

## UNIT 5 LESSON 21

# COMMON CORE STANDARDS

L.4.1.d	order adjectives within sentences according to conventional patterns
L.4.4a	use context as a clue to the meaning of an unknown word or phrase
L.4.5.b	recognize and explain the meaning of idioms, adages, and proverbs
L.4.6	acquire and use general academic and domain specific words and phrases
R.I. 4.7	interpret information presented visually, orally, or quantitatively
R.I. 4.10	read and comprehend informational texts
R.L. 4.1	refer to details and examples when explaining what the text says explicitly and when drawing inferences
R.L. 4.2	determine theme from details/summarize
R.L. 4.6	compare and contrast the point of view from which stories are narrated
R.L. 4.10	read and comprehend literature

## UNIT 5 LESSON 21

# CONTENTS & EXPLANATION

<b>Theme</b>	Students take notes on the characters' thoughts, actions, and the ways characters change. These help the reader determine the theme.
<b>Theme Web</b>	Students write the theme in the center circle of the web. The outer circles are filled with details that support the theme.
<b>Summarizing</b>	Students write a summary of the story using the transition words provided. They are challenged to use vocabulary words in their summary.
<b>INTERACTIVE NOTEBOOK PAGE</b> <b>Picture Summary</b>	Students lift the flaps and draw a picture summary of the story.  *Students cut out and glue the page into their interactive notebook.
<b>Idioms</b>	Students study the statements and color the statements containing idioms red.
<b>INTERACTIVE NOTEBOOK PAGE</b> <b>Drawing Idioms</b>	Students lift the flaps and draw the meaning of 2 well-known idioms. Then, students draw the <u>literal</u> meaning of the idiom's words.  * Students cut out and glue this page into their interactive notebook.
<b>Point of View</b>	Students determine the point of view from which the story is told. They then look back in their Journeys book and find 3 stories told in the first person point of view and 3 stories told in the third person.
<b>Story Questions</b>	Students use evidence from the text to answer text-dependent questions about the story.

# CONTENTS & EXPLANATION

<b><i>Make the Switch</i> Text Questions</b>	Students use evidence from the text to answer text-dependent questions about the article.
<b><i>Make the Switch</i> Advertisements &amp; Persuasive Techniques</b>	Students make an advertisement for their favorite after school activity. The techniques they use should attempt to convince others about the worth of the activity.
<b>Essential Question</b>	Students journal write, answering the essential question, "How can media be a distraction?"
<b>Vocabulary Word Wall Words</b>	The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.
<b>Vocabulary Definition and Sentence Writing</b>	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
<b>Vocabulary Using Context Clues</b>	Students use context clues to complete sentences with the vocabulary words.
<b>INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions</b>	<p>* This page may be used in place of the Vocabulary Definition and Sentence Writing sheet.</p> <p>Students lift the flaps and write sentences with the vocabulary words.</p> <p>* Students cut out and glue this page into their interactive notebook.</p>

# CONTENTS & EXPLANATION

<b>Spelling Words</b>	A list of spelling words is provided (2 lists to a page) for students to use for studying at home.
<b>Spelling Words Writing 3x Each</b>	Students write their spelling words 3 times each.
<b>Review and Challenge Words: Writing 3x Each</b>	Students write their review and challenge spelling words 3 times each.
<b>Spelling: Triangle Words</b>	Students write their spelling words one letter at a time so that the words form triangles. (An example is given.)
<b>Spelling: V/CV and VC/V Patterns</b>	Students color words according to their pattern.
<b>Comparative and Superlative Adjectives</b>	Students write the appropriate comparative and superlative adjectives in the sentences.
<b>Comparative and Superlative Adverbs</b>	Students color the examples of comparative vs. superlative adverbs.
<b>Answer Keys</b>	Answers keys for all applicable sheets are at the end of the unit.

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

# Theme

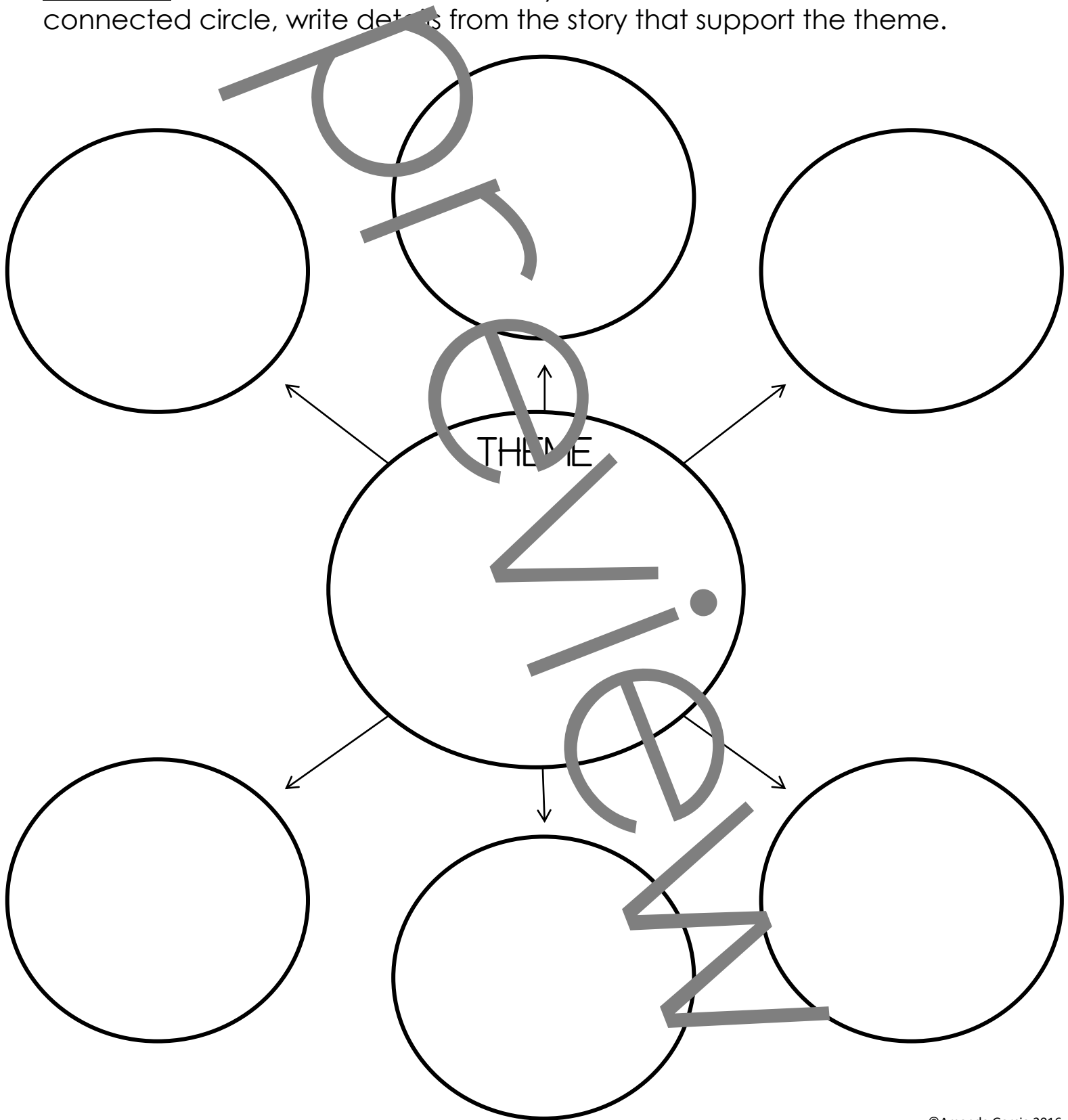
Directions: As you read, complete the graphic organizer. In order to determine the theme, take notes about the the setting (where and when the story takes place), the characters, and the characters' actions.

Characters' Thoughts	Characters' Actions	Ways Characters Change
Theme		

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

# Theme

Directions: Write the theme of the story in the center circle. In each connected circle, write details from the story that support the theme.



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

# Summary

Directions: Cut out and glue into your interactive notebook. Lift the flaps and DRAW a picture-summary of the story!

Cut flaps

FIRST SECOND

THIRD FOURTH

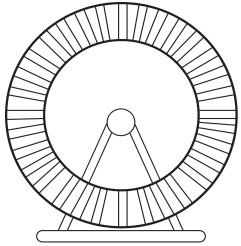
FIFTH IN THE END

Glue down the rectangular strips only

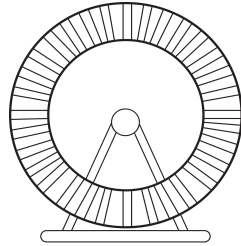
Name: \_\_\_\_\_

# Idioms

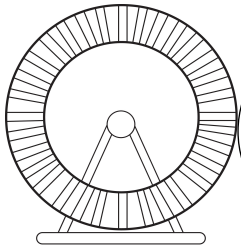
Directions: Color the idioms red.



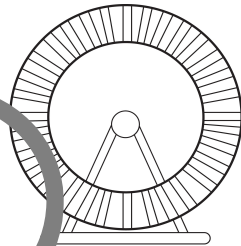
"That test was a piece of cake!" he exclaimed.



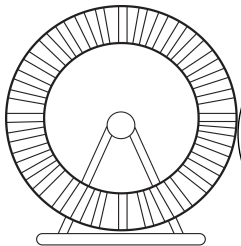
Mia is the fastest runner in our whole class!



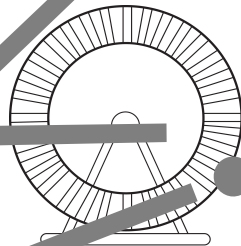
"I feel like I'll never finish building this fence," said Dad.



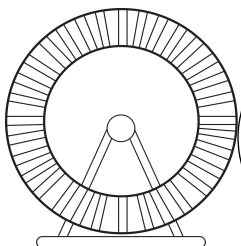
I hope I don't get cold feet before I perform tonight.



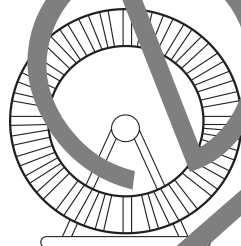
You forgot your homework, too? We're in the same boat!



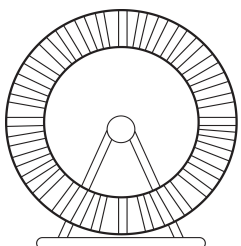
My cat ran as fast as a cheetah when it saw the dog down the street!



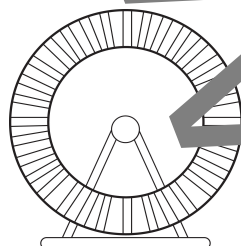
My grandma's chocolate cake is out of this world!



DJ couldn't finish his dinner, so he asked for a doggy bag.



"Here she comes! Don't let the cat out the bag," he whispered.



The wind is howling past the window.



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

# Drawing Idioms

Directions: Cut out and glue into your interactive notebook. Lift the flaps and illustrate the meaning of the idiom. Then, illustrate the literal meaning of the words!

Glue down the rectangular strips only

What's the matter? Cat got your tongue?

<b>IDIOM MEANING</b>	<b>LITERAL MEANING</b>
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Cut flap

That sweater costs an arm and a leg!

<b>IDIOM MEANING</b>	<b>LITERAL MEANING</b>
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Name: \_\_\_\_\_

# Point of View

**First-person point of view** is when a character tells the story. The character is the narrator and uses words such as I, me, and my.

**Third-person point of view** is when an outsider tells the story. The narrator is an observer and uses words such as he, she, and they.

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1. Is The World According to Humphrey told through a first-person point of view or a third-person point of view? How do you know?

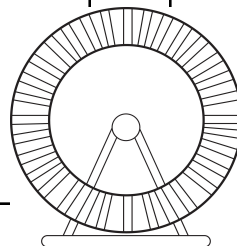
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2. Who is telling the story? \_\_\_\_\_

3. Look back at the stories you've read in this Journeys book! Below, record **3 books told in the first-person point of view** and **3 books told in the third-person point of view**.

FIRST-PERSON	THIRD-PERSON



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. From whose point of view is the story written? How do you know?

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2. Make a judgment: Do you think it is a good thing to have the television on all the time? Explain your thinking.

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3. In the beginning of the story, the reader could draw the following conclusion about the Thomas family:

**Although they are home together, the Thomas family doesn't spend much time together.**

Support this conclusion with details from the text.

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

## Text Questions

4. Explain how Humphrey helps to mend the friendship between A.J. and Garth.

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5. Make an inference: Why do you think Mr. and Mrs. Thomas decided to keep the T.V. unplugged for a few more days? Explain your inference using details from the text and/or your own background knowledge.

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6. Circle the best new title for *The World According to Humphrey*.

**The Day the T.V. Died**

**Thomas Family**

**The Return of Talking**

**Humphrey Saves the**

**Humphrey's Mystery**

Support your choice with 2 details from the text.

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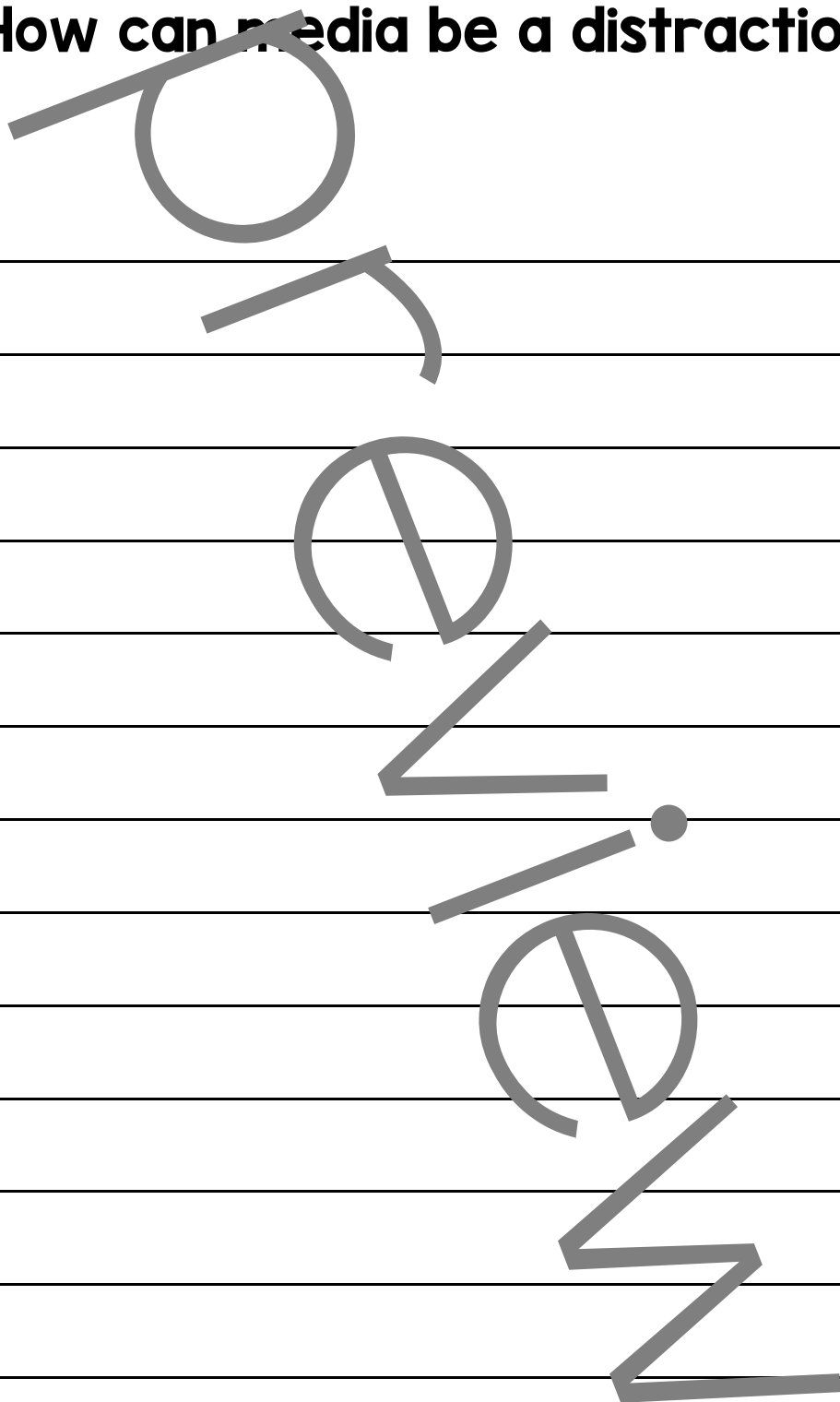
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Name: \_\_\_\_\_

# Essential Question

**How can media be a distraction?**



Handwriting practice lines consisting of 15 horizontal lines.

**appreciate**

**blaring**

**introduce**

**nocturnal**

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

# Vocabulary

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

appreciate    blaring    introduce    nocturnal    feats  
combination    racket    suggest    promptly    effort

1. "I \_\_\_\_\_ that you swim at least twice a week in order to improve your crawl stroke," recommended Coach Carl.
2. \_\_\_\_\_ animals, such as bats, are active at night.
3. The screaming, applauding audience created quite a \_\_\_\_\_!
4. "Please arrive at school \_\_\_\_\_ so that you don't miss the bus for the field trip," reminded Ms. Smith.
5. I \_\_\_\_\_ my friend. She is always there for me, listens, and is willing to help.
6. Dad says it takes a lot of \_\_\_\_\_ to take care of dogs. Cats may be simpler, but I still want a dog.
7. The \_\_\_\_\_ sound of the ambulance startled me.
8. The rock climbers accomplish remarkable \_\_\_\_\_ on the mountain.
9. It takes a \_\_\_\_\_ of tomatoes, onions, and pepper to make salsa.
10. "Mom, I would like to \_\_\_\_\_ you to my new friend, Charlotte," I said. "Today's her first day at our school."

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

# Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write a sentence using the vocabulary word. The sentence should show you understand the meaning of the word.

Glue down the rectangular strip only

<b>The World According to Humphrey</b>  <b>Vocabulary</b>	appreciate	Cut flaps
	blaring	←
	introduce	←
	nocturnal	←
	feats	←
	combination	←
	promptly	←
	effort	←
	suggest	←
	racket	←



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

# Spelling: V/CV, VC/V

V/CV - Divide before the consonant  
IF the first vowel has a LONG sound

VC/V - Divide after the consonant IF  
the first vowel has a SHORT sound

## Directions:

Color the V/CV words green.

Color the VC/V words blue.

event humor rapid music

student planet detail unite

frozen figure siren polite

habit protest punish defend

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

## Grammar: Comparative & Superlative Adjectives

- A comparative adjective compares two people, places, or things.
- Add -er to most adjectives to make comparative adjectives.
- A superlative adjective compares more than two people, places, or things.
- Add -est to most adjectives to make them superlative.

Directions: Write the appropriate comparative and superlative adjectives in each sentence.

1. Sam is a (fast) \_\_\_\_\_ runner than his older sister.
2. That was the (hard) \_\_\_\_\_ test we've had all year!
3. The yellow pillow is a (soft) \_\_\_\_\_ pillow than the red one.
4. Our dog, Paulie, is the (nice) \_\_\_\_\_ dog in all the world!
5. The kitten is the (small) \_\_\_\_\_ of them all!
6. Sara, my (old) \_\_\_\_\_ sister brushes my hair each morning.
7. Darren's eyes are the (blue) \_\_\_\_\_ eyes I've ever seen!
8. My library book is (thick) \_\_\_\_\_ than yours.
9. My grandma makes the (yummy) \_\_\_\_\_ desserts in our whole family!
10. I wonder why his paints are (bright) \_\_\_\_\_ than mine.

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

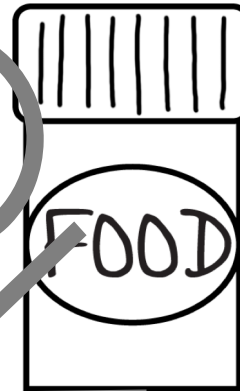
## Grammar: Comparative & Superlative Adverbs

- A comparative adverb compares two people, places, or things.
- Add *more* before *most* adverbs to make comparative adverbs.
- A superlative adverb compares more than two people, places, or things.
- Add *most* before *most* adverbs to make them superlative.

Directions: Color the examples of comparative adverbs green. Color the examples of superlative adverbs purple.



We practice *more* frequently than the other team.



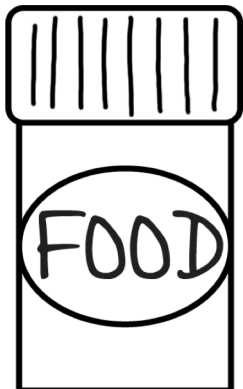
Megan handled her library book the *most* gently.



After the show, George bowed the *most* proudly.



Conner drew *more* enthusiastically than Isaac.



At recess, Henry ran *more* wildly than Ellie.



The baby cried *most* loudly of all!