for building an art center can be tremendous.• Art centers enrich the lives of artists and the community.

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*. There are many possible details to support the idea. Sample answers below.

Idea:

Every community needs an art center.

Support 1

An art center brings people in the community together.

Fact **Opinion**

Support 2

It can offer dance, theater, art, and music classes for adults and children.

Fact **Opinion**

Support 3

An art center enriches lives of residents and artists.

Fact **Opinion**