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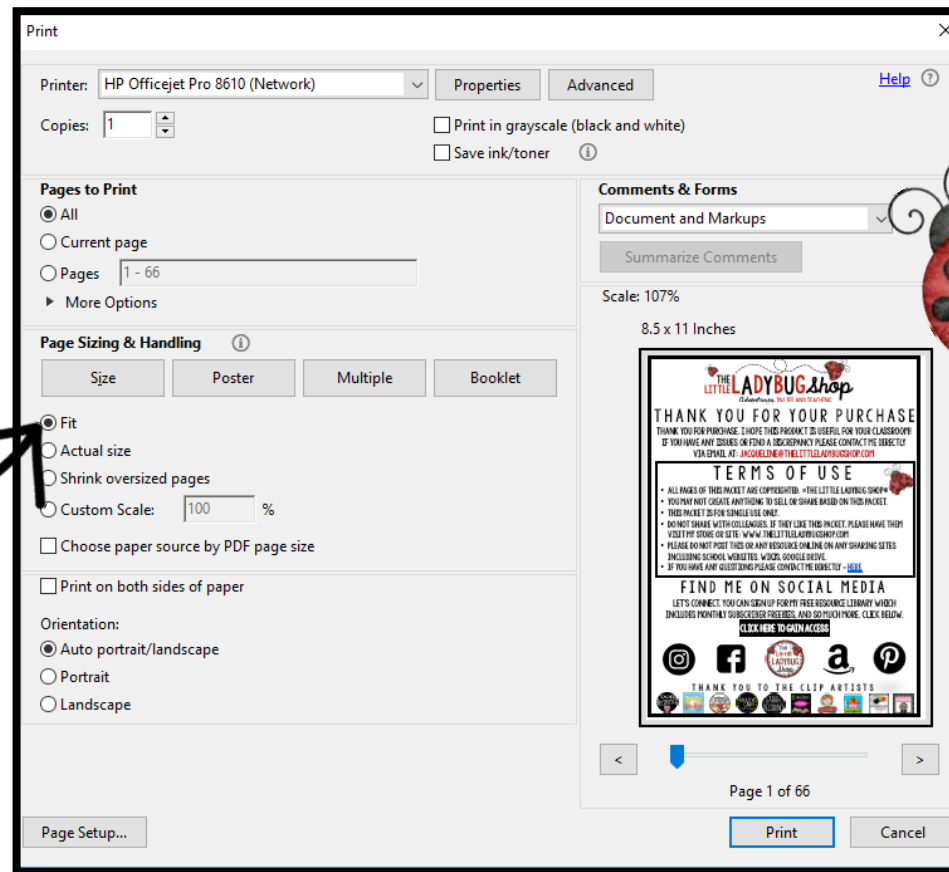


THANK YOU TO THE CLIP ARTISTS



KINDLY READ FOR HELPFUL PRINTING TIPS

1. Always make sure you download product to the newest adobe pdf reader.
2. When printing you can select which pages you want to print. I always provide easier printing pages to save ink [black and white versions].
3. Select: fit print to fill up the entire page and not leave white border. I always test to see if I like actual size or fit. Each computer & printer is different, so test a page first 😊



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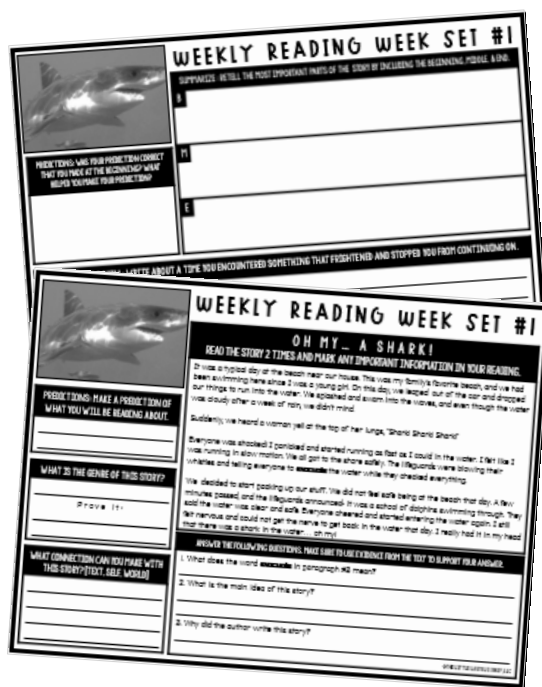
READING COMPREHENSION TEACHER INFO.

This packet includes 20 Weeks of Weekly Reading Comprehension Perfect for: Warm-up, Bell Work, Homework, or quick assessments. Students can use independently, in literacy groups, and in Guided reading groups!

These are easy to use in your classroom. Print front to back weekly for students, or project the large image and have students write responses in their notebooks. You can also print large sizes in Adobe Reader- select poster size!

Here is an example of what you will see:

- Genres focus on: Poetry, Nonfiction, Fiction, Fables, and more.
- These are short Mini Stories that check students' understanding in: Summary, predictions, author's purpose, context clues, main idea, and analysis of poetry
- Answer keys provided in the back of the packet.



A tip on the way I use in my classroom with small group setting (teacher guided reading group)- typically meeting with each of my groups for 15-20 min daily.

- **Day #1** : Students read title, skim picture and make predictions of the story they will be reading. Students read the story silently one time. Teacher may listen to 1-2 students read quietly.
- **Day #2** : Students read the story and answer the questions 1-3 and discuss the story. We go over questions and responses. Teacher may listen to 1-2 students read quietly.
- **Day #3**: Students reread story and answer the genre, connection, prediction check, and summary of story. Teacher may listen to 1-2 students read quietly.
- **Day #4**: Students will reread story and complete the writing portion. Students will also check over their answer.

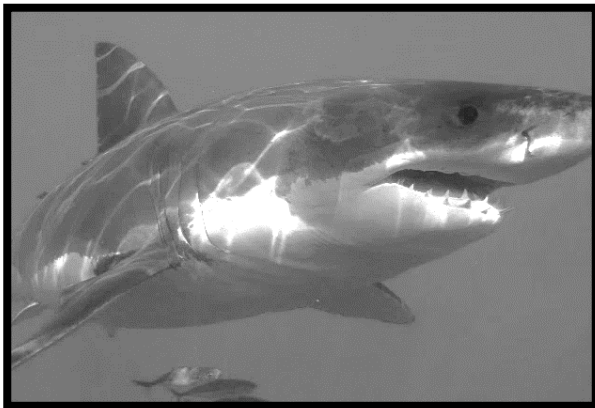
I also would enlarge these pages and do this activity in a larger group setting. I would bring students down to floor and we did on smartboard together (poetry is great to do as a large group). ☺ Hope these tips are helpful!

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MY WEEKLY READING COMPREHENSION

notebook

BELONGS TO:



WEEKLY READING WEEK SET #1

OH MY... A SHARK!

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

It was a typical day at the beach near our house. This was my family's favorite beach, and we had been swimming here since I was a young girl. On this day, we leaped out of the car and dropped our things to run into the water. We splashed and swam into the waves, and even though the water was cloudy after a week of rain, we didn't mind.

Suddenly, we heard a woman yell at the top of her lungs, "Shark! Shark! Shark!"

Everyone was shocked! I panicked and started running as fast as I could in the water. I felt like I was running in slow motion. We all got to the shore safely. The lifeguards were blowing their whistles and telling everyone to **evacuate** the water while they checked everything.

We decided to start packing up our stuff. We did not feel safe being at the beach that day. A few minutes passed, and the lifeguards announced- it was a school of dolphins swimming through. They said the water was clear and safe. Everyone cheered and started entering the water again. I still felt nervous and could not get the nerve to get back in the water that day. I really had it in my head that there was a shark in the water... oh my!

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

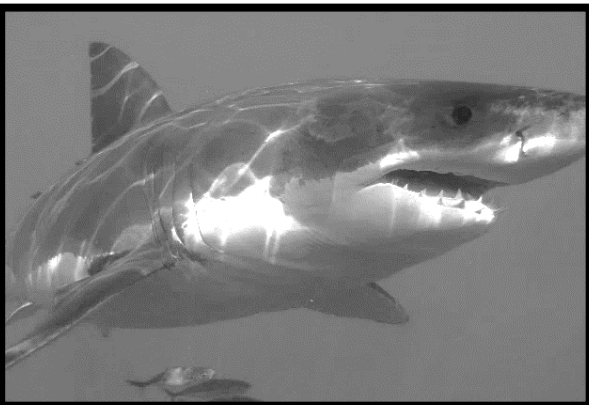
WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **evacuate** in paragraph #3 mean?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #1

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT A TIME YOU ENCOUNTERED SOMETHING THAT FRIGHTENED AND STOPPED YOU FROM CONTINUING ON.

WEEKLY READING WEEK SET #2

THE RAINFOREST

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Rainforest ecosystems are located near the equator. The weather in a rainforest is warm and humid all year long; it rains more than any other area. Rainforests produce a majority of Earth's oxygen supply.

Rainforests are known for having many living things. There are thousands of different species of animals and plants. Creatures **thrive** in the climates of the rainforest. The rainforest includes a variety of animals: monkeys, tree frogs, jaguars, different species of birds, and an abundance of a variety of insects.

There are three layers of the rainforest. The top layer is the canopy of the rainforest. This layer has mature trees and branches. The canopy blocks much of the sun. The next layer is called the understory. This layer includes bushes and growing trees. It is home to many different birds, reptiles and small animals. The last layer is the forest floor. This layer includes shrubs, vines, leaf clutter, and is home to insects and other animals including large predators.

Rainforests are important to our earth because they produce oxygen and are the homes to many plants and animals.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **thrive** in paragraph #2 mean?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #2

IMPORTANT FACTS: LIST 3 IMPORTANT FACTS YOU LEARNED FROM THIS READING.

1

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING. WHAT HELPED YOU MAKE YOUR PREDICTION.

WRITING CORE SKILL: WRITE WHY THE RAINFOREST MIGHT BE IMPORTANT TO THE EARTH, AND WHAT MUST WE DO TO PROTECT IT?



WEEKLY READING WEEK SET #3

THE TOWN MOUSE AND THE COUNTRY MOUSE -AESOP'S FABLES READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Town Mouse once visited a relative who lived in the country. For lunch, Country Mouse served wheat stalks, roots, and acorns, with a dash of cold water to drink. Town Mouse ate very sparingly, nibbling a little of this and a little of that, and by her manner, she ate the simple food out of politeness.

After the meal they had a long talk, or rather Town Mouse talked about her life in the city while Country Mouse listened. They then went to bed in a cozy nest in the hedgerow and slept in quietly and comfortably until morning. In her sleep Country Mouse dreamt she was a town mouse with all the luxuries and delights of city life that her cousin had described for her. So, the next day when Town Mouse asked Country Mouse to go home with her to the city, she gladly said yes.

When they reached the mansion in which Town Mouse lived, they found on the table in the dining room the leavings of a very fine banquet. There were sweetmeats and jellies, pastries, delicious cheeses, indeed, the most tempting foods that a mouse can imagine. But just as Country Mouse was about to nibble a dainty bit of pastry, she heard a cat mew loudly and scratch at the door. In great fear, the mice scurried to a hiding place, where they lay quite still for a long time, hardly daring to breathe. When at last they ventured back to the feast, the door opened suddenly and in came the servants to clear the table, followed by the house dog.

Country Mouse stopped in Town Mouse's den only long enough to pick up her carpet bag and umbrella.

"You may have luxuries and dainties that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and security that go with it."

**PREDICTIONS: MAKE A PREDICTION OF
WHAT YOU WILL BE READING ABOUT.**

WHAT IS THE GENRE OF THIS STORY?

Prove it:

**WHAT CONNECTION CAN YOU MAKE WITH
THIS STORY? [TEXT, SELF, WORLD]**

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #3

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE WHAT THE DIFFERENCES ARE BETWEEN THE LIVES OF THE TWO MICE.

WEEKLY READING WEEK SET #4



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

ANALYZE THE POEM

How many lines does the poem have?

How many stanzas does the poem have?

BED IN THE SUMMER **BY: ROBERT LOUIS STEVENSON**

In winter I get up at night,
And dress by yellow candle light.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet,
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

WHAT TYPE OF POEM IS IT?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

2. What is the main theme of the poem?

3. Why did the author write this poem?

WEEKLY READING WEEK SET #4



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

A large, empty rectangular box with a black border, intended for a student to draw an illustration representing the poem.

WRITING CORE SKILL: WRITE YOUR THOUGHTS ABOUT DAYLIGHT SAVINGS TIME.

A series of ten horizontal black lines spaced evenly down the page, providing a writing area for the student's thoughts on Daylight Savings Time.

WEEKLY READING WEEK SET #5



A WOLF AND A CRANE - AESOP'S FABLES

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He could get it neither up nor down, and of course he could not eat a thing. Naturally that was an awful state of affairs for a greedy wolf.

So away he hurried to the crane. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

"I will reward you very handsomely," said the wolf, "if you pull that bone out for me."

The crane, as you can imagine, was very uneasy about putting her head in the wolf's mouth. But she was generous in nature, so she did what the wolf asked her to do.

When the wolf felt that the bone was gone, he started to walk away.

"But what about my reward?" called the crane anxiously.

"What!" snarled the wolf, whirling around. "Don't you understand? Isn't it enough that I let you take your head out of my mouth without snapping it off?"

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

2. What is the main idea of this story?

3. Why did the author write this story?

WEEKLY READING WEEK SET #5



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: HOW DID THE WOLF TREAT THE CRANE? HOW WOULD YOU HAVE FELT AS THE CRANE?

WEEKLY READING WEEK SET #6

**TO BE OR NOT TO BE? THAT IS THE QUESTION.
READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.**



**PREDICTIONS: MAKE A PREDICTION OF
WHAT YOU WILL BE READING ABOUT.**

WHAT IS THE GENRE OF THIS STORY?

Prove it:

**WHAT CONNECTION CAN YOU MAKE WITH
THIS STORY? [TEXT, SELF, WORLD]**

Jonah wanted the main part of this year's school production badly! He was determined to practice daily and be the main star of **Pirates of the Caribbean**. He found out his best friend Josh also wanted to try out for the main part. The theater arts teacher came in to talk to the classes about the tryouts and how the parts would be selected. She also talked to them about practices and how this was a big commitment.

After hearing all of this, Jonah started to reconsider his decision to try out. He knew his extracurricular time was taken up by playing soccer. He decided to go home and **ponder** on whether he would try out for this year's play.

Later at home, Jonah received a call from his best friend Josh. Josh wanted to tell Jonah that he would not be trying out for the main part in the play. He told Jonah he would help him practice his lines so he would have a better chance at getting the part.

A month later on opening night the curtains began to lift, and Jonah was full of butterflies and nerves. As soon as the lights came on he saw his best friend Josh as the main star "Jack Sparrow." Jonah felt proud and enthusiastic for his buddy.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **ponder** in paragraph #2 mean?

2. Why do you infer Jonah did not get the main part in the play?

3. Why did the author write this story?

WEEKLY READING WEEK SET #6



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT A TIME YOU HELPED OUT ANOTHER FRIEND.



WEEKLY READING WEEK SET #7

THE HARE AND THE TORTOISE - AESOP'S FABLES READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A hare was making fun of the tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the tortoise, "I get there sooner than you think. I'll challenge you to a race and prove it."

The hare was much amused at the idea of running a race with the tortoise, but for the fun of it he agreed. So, the fox, who had consented to act as judge, marked the distance and started the runners off.

The hare was soon far out of sight, and to make the tortoise feel even more ridiculous at the thought of racing a hare, he lay down beside the course to take a nap until the tortoise caught up.

The tortoise, meanwhile, kept going slowly but steadily and, after a time, passed the place where the hare was sleeping.

The hare slept on very peacefully, and when at last he did wake up, the tortoise was near the goal. The hare now ran his swiftest, but he could not overtake the tortoise in time.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

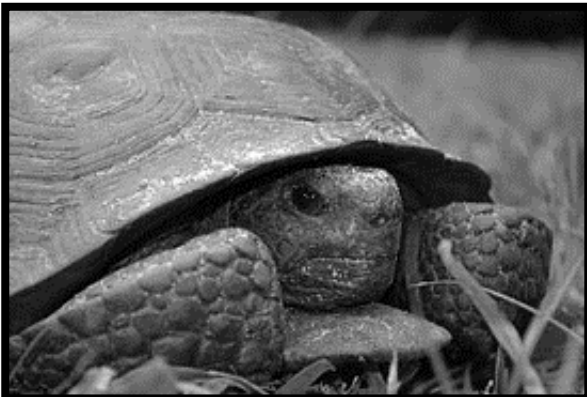
WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #7

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: HOW DOES THE LESSON IN THE STORY HELP YOU WITHIN YOUR LIFE?

WEEKLY READING WEEK SET #8



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

ANALYZE THE POEM

How many lines does the poem have?

How many stanzas does the poem have?

**INGRATITUDE
BY: WILLIAM SHAKESPEARE**

Blow, blow, thou winter wind,
Thou are not so unkind
As man's ingratitude;
Thy tooth is not so keen
Because thou are not seen,
Although thy breath be rude.

Freeze, freeze, thou bitter sky,
Thou dost not bite so nigh
As benefits forgot;
Though thou the waters warp,
Thy sting is not so sharp
As friend remembered not.

WHAT TYPE OF POEM IS IT?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

2. What is the main theme of the poem?

3. Why did the author write this poem?

WEEKLY READING WEEK SET #8



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

A large, empty rectangular box with a black border, intended for a student to draw an illustration representing the poem. The box is completely blank and occupies the right half of the page.

WRITING CORE SKILL: WRITE ABOUT WHY IT IS IMPORTANT TO BE GRATEFUL FOR WHAT YOU HAVE.

A series of ten horizontal black lines spaced evenly down the page, providing a writing area for the student to express their thoughts on gratitude. The lines are contained within a black border.

WEEKLY READING WEEK SET #9



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

PENGUINS

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Penguins are unique animals. There are 17 species of penguins. They are aquatic, flightless birds living throughout the world although most of them are found in the Southern Hemisphere and especially in Antarctica. Most penguins can be found in these countries: New Zealand, Australia, Chile, Argentina, and South Africa. Penguins spend about half their time in water and the other half on land.

They do not have wings like other birds. Penguins have flippers that they use to swim. Their black and white color serves as camouflage as they swim under water. The white reflects and the black cannot be seen by predators. Emperor Penguins are the tallest species, standing nearly 4 feet tall. The smallest is the Little Blue Penguin, which is only about 16 inches.

Most penguins feed on krill, fish, squid and other forms of sea life that they catch while swimming underwater.

Penguin parents care for their young for several months until the chicks are strong enough to hunt for food on their own. These creatures are unique and fun to observe and learn about.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **flightless** in paragraph #1 mean?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #9

IMPORTANT FACTS: LIST 3 IMPORTANT FACTS YOU LEARNED FROM THIS READING.

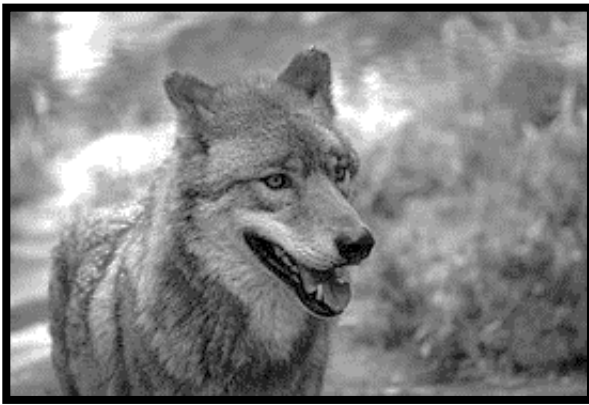
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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING. WHAT HELPED YOU MAKE YOUR PREDICTION.

WRITING CORE SKILL: WRITE ABOUT HOW THE PENGUIN HAS UNIQUE CHARACTERISTICS THAT ARE DIFFERENT FROM OTHER ANIMALS.



WEEKLY READING WEEK SET #10

THE SHEPHERD BOY AND THE WOLF - AESOP'S FABLES READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the sheep and the quiet forest and thinking what he would do should he see a wolf, he thought of a plan to amuse himself. His master had told him to call for help if a wolf were to attack the flock, and the villagers would then drive it away. So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the boy doubled up with laughter at the trick he had played on them. A few days later the shepherd boy again shouted, "Wolf! Wolf!" Just as before, the villagers ran to help him, only to be laughed at.

Then, one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a wolf really did spring from the underbrush and fell upon the sheep.

In terror the boy ran toward the village shouting, "Wolf! Wolf!" Though the villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

The wolf killed a great many of the boy's sheep and then slipped away into the forest.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #10

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT THE IMPORTANCE OF TELLING THE TRUTH AND BEING HONEST.

WEEKLY READING WEEK SET #11



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

ANALYZE THE POEM

How many lines does the poem have?

How many stanzas does the poem have?

THE SUN'S TRAVELS BY: ROBERT LOUIS STEVENSON

The sun is not a-bed when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.

While here at home in shining day,
We round the sunny garden play,
Each little Indian sleepy-head

Is being kissed and put to bed.
And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea;
And all the children in the West
Are getting up and being dressed.

WHAT TYPE OF POEM IS IT?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

2. What is the main theme of the poem?

3. Why did the author write this poem?

WEEKLY READING WEEK SET #11



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

A large, empty rectangular box for creating an illustration. It is completely blank and occupies the right half of the page below the title.

WRITING CORE SKILL: WRITE ABOUT HOW DIFFERENT LIVES CAN BE IN DIFFERENT PARTS OF THE WORLD.

A series of horizontal lines for writing. There are ten lines in total, providing space for the student to write about how different lives can be in different parts of the world.

WEEKLY READING WEEK SET #12



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

SAVE THE SEA TURTLES

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

We usually do a fun activity this time of the year for Earth Day. This year our teacher assigned us a class project to help save the world. I wanted to work on something to help families recycle their trash. I started doing my research at the library when I saw a book titled: Save The Sea Turtle: An Endangered Animal. I sat there for at least 15 minutes looking through the beautiful pictures and reading about how the sea turtle was endangered. I read that they would soon be extinct if we do not do something to help save them. My heart sank when I read this. That was when I knew what I would do for Earth Day.

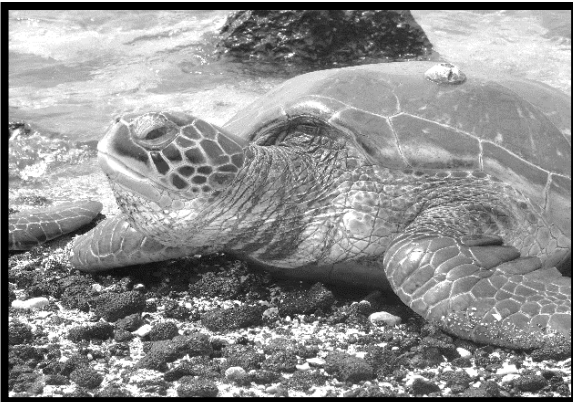
I decided to conduct more research on this topic. I found different organizations and decided to write to them to ask what I could do to help. After a few days, I received a call from a lady named Jackie, from Sea World. We spoke for 30 minutes, and she invited my family to visit and learn more about these endangered species. I told my teacher, and she was extremely proud of my **dedication** to this project. After visiting Sea World and conducting a few weeks of research, I was ready to present my project to my class. I had created brochures, posters, and a presentation to get everyone involved. I even had approval to start the "Save the Sea Turtles Fundraiser" at my school. The most important thing Jackie told me was that awareness would help these creatures and many others that are endangered. Many more people are now aware of these beautiful creatures and will join in the fight to save them.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **dedication** in paragraph #2 mean?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #12

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

M

E

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WHY IS IT IMPORTANT FOR US TO PROTECT ENDANGERED ANIMALS?



WEEKLY READING WEEK SET #13

JACK AND THE BEANSTALK [RETOLD BY J. ORTIZ] READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Once upon a time a young boy named Jack was living with his mother on a farm. A dairy cow was their only source of income. However, the cow stopped producing milk and the mom sent Jack to sell it at the market. On the way, Jack met an old man who offered to trade him "magic beans" in exchange for the cow. Jack took the trade. When he arrived home without any money, his mother was furious, and threw the beans on the ground.

At night the magic beans began to grow into a giant beanstalk. When Jack woke up, he noticed it and decided to climb the beanstalk high into the sky. Jack **encountered** an enormous castle and found gold and other riches. He also discovered a giant owned the castle. He knew that if he could get the gold his mother would be happy. Jack stole a bag of gold from the giant as he slept. But after Jack had returned home to his mother with the gold, he became greedy. He decided he wanted to steal the goose that lays the golden eggs and the magic harp that plays by itself. He did all this while the giant slept. However, as he was stealing the harp the giant woke up and yelled, "Fee-Fi-Fo-Fum, I smell the blood of an Englishman. Be he alive or be he dead. I'll grind his bones to make my bread." The giant chased after Jack.

Jack hurried down the beanstalk and yelled to his mother for an ax to cut down the beanstalk. He cut it down causing the giant to fall to his death. Jack and his mother were safe from the giant. They kept all the riches and lived happily ever after.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

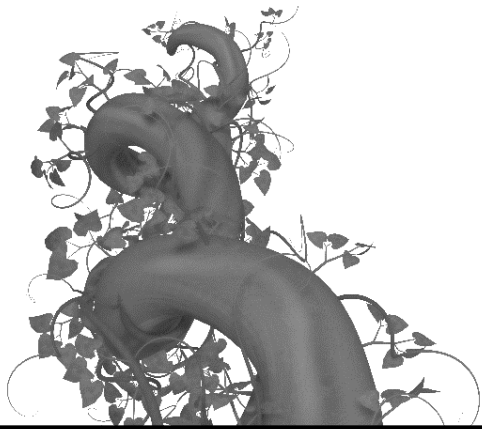
ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **encountered** in paragraph #2 mean?

2. What is the main idea of this story?

3. Why did the author write this story?

WEEKLY READING WEEK SET #13



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

M

E

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT HOW GREED MAKES YOU ALWAYS WANT THINGS THAT YOU DO NOT ALWAYS NEED.

WEEKLY READING WEEK SET #14



STRANDED

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

It had been 3 days, and we were starting to feel helpless. We had already used most of our resources and knew that if anyone was to come and look for us, it would take them weeks to find us. It was a relief that Andrew was starting to feel better after being dehydrated. We were all happy to have started a fire so that we could now drink clean water. I decided it was time to start searching the island for food and resources. I knew I wasn't the group leader, but I was going to take charge.

When I told Max that I would head out east toward the beaches, he said I was making a big mistake and that we all needed to stay together. I disagreed with him and told him that we eventually needed to search the island to see what we could use or if anyone else **occupied** this land that could help us call for rescue.

Jamie and Shannon went with me to search. We walked about 3 miles and started to hear a sound coming from a distance. We didn't want to get much closer because we thought it would be better to get others to help us. So, we headed back and told the others. We agreed to return to the spot in the morning. That night, as I slept under the stars, I felt a sense of hope for the first time since being stranded.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **occupied** in paragraph #2 mean?

2. What is the main idea of this story?

3. Why did the author write this story?

WEEKLY READING WEEK SET #14



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

M

E

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WHAT SURVIVAL TOOLS WOULD YOU NEED IF YOU WERE EVER STRANDED?

WEEKLY READING WEEK SET #15



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

ANALYZE THE POEM

How many lines does the poem have?

How many stanzas does the poem have?

THE BOY WHO NEVER TOLD A LIE BY: ISAAC WATTS

Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

WHAT TYPE OF POEM IS IT?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

2. What is the main theme of the poem?

3. Why did the author write this poem?

WEEKLY READING WEEK SET #15



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

WRITING CORE SKILL: WRITE ABOUT A QUALITY YOU THINK IS IMPORTANT TO HAVE.

WEEKLY READING WEEK SET #16



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

LOST AND FOUND

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Dear Helena,

I hope you are doing great; I really miss you! I cannot wait to hear about your vacation to Colorado. I bet you are having so much fun exploring the beautiful land with your family. We have been in California for 2 weeks; I love seeing my grandma and just relaxing at the beach.

So, the scariest thing happened last night, and I just needed to tell someone. We decided to take a trip to the county fair. I wanted to go off with my brothers to ride some rides but was not old enough to get on them. So, I waited for them to get on, but the line was so long! I thought it was a good idea to get some popcorn to snack on while I waited. However, when I came back I couldn't see my brothers in the line. They had exited the line, but I didn't know. They went around the County Fair looking for me. I was wandering around terrified. It took about ten minutes for me to finally **discover** them, which seemed like forever! I spotted them, I ran and started crying. I thought I was lost forever! I wish you would have been with me.

It was truly a terrifying and memorable moment, and I am glad it's over! I hope you continue to enjoy your vacation. Let's plan to get together as soon as we both arrive in town. Hugs my friend.

Your best friend,
Jacqueline

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word discover in paragraph #2 mean?

2. What is the main idea of this story?

3. Why did the author write this story?

WEEKLY READING WEEK SET #16



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

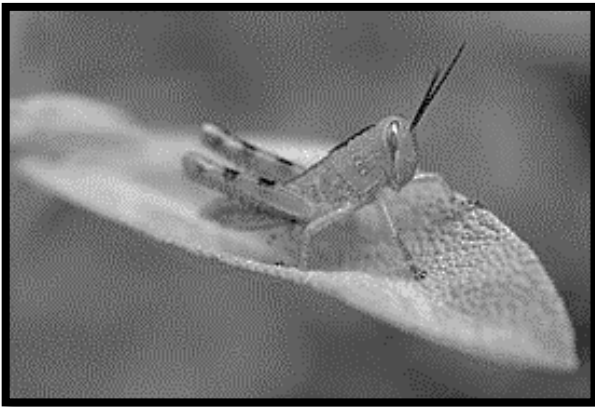
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M

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT A MEMORABLE ADVENTURE.



WEEKLY READING WEEK SET #17

THE GRASSHOPPER AND THE ANTS [AESOP'S FABLES] READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

In a field one summer day, a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are storing food for the winter," said the ant, "I think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work. The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found himself dying of hunger. He staggered to the ants' hill and saw them handing out corn from the storage they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "Haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper, "I was so busy playing music that before I knew it the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

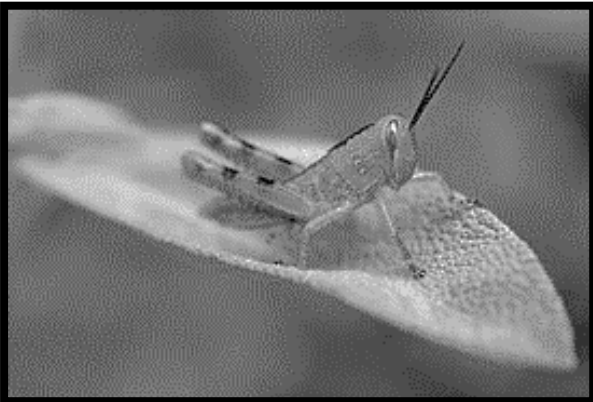
WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #17

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

M

E

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT WHY IT IS IMPORTANT TO PLAN AHEAD AND WORK HARD.

WEEKLY READING WEEK SET #18



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

DAYDREAMING

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

“Blah, blah, blah...” That is all I heard from my science teacher as I sat listening to the directions to our science lab. I just couldn’t focus today! I have been daydreaming all week about the fun we would be having at the rodeo tonight! Every year we attend the local rodeo, and it is something I really look forward to.

If you have ever been to a rodeo, you know exactly what I am talking about. Not only is the entertainment fun, but the food is delicious! When we go to the rodeo, my parents let us get anything we want to eat! I always get Kettle Corn (a sweet popcorn), cotton candy, corn dogs, and sweet lemonade. My parents always get us a new cowboy **attire** to wear. This year I got some new cowboy boots and a nice cowboy hat.

We will probably ride lots of rides, see all the livestock and the cowboy races. It is exciting to also see a performance by the Ortiz Country Singers. This year I know I am going to have lots of fun.

Okay, okay...I better get focused. This science lab looks interesting!

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **attire** in paragraph #2 mean?

2. What is the main idea of this story?

3. Why did the author write this story?

WEEKLY READING WEEK SET #18



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

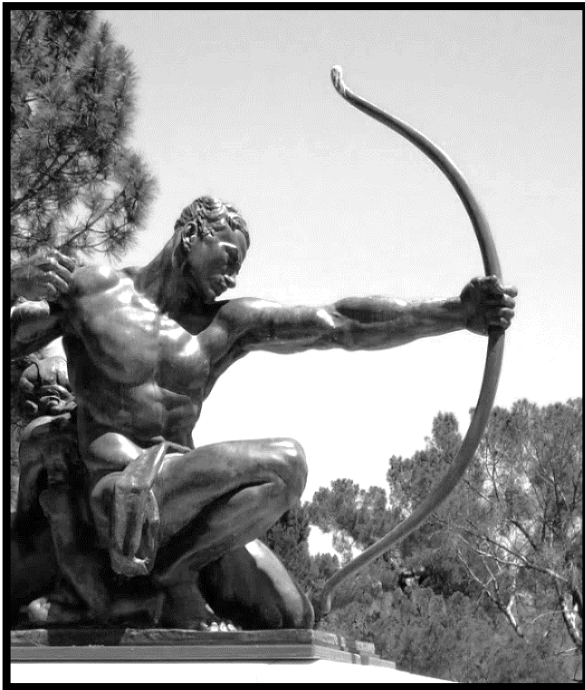
M

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PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT A TIME YOU WERE LOOKING FORWARD TO A SPECIAL EVENT.

WEEKLY READING WEEK SET #19



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

ANALYZE THE POEM

How many lines does the poem have?

How many stanzas does the poem have?

THE ARROW AND THE SONG BY: HENRY W. LONGFELLOW

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

WHAT TYPE OF POEM IS IT?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

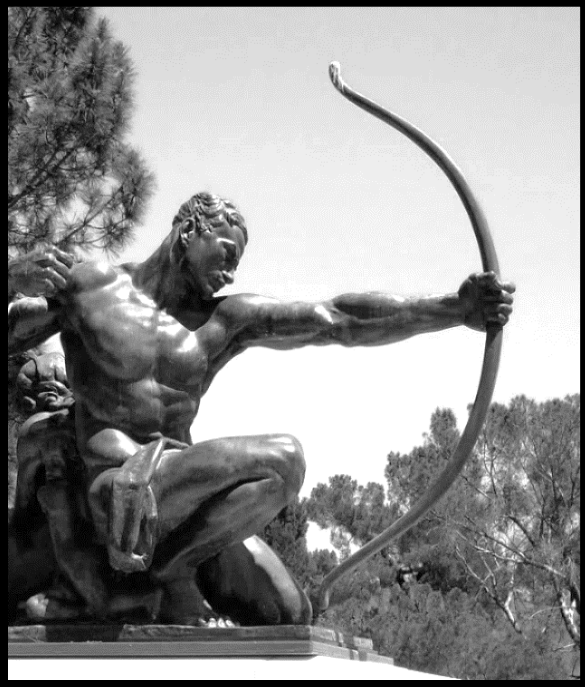
ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

2. What is the main theme of the poem?

3. Why did the author write this poem?

WEEKLY READING WEEK SET #19



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

A large, empty rectangular box for creating an illustration representing the poem. The box is white and occupies the right half of the page, below the instruction text.

WRITING CORE SKILL: WRITE ABOUT THE IMPORTANCE OF HAVING A STRONG BELIEF IN SOMETHING.

A series of horizontal lines for writing a response. There are eight lines in total, spaced evenly down the page, providing a template for the student's writing.



WEEKLY READING WEEK SET #20

THE LION AND THE MOUSE - AESOP'S FABLES

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose. Roused from his nap, the lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor mouse. "Please let me go and someday I will surely repay you."

The lion was much amused to think that a mouse could ever help him. But he was generous and finally let the mouse go. Some days later, while stalking his prey in the forest, the lion was caught in the coils of a hunter's net. Unable to free himself, he filled the forest with his angry roars. The mouse knew the voice and quickly found the lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the lion was free.

"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

WHAT IS THE GENRE OF THIS STORY?

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

2. What is the main idea of this story?

3. Why did the author write this story?



WEEKLY READING WEEK SET #20

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

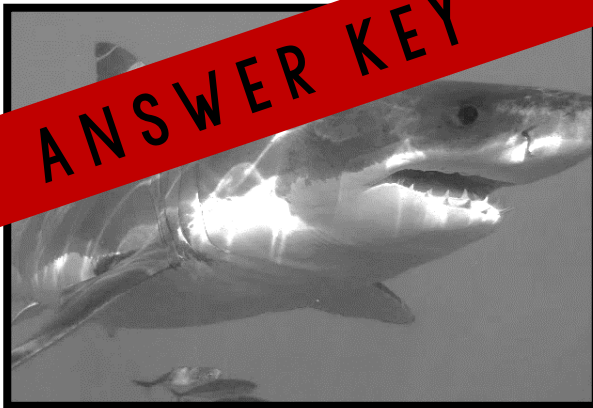
M

E

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE ABOUT HOW THE MORAL IN THE STORY CAN TEACH YOU A HELPFUL LESSON.

answer key



WEEKLY READING WEEK SET #1

OH MY... A SHARK!

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

It was a typical day at the beach near our house. This was my family's favorite beach, and we had been swimming here since I was a young girl. On this day, we leaped out of the car and dropped our things to run into the water. We splashed and swam into the waves, and even though the water was cloudy after a week of rain, we didn't mind.

Suddenly, we heard a woman yell at the top of her lungs, "Shark! Shark! Shark!"

Everyone was shocked! I panicked and started running as fast as I could in the water. I felt like I was running in slow motion. We all got to the shore safely. The lifeguards were blowing their whistles and telling everyone to **evacuate** the water while they checked everything.

We decided to start packing up our stuff. We did not feel safe being at the beach that day. A few minutes passed, and the lifeguards announced- it was a school of dolphins swimming through. They said the water was clear and safe. Everyone cheered and started entering the water again. I still felt nervous and could not get the nerve to get back in the water that day. I really had it in my head that there was a shark in the water... oh my!

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Realistic Fiction

Prove it:

Tells a story that could happen in real life.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **evacuate** in paragraph #3 mean?

exit

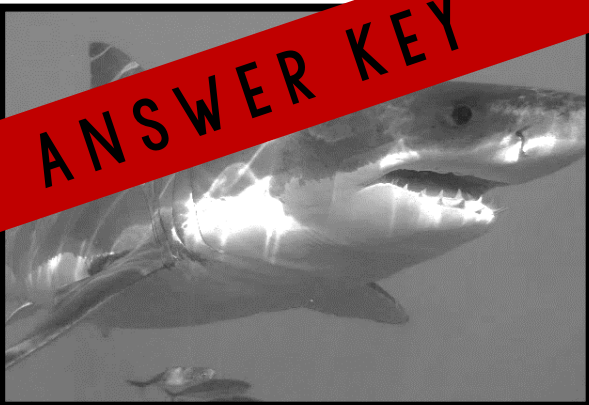
2. What is the main idea of this story?

About a trip to the beach with a shark sighting that turned out to be dolphins.

3. Why did the author write this story?

Entertainment

ANSWER KEY



WEEKLY READING WEEK SET #1

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

Going to the beach. They had excitement they all run into the water

M

Someone yelled, Shark! Everyone evacuated water

E

It turned out to be dolphins, but the narrator was too scared to get back into water

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT A TIME YOU ENCOUNTERED SOMETHING THAT FRIGHTENED AND STOPPED YOU FROM CONTINUING ON.

Varied Answers



WEEKLY READING WEEK SET #2

THE RAINFOREST

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Rainforest ecosystems are located near the equator. The weather in a rainforest is warm and humid all year long; it rains more than any other area. Rainforests produce a majority of Earth's oxygen supply.

Rainforests are known for having many living things. There are thousands of different species of animals and plants. Creatures **thrive** in the climates of the rainforest. The rainforest includes a variety of animals: monkeys, tree frogs, jaguars, different species of birds, and an abundance of a variety of insects.

There are three layers of the rainforest. The top layer is the canopy of the rainforest. This layer has mature trees and branches. The canopy blocks much of the sun. The next layer is called the understory. This layer includes bushes and growing trees. It is home to many different birds, reptiles and small animals. The last layer is the forest floor. This layer includes shrubs, vines, leaf clutter, and is home to insects and other animals including large predators.

Rainforests are important to our earth because they produce oxygen and are the homes to many plants and animals.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Nonfiction

Prove it:

Provides facts to reader

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **thrive** in paragraph #2 mean?

flourish

2. What is the main idea of this story?

The importance of rainforest to the Earth

3. Why did the author write this story?

To inform reader

WEEKLY READING WEEK SET #2



IMPORTANT FACTS: LIST 3 IMPORTANT FACTS YOU LEARNED FROM THIS READING.

1

Varied Answers

2

There are thousands of different species of animals and plants. Creatures **thrive** in the climates of the rainforest. Some of the animals in the rainforests include: monkeys, tree frogs, jaguars, many species of birds, and an abundance of different insects.

3

Varied Answers

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING. WHAT HELPED YOU MAKE YOUR PREDICTION.

Varied Answers

WRITING CORE SKILL: WRITE WHY THE RAINFOREST MIGHT BE IMPORTANT TO THE EARTH, AND WHAT MUST WE DO TO PROTECT IT?

Varied Answers



WEEKLY READING WEEK SET #3

THE TOWN MOUSE AND THE COUNTRY MOUSE -AESOP'S FABLES READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Town Mouse once visited a relative who lived in the country. For lunch, Country Mouse served wheat stalks, roots, and acorns, with a dash of cold water to drink. Town Mouse ate very sparingly, nibbling a little of this and a little of that, and by her manner, she ate the simple food out of politeness.

After the meal they had a long talk, or rather Town Mouse talked about her life in the city while Country Mouse listened. They then went to bed in a cozy nest in the hedgerow and slept in quietly and comfortably until morning. In her sleep Country Mouse dreamt she was a town mouse with all the luxuries and delights of city life that her cousin had described for her. So, the next day when Town Mouse asked Country Mouse to go home with her to the city, she gladly said yes.

When they reached the mansion in which Town Mouse lived, they found on the table in the dining room the leavings of a very fine banquet. There were sweetmeats and jellies, pastries, delicious cheeses, indeed, the most tempting foods that a mouse can imagine. But just as Country Mouse was about to nibble a dainty bit of pastry, she heard a cat mew loudly and scratch at the door. In great fear, the mice scurried to a hiding place, where they lay quite still for a long time, hardly daring to breathe. When at last they ventured back to the feast, the door opened suddenly and in came the servants to clear the table, followed by the house dog.

Country Mouse stopped in Town Mouse's den only long enough to pick up her carpet bag and umbrella.

"You may have luxuries and dainties that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and security that go with it."

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Fable

Prove it:

Has a lesson or moral to teach us something.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. **What is the moral or lesson of this story?**
Safety is first the most important

2. **What is the main idea of this story?**
About the lives of two different mice

3. **Why did the author write this story?**
entertainment

WEEKLY READING WEEK SET #3

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.



B

The country mouse visited the town mouse

M

The town mouse had food and nice things but the cat always chased him.

E

The country mouse returned home feeling peace because he was safe at his country home.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE WHAT THE DIFFERENCES ARE BETWEEN THE LIVES OF THE TWO MICE.

Varied Answers



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

ANALYZE THE POEM

How many lines does the poem have?

12

How many stanzas does the poem have?

3

WHAT TYPE OF POEM IS IT?

Rhyme

Prove it:

Every other line the last words rhyme.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

BED IN THE SUMMER
BY: ROBERT LOUIS STEVENSON

In winter I get up at night,
And dress by yellow candle light.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet,
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

That daylight savings had arrived

2. What is the main theme of the poem?

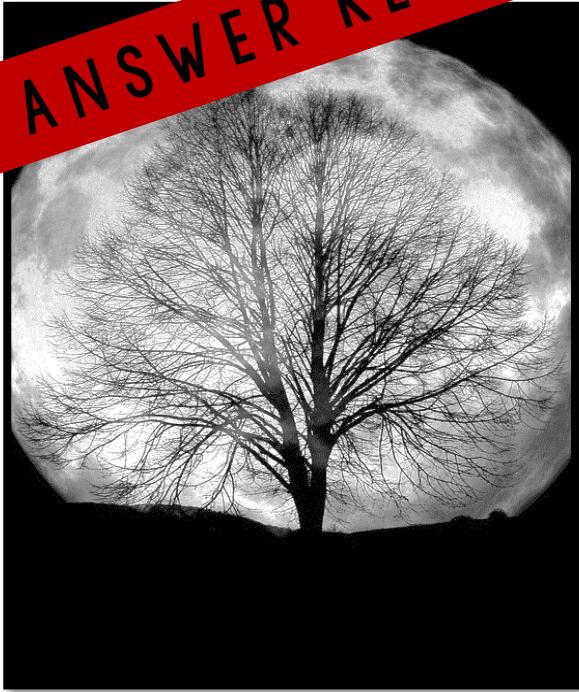
The kid was unhappy going to bed when the sun was still out

3. Why did the author write this poem?

entertainment

ANSWER KEY

WEEKLY READING WEEK SET #4



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

Varied Answers

WRITING CORE SKILL: WRITE YOUR THOUGHTS ABOUT DAYLIGHT SAVINGS TIME.

Varied Answers



WEEKLY READING WEEK SET #5

A WOLF AND A CRANE - AESOP'S FABLES

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He could get it neither up nor down, and of course he could not eat a thing. Naturally that was an awful state of affairs for a greedy wolf.

So away he hurried to the crane. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

"I will reward you very handsomely," said the wolf, "if you pull that bone out for me."

The crane, as you can imagine, was very uneasy about putting her head in the wolf's mouth. But she was generous in nature, so she did what the wolf asked her to do.

When the wolf felt that the bone was gone, he started to walk away.

"But what about my reward?" called the crane anxiously.

"What!" snarled the wolf, whirling around. "Don't you understand? Isn't it enough that I let you take your head out of my mouth without snapping it off?"

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

Expect no reward for serving the wicked.

2. What is the main idea of this story?

How the crane helped the wolf

3. Why did the author write this story?

entertainment

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Fable

Prove it:

Has a lesson or moral to teach us something.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

WEEKLY READING WEEK SET #5



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

The wolf was feasting and got a bone stuck in his throat.

M

He asked the crane for help and said he would reward the crane

E

The crane helped the wolf but the wolf said the reward was that he let him live.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: HOW DID THE WOLF TREAT THE CRANE? HOW WOULD YOU HAVE FELT AS THE CRANE?

Varied Answers



WEEKLY READING WEEK SET #6

**TO BE OR NOT TO BE? THAT IS THE QUESTION.
READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.**

Jonah wanted the main part of this year's school production badly! He was determined to practice daily and be the main star of **Pirates of the Caribbean**. He found out his best friend Josh also wanted to try out for the main part. The theater arts teacher came in to talk to the classes about the tryouts and how the parts would be selected. She also talked to them about practices and how this was a big commitment.

After hearing all of this, Jonah started to reconsider his decision to try out. He knew his extracurricular time was taken up by playing soccer. He decided to go home and **ponder** on whether he would try out for this year's play.

Later at home, Jonah received a call from his best friend Josh. Josh wanted to tell Jonah that he would not be trying out for the main part in the play. He told Jonah he would help him practice his lines so he would have a better chance at getting the part.

A month later on opening night the curtains began to lift, and Jonah was full of butterflies and nerves. As soon as the lights came on he saw his best friend Josh as the main star "Jack Sparrow." Jonah felt proud and enthusiastic for his buddy.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Realistic fiction

Prove it:

Tells a story that could happen in real life.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **ponder** in paragraph #2 mean?

think about

2. Why do you infer Jonah did not get the main part in the play?

Jonah decided to focus on soccer

3. Why did the author write this story?

entertainment

WEEKLY READING WEEK SET #6



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

Jonah wanted to try out for the school play, but hears the commitment time he would have to put into it.

M

His best friend offers to help him prepare for play.

E

He waits in the audience to watch his best friend as the main star of the play.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT A TIME YOU HELPED OUT ANOTHER FRIEND.

Varied Answers



WEEKLY READING WEEK SET #7

THE HARE AND THE TORTOISE - AESOP'S FABLES READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A hare was making fun of the tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the tortoise, "I get there sooner than you think. I'll challenge you to a race and prove it."

The hare was much amused at the idea of running a race with the tortoise, but for the fun of it he agreed. So, the fox, who had consented to act as judge, marked the distance and started the runners off.

The hare was soon far out of sight, and to make the tortoise feel even more ridiculous at the thought of racing a hare, he lay down beside the course to take a nap until the tortoise caught up.

The tortoise, meanwhile, kept going slowly but steadily and, after a time, passed the place where the hare was sleeping.

The hare slept on very peacefully, and when at last he did wake up, the tortoise was near the goal. The hare now ran his swiftest, but he could not overtake the tortoise in time.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Fable

Prove it:

Has a lesson or moral to teach us something.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

Slow and steady wins the race.

2. What is the main idea of this story?

About a tortoise and hare racing to see who would win a race.

3. Why did the author write this story?

Entertainment.

WEEKLY READING WEEK SET #7



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

A hare was making fun of how slow a tortoise was and the tortoise said he could beat the hare at racing.

M

They raced and the hare was so far ahead that he felt he had to rest as the tortoise caught up.

E

The hare was asleep and the tortoise passed by and won the race.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: HOW DOES THE LESSON IN THE STORY HELP YOU WITHIN YOUR LIFE?

Varied Answers



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

ANALYZE THE POEM

How many lines does the poem have?

12

How many stanzas does the poem have?

2

INGRATITUDE BY: WILLIAM SHAKESPEARE

Blow, blow, thou winter wind,
Thou art not so unkind
As man's ingratitude;
Thy tooth is not so keen
Because thou art not seen,
Although thy breath be rude.

Freeze, freeze, thou bitter sky,
Thou dost not bite so nigh
As benefits forgot;
Though thou the waters warp,
Thy sting is not so sharp
As friend remembered not.

WHAT TYPE OF POEM IS IT?

Free verse

Prove it:

**Tells a story and a
freely written way.**

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

To learn to be grateful

2. What is the main theme of the poem?

About feeling grateful for what we have

3. Why did the author write this poem?

entertainment

ANSWER KEY

WEEKLY READING WEEK SET #8



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

Varied Answers

WRITING CORE SKILL: WRITE ABOUT WHY IT IS IMPORTANT TO BE GRATEFUL FOR WHAT YOU HAVE.

Varied Answers



PENGUINS

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Penguins are unique animals. There are 17 species of penguins. They are aquatic, flightless birds living throughout the world although most of them are found in the Southern Hemisphere and especially in Antarctica. Most penguins can be found in these countries: New Zealand, Australia, Chile, Argentina, and South Africa. Penguins spend about half their time in water and the other half on land.

They do not have wings like other birds. Penguins have flippers that they use to swim. Their black and white color serves as camouflage as they swim under water. The white reflects and the black cannot be seen by predators. Emperor Penguins are the tallest species, standing nearly 4 feet tall. The smallest is the Little Blue Penguin, which is only about 16 inches.

Most penguins feed on krill, fish, squid and other forms of sea life that they catch while swimming underwater.

Penguin parents care for their young for several months until the chicks are strong enough to hunt for food on their own. These creatures are unique and fun to observe and learn about.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word flightless in paragraph #1 mean?

Does not fly

2. What is the main idea of this story?

All about penguins.

3. Why did the author write this story?

inform

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

nonfiction

Prove it:

Has facts about the

penguins

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers



PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING. WHAT HELPED YOU MAKE YOUR PREDICTION.

Varied Answers

IMPORTANT FACTS: LIST 3 IMPORTANT FACTS YOU LEARNED FROM THIS READING.

1

2

Varied Answers

3

WRITING CORE SKILL: WRITE ABOUT HOW THE PENGUIN HAS UNIQUE CHARACTERISTICS THAT ARE DIFFERENT FROM OTHER ANIMALS.

Varied Answers

ANSWER KEY



WEEKLY READING WEEK SET #10

THE SHEPHERD BOY AND THE WOLF - AESOP'S FABLES

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the sheep and the quiet forest and thinking what he would do should he see a wolf, he thought of a plan to amuse himself. His master had told him to call for help if a wolf were to attack the flock, and the villagers would then drive it away. So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the boy doubled up with laughter at the trick he had played on them. A few days later the shepherd boy again shouted, "Wolf! Wolf!" Just as before, the villagers ran to help him, only to be laughed at.

Then, one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a wolf really did spring from the underbrush and fell upon the sheep.

In terror the boy ran toward the village shouting, "Wolf! Wolf!" Though the villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

The wolf killed a great many of the boy's sheep and then slipped away into the forest.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Fable

Prove it:
Has a lesson or moral to teach us something.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

Nobody believes a liar

2. What is the main idea of this story?

About a boy who would make up stories about a wolf coming to his sheep.

3. Why did the author write this story?

entertainment

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

The boy tells the village there is a wolf that is trying to get his sheep.

M

Everyone rushes to help him only to find out he is lying. He does same thing again.

E

The wolf finally appears and no one believes the boy because he has lied too many times.

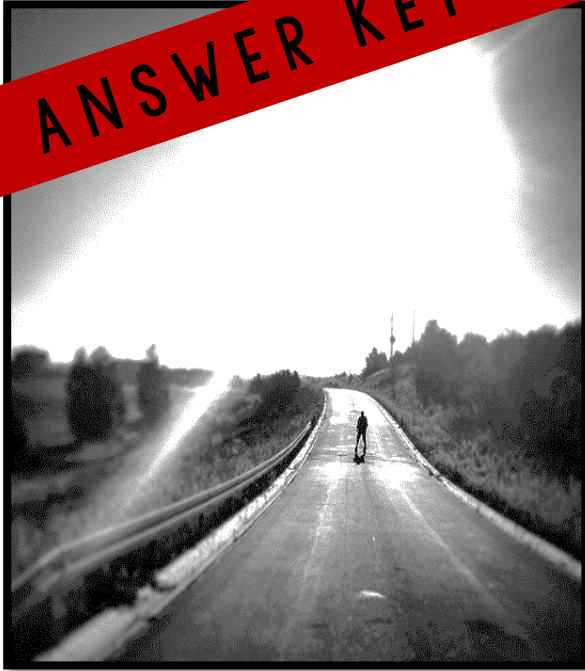
PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT THE IMPORTANCE OF TELLING THE TRUTH AND BEING HONEST.

Varied Answers

WEEKLY READING WEEK SET #11



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

ANALYZE THE POEM

How many lines does the poem have?

12

How many stanzas does the poem have?

3

THE SUN'S TRAVELS BY: ROBERT LOUIS STEVENSON

The sun is not a-bed when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.

While here at home in shining day,
We round the sunny garden play,
Each little Indian sleepy-head

Is being kissed and put to bed.
And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea;
And all the children in the West
Are getting up and being dressed.

WHAT TYPE OF POEM IS IT?

Rhyme

Prove it:

Every other line the last words rhyme.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

How different our lives are around the world (Day/Night)

2. What is the main theme of the poem?

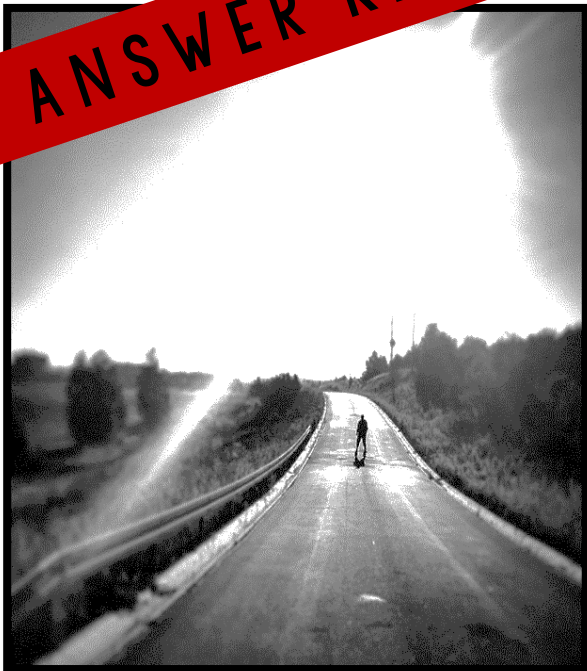
Different things happening at same time but very different because of the places we are in the world

3. Why did the author write this poem?

entertainment

ANSWER KEY

WEEKLY READING WEEK SET #11



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

Varied Answers

WRITING CORE SKILL: WRITE ABOUT HOW DIFFERENT LIVES CAN BE IN DIFFERENT PARTS OF THE WORLD.

Varied Answers



SAVE THE SEA TURTLES

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

We usually do a fun activity this time of the year for Earth Day. This year our teacher assigned us a class project to help save the world. I wanted to work on something to help families recycle their trash. I started doing my research at the library when I saw a book titled: Save The Sea Turtle: An Endangered Animal. I sat there for at least 15 minutes looking through the beautiful pictures and reading about how the sea turtle was endangered. I read that they would soon be extinct if we do not do something to help save them. My heart sank when I read this. That was when I knew what I would do for Earth Day.

I decided to conduct more research on this topic. I found different organizations and decided to write to them to ask what I could do to help. After a few days, I received a call from a lady named Jackie, from Sea World. We spoke for 30 minutes, and she invited my family to visit and learn more about these endangered species. I told my teacher, and she was extremely proud of my **dedication** to this project. After visiting Sea World and conducting a few weeks of research, I was ready to present my project to my class. I had created brochures, posters, and a presentation to get everyone involved. I even had approval to start the "Save the Sea Turtles Fundraiser" at my school. The most important thing Jackie told me was that awareness would help these creatures and many others that are endangered. Many more people are now aware of these beautiful creatures and will join in the fight to save them.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Realistic fiction

This is a story that could happen in real life and contains facts.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **dedication** in paragraph #2 mean?
commitment

2. What is the main idea of this story?

It is about a project that helped raise awareness of the endangered sea turtle.

3. Why did the author write this story?

Inform and entertain



WEEKLY READING WEEK SET #12

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

A teacher assigns an Earth day project for students to work on

M

The student gets excited to do her project on endangered sea turtles.

E

The school helps students bring awareness to the endangered animals.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WHY IS IT IMPORTANT FOR US TO PROTECT ENDANGERED ANIMALS?

Varied Answers



JACK AND THE BEANSTALK [RETOLD BY J. ORTIZ]
READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Once upon a time a young boy named Jack was living with his mother on a farm. A dairy cow was their only source of income. However, the cow stopped producing milk and the mom sent Jack to sell it at the market. On the way, Jack met an old man who offered to trade him "magic beans" in exchange for the cow. Jack took the trade. When he arrived home without any money, his mother was furious, and threw the beans on the ground.

At night the magic beans began to grow into a giant beanstalk. When Jack woke up, he noticed it and decided to climb the beanstalk high into the sky. Jack **encountered** an enormous castle and found gold and other riches. He also discovered a giant owned the castle. He knew that if he could get the gold his mother would be happy. Jack stole a bag of gold from the giant as he slept. But after Jack had returned home to his mother with the gold, he became greedy. He decided he wanted to steal the goose that lays the golden eggs and the magic harp that plays by itself. He did all this while the giant slept. However, as he was stealing the harp the giant woke up and yelled, "Fee-Fi-Fo-Fum, I smell the blood of an Englishman. Be he alive or be he dead. I'll grind his bones to make my bread." The giant chased after Jack.

Jack hurried down the beanstalk and yelled to his mother for an ax to cut down the beanstalk. He cut it down causing the giant to fall to his death. Jack and his mother were safe from the giant. They kept all the riches and lived happily ever after.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

fairy tale

Prove it:

Teaches lesson, giant,

magic

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **encountered** in paragraph #2 mean?

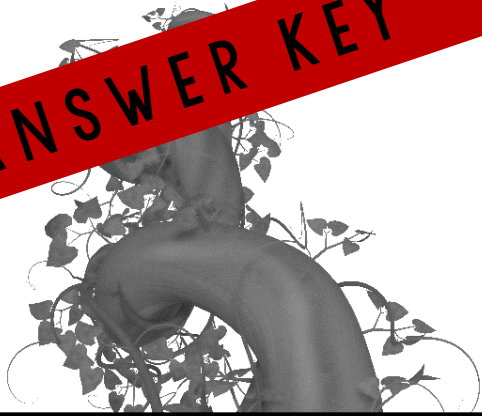
Came across

2. What is the main idea of this story?

A boy who got magic beans that grew to a beanstalk to take him to a castle with gold and other riches.

3. Why did the author write this story?

entertainment



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

Jack went to sell cow at market but exchanged for magic beans

M

The beans grew a magic beanstalk that took him into the sky where the giant lived.

E

He stole gold and other riches, the giant was mad and Jack cut down the beanstalk where the giant fell to his death.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT HOW GREED MAKES YOU ALWAYS WANT THINGS THAT YOU DO NOT ALWAYS NEED.

Varied Answers



STRANDED

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

It had been 3 days, and we were starting to feel helpless. We had already used most of our resources and knew that if anyone was to come and look for us, it would take them weeks to find us. It was a relief that Andrew was starting to feel better after being dehydrated. We were all happy to have started a fire so that we could now drink clean water. I decided it was time to start searching the island for food and resources. I knew I wasn't the group leader, but I was going to take charge.

When I told Max that I would head out east toward the beaches, he said I was making a big mistake and that we all needed to stay together. I disagreed with him and told him that we eventually needed to search the island to see what we could use or if anyone else **occupied** this land that could help us call for rescue.

Jamie and Shannon went with me to search. We walked about 3 miles and started to hear a sound coming from a distance. We didn't want to get much closer because we thought it would be better to get others to help us. So, we headed back and told the others. We agreed to return to the spot in the morning. That night, as I slept under the stars, I felt a sense of hope for the first time since being stranded.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Realistic fiction

Prove it:

This could happen in real life.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **occupied** in paragraph #2 mean?

Lived in/ was here

2. What is the main idea of this story?

About how a group of people are stranded on an island and trying to get rescued.

3. Why did the author write this story?

entertainment

WEEKLY READING WEEK SET #14



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

A group of people are stranded on an island

M

They wanted to start surveying the land to see if anyone else was there.

E

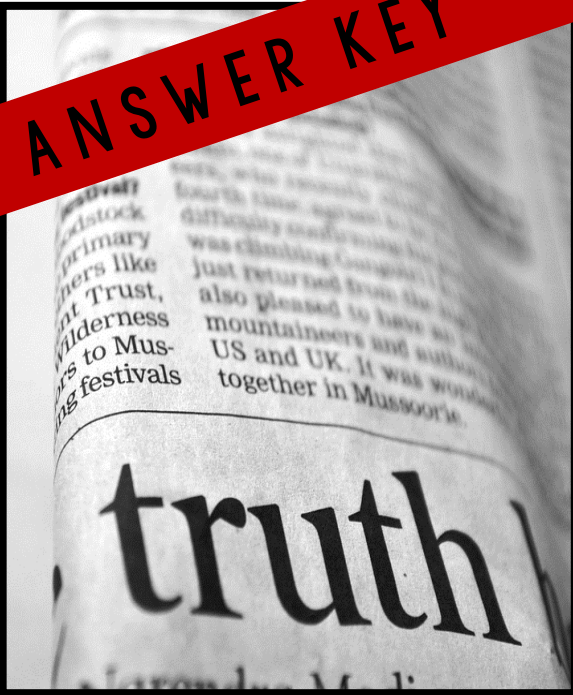
They heard noises on the land and were going to set out in the morning hoping to get rescued.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WHAT SURVIVAL TOOLS WOULD YOU NEED IF YOU WERE EVER STRANDED?

Varied Answers



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

ANALYZE THE POEM

How many lines does the poem have?

16

How many stanzas does the poem have?

4

**THE BOY WHO NEVER TOLD A LIE
BY: ISAAC WATTS**

Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

WHAT TYPE OF POEM IS IT?

Free verse

Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

About a boy who never told a lie

2. What is the main theme of the poem?

About how honesty is a good quality in a person

3. Why did the author write this poem?

entertainment

ANSWER KEY

WEEKLY READING WEEK SET #15



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

Varied Answers

WRITING CORE SKILL: WRITE ABOUT A QUALITY YOU THINK IS IMPORTANT TO HAVE.

Varied Answers

WEEKLY READING WEEK SET #16



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Letter-written in friendly letter format
Prove it:

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

LOST AND FOUND

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Dear Helena,

I hope you are doing great; I really miss you! I cannot wait to hear about your vacation to Colorado. I bet you are having so much fun exploring the beautiful land with your family. We have been in California for 2 weeks; I love seeing my grandma and just relaxing at the beach.

So, the scariest thing happened last night, and I just needed to tell someone. We decided to take a trip to the county fair. I wanted to go off with my brothers to ride some rides but was not old enough to get on them. So, I waited for them to get on, but the line was so long! I thought it was a good idea to get some popcorn to snack on while I waited. However, when I came back I couldn't see my brothers in the line. They had exited the line, but I didn't know. They went around the County Fair looking for me. I was wandering around terrified. It took about ten minutes for me to finally **discover** them, which seemed like forever! I spotted them, I ran and started crying. I thought I was lost forever! I wish you would have been with me.

It was truly a terrifying and memorable moment, and I am glad it's over! I hope you continue to enjoy your vacation. Let's plan to get together as soon as we both arrive in town. Hugs my friend.

Your best friend,
Jacqueline

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word discover in paragraph #2 mean?

To find

2. What is the main idea of this story?

About a girl and her summer adventure

3. Why did the author write this story?

entertainment

WEEKLY READING WEEK SET #16

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

Jacqueline writes a friendly letter to her friend Helena.

M

She tells her about a scary incident when she gets lost at the Fair.

E

She is found and looks forward to seeing her friend when they return from their vacations.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT A MEMORABLE ADVENTURE.

Varied Answers

WEEKLY READING WEEK SET #17

THE GRASSHOPPER AND THE ANTS [AESOP'S FABLES] READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.



In a field one summer day, a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are storing food for the winter," said the ant, "I think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work. The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found himself dying of hunger. He staggered to the ants' hill and saw them handing out corn from the storage they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "Haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper, "I was so busy playing music that before I knew it the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Fable-

Prove it:

has moral and teaches lesson

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

The virtues of hard work and planning for the future

2. What is the main idea of this story?

That planning and hard work benefit you in the future.

3. Why did the author write this story?

Teach a lesson {entertainment}

WEEKLY READING WEEK SET #17



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

The grasshopper was enjoying his time playing music, and he questioned the ants working.

M

The summer ended and cold came and the grasshopper had not stored food like the ants.

E

The grasshopper asked for food and the ants turned their back.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT WHY IT IS IMPORTANT TO PLAN AHEAD AND WORK HARD.

Varied Answers



DAYDREAMING

READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

“Blah, blah, blah...” That is all I heard from my science teacher as I sat listening to the directions to our science lab. I just couldn’t focus today! I have been daydreaming all week about the fun we would be having at the rodeo tonight! Every year we attend the local rodeo, and it is something I really look forward to.

If you have ever been to a rodeo, you know exactly what I am talking about. Not only is the entertainment fun, but the food is delicious! When we go to the rodeo, my parents let us get anything we want to eat! I always get Kettle Corn (a sweet popcorn), cotton candy, corn dogs, and sweet lemonade. My parents always get us a new cowboy **attire** to wear. This year I got some new cowboy boots and a nice cowboy hat.

We will probably ride lots of rides, see all the livestock and the cowboy races. It is exciting to also see a performance by the Ortiz Country Singers. This year I know I am going to have lots of fun.

Okay, okay...I better get focused. This science lab looks interesting!

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Realistic fiction

Prove it:

Tells a story that could happen in real life.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What does the word **attire** in paragraph #2 mean?

clothing

2. What is the main idea of this story?

Daydreaming about the excitement for the rodeo.

3. Why did the author write this story?

Entertainment

WEEKLY READING WEEK SET #18



SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

The student is in science class daydreaming of going to rodeo.

M

The student talks about the food to eat and cowboy clothes for the rodeo.

E

The student talks about all the fun things that they get to do at the rodeo.

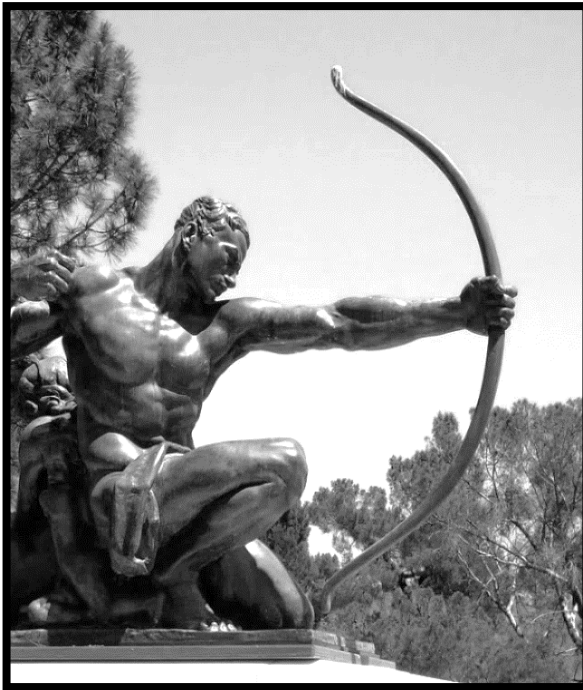
PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT A TIME YOU WERE LOOKING FORWARD TO A SPECIAL EVENT.

Varied Answers

WEEKLY READING WEEK SET #19



PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

ANALYZE THE POEM

How many lines does the poem have?

12

How many stanzas does the poem have?

3

THE ARROW AND THE SONG BY: HENRY W. LONGFELLOW

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

WHAT TYPE OF POEM IS IT?

~~Rhyme/ words at end~~
Prove it:
rhyme.

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE POEM TO SUPPORT YOUR ANSWER.

1. What does this poem mean?

How one can be angry and through out words but in the end it is kindness that prevails

2. What is the main theme of the poem?

Feelings/ emotions

3. Why did the author write this poem?

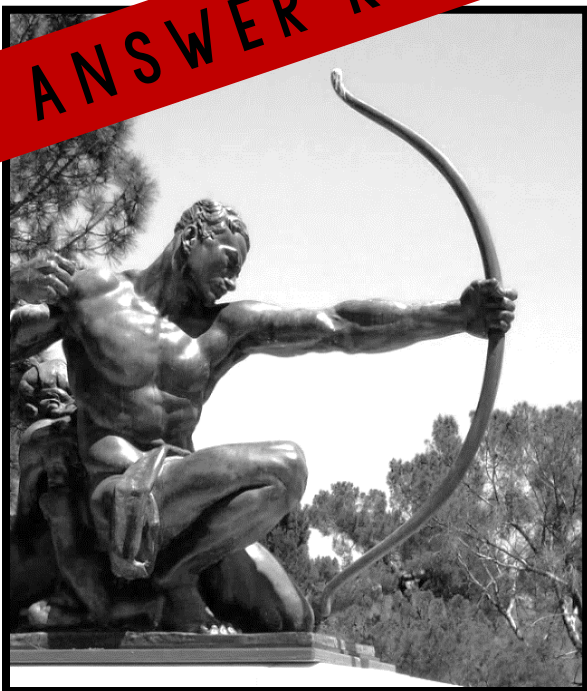
entertainment

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

~~Varied Answers~~

ANSWER KEY

WEEKLY READING WEEK SET #19



VISUALIZE THE POEM IN YOUR HEAD. CREATE AN ILLUSTRATION REPRESENTING THE POEM.

Varied Answers

WRITING CORE SKILL: WRITE ABOUT THE IMPORTANCE OF HAVING A STRONG BELIEF IN SOMETHING.

Varied Answers



WEEKLY READING WEEK SET #20

THE LION AND THE MOUSE - AESOP'S FABLES READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose. Roused from his nap, the lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor mouse. "Please let me go and someday I will surely repay you."

The lion was much amused to think that a mouse could ever help him. But he was generous and finally let the mouse go. Some days later, while stalking his prey in the forest, the lion was caught in the coils of a hunter's net. Unable to free himself, he filled the forest with his angry roars. The mouse knew the voice and quickly found the lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the lion was free.

"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

PREDICTIONS: MAKE A PREDICTION OF WHAT YOU WILL BE READING ABOUT.

Varied Answers

WHAT IS THE GENRE OF THIS STORY?

Fable

Prove it:

Has a lesson or moral to teach us something.

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? [TEXT, SELF, WORLD]

Varied Answers

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?

Good things come in all sized packages.

2. What is the main idea of this story?

About how a lion spared a mouse's life and the mouse repaid the lion by saving the lion's life later on.

3. Why did the author write this story?

Entertainment

ANSWER KEY



WEEKLY READING WEEK SET #20

SUMMARIZE : RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B

A mouse asked for a lion to spare her by promising to help her one day

M

The lion was caught in a trap in the forest

E

The mouse gnawed away the rope saving the lion.

PREDICTIONS: WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

Varied Answers

WRITING CORE SKILL: WRITE ABOUT HOW THE MORAL IN THE STORY CAN TEACH YOU A HELPFUL LESSON.

Varied Answers