

APS 4to Grado Sitios web de lenguaje y matemáticas

Cómo obtener IXL para asignaciones de Lenguaje (ELA) y Matemáticas:

- Vaya al sitio web www.ixl.com
- Ingrese el nombre de usuario y contraseña de su hijo
- Una vez que su hijo haya iniciado sesión, vaya a la pestaña Aprendizaje en la barra verde en la parte superior de la pantalla.
- Aparecerá la palabra "Recomendaciones"; busque la estrella amarilla en el lado derecho de la pantalla, al lado de esa estrella amarilla habrá "habilidades sugeridas por su maestro". Estas son las habilidades que se asignarán y actualizarán semanalmente. (10 habilidades semanales para ELA y 10 habilidades semanales para matemáticas)

Cómo llegar a Tumble Books:

- Vaya a www.tumblebooks.com
- Haga clic en el lado izquierdo de la página que dice Tumble Book Library
- Vaya a la esquina superior a la derecha de la página e ingrese el nombre de usuario y la contraseña
- Haga clic "sign in" (iniciar sesión)
- Puede leer de la lista de libros que aparecen u ordenar por nivel de lectura usando **TumbleSearch** en la esquina superior a la derecha
- Desplácese hasta la parte inferior de la página y haga clic en el cuadro azul claro que dice "Search by Accelerated Reader" (Buscar por Lector Acelerado)
- Elija el nivel AR y haga clic en "Go" (Ir)
- Elija cualquiera de los libros que se enumeran

Cómo llegar a Renaissance

- Vaya a <https://global-zone51.renaissance-go.com/welcomeportal/259596>
- Haga clic en Soy un estudiante
- Ingrese nombre de usuario y contraseña
- Haga clic en Accelerated Reader 360 y busque su libro para tomar el examen.

Semana 1

Textos literarios

Haga inferencias de un texto, identifique detalles de apoyo en textos literarios y muestre las emociones y rasgos de los personajes

- Lea la selección "Fun at Winston Park" y "Vet on Wheels". Luego contesta las preguntas que siguen.

Fantasia y Ficción Realista

- Lea "Caroline and the Castle". Luego contesta las preguntas que siguen.

Lee ficción histórica con una breve respuesta resumida

- Lea "Olympic Games". Luego contesta las preguntas que siguen.
- En la historia, "Olympic Games", Corrine se inspira al ver a un atleta olímpico realizando gimnasia. Describe un momento en que te inspiraste al ver a alguien hacer algo. Describe a la persona y lo que hizo para inspirarte.

Unidad 4.1 Intervención a nivel y estratégica

- Lea las selecciones "Gathering Leaves" y "The poster". Luego contesta las preguntas que siguen.

Sombras de significado - Muchas de las palabras que usamos para expresar nuestras emociones tienen matices de significado. Por ejemplo, las palabras triste y miserable tienen significados similares, pero miserable va más allá de la simple tristeza: significa miserable o extremadamente infeliz.

- Use el vocabulario en el banco de palabras para completar los sinónimos de cada una de las palabras en los cuadros a continuación. Ordena los sinónimos en orden de menor a mayor. Luego, dibuja una imagen o un emoji que coincida con cada palabra. ¡Consulte un diccionario si necesita ayuda.

Imágenes usando verbos y adjetivos - Las imágenes vívidas surgen cuando los escritores son selectivos sobre los verbos y adjetivos que eligen.

- Lea cada descripción. Presta atención a las opciones de palabras y a la forma en que esas opciones ayudan a pintar una imagen. Luego, revise la descripción usando verbos y adjetivos más vívidos.

Resumen de ficción simple - Cuando resumimos una historia, queremos incluir al personaje principal (**alguien- somebody**), lo que el personaje quería (**quería - wanted**), el problema o el conflicto en la historia (**pero - but**), cómo el personaje resolvió el problema (**así - so**) y el final evento o fin (**entonces - then**). Al seguir esta estructura, nos aseguramos de que solo las partes clave de la historia se incluyan en el resumen.

- Usa el **Somebody-Wanted-But-So-Then** marco para escribir un resumen de la siguiente historia. Luego, elija una frase del banco para completar el resumen del marco del párrafo.

Repasar usando un verbo más fuerte

- Lee cada oración. Luego, elige un verbo más fuerte para revisar la oración.

Recomendamos encarecidamente que los estudiantes continúen leyendo libros en línea a través del libro Tumble y tomen el examen AR a través de Renaissance.

Lea las sugerencias en voz alta:

- Leer con un padre. Lees una página, y luego leen una página. Hágase preguntas sobre su página.
- Lea en voz alta a un hermano menor y explíqueles lo que está sucediendo en la historia.
- Léale en voz alta a una mascota o animal de peluche.
- Leer en voz alta a un hermano mayor. Luego hágales preguntas sobre lo que ha leído para ver si escucharon.
- Lea y luego escriba tres cosas que le gustaron de la historia.
- Lea y luego escriba tres cosas que aprendió de la historia.
- Lea y luego escriba tres preguntas que tenga sobre la historia. Busque esas preguntas en línea.
- Escucha la historia en los libros de Tumble.
- Revise YouTube usando el título de la historia para leerla en voz alta.

Name _____

Read the selection. Then answer the questions that follow.**Fun at Winston Park**

Bobbie helped her dad spread the beach blanket on the grass and set up two beach chairs. Bobbie's parents sat in the chairs. Bobbie sat on the blanket next to her little brother, Sam.

Bobbie's mom passed around paper plates, chicken, potato salad, and cups of apple juice. While Bobbie enjoyed her dinner, she noticed Winston Park fill up with blankets, beach chairs, and half the town of Winston. Some ants crossed Bobbie's blanket. She swept them off with her hand.

Bobbie's friend Mike passed by with his family. "You sure got a great spot," he said to Bobbie.

"We come here every year," Bobbie told him. "We always come early to find a good spot and have a big picnic."

"Well, I'll see you at camp tomorrow," Mike said.

When the sun started to set, an announcer asked for quiet. Then the band struck up "The Star-Spangled Banner." Everybody stood and sang along as loudly as they could. Some people could even hit the high notes. Then they settled back down and talked quietly.

At last Bobbie heard the loud booms she'd been waiting for. The sky lit up with giant sparkling flowers of red, white, and blue. Sam started to whimper and Bobbie put her arm around him. Sam leaned against her and smiled as the sky exploded into a million colors.

Turn the page.

Answer the questions below.

1 At what time of year did the story take place?

- A** winter
- B** spring
- C** summer
- D** fall

2 What word best describes how Bobbie felt about Sam?

- F** proud
- G** admiring
- H** sad
- J** protective

3 What caused the sky to be lit up at the end of the story?

- A** the glow from the park lights
- B** the bright moonlight
- C** the beams of their flashlights
- D** the colorful fireworks

4 How did Sam and Bobbie feel when they first heard the booms?

- F** Sam was afraid, and Bobbie was happy.
- G** Sam was sad, and Bobbie was angry.
- H** Sam was angry, and Bobbie was pleased.
- J** They were both happy.

5 How do you know that Bobbie's family had prepared for this event?

Common Core State Standards

Questions 1, 3: Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Questions 2, 4, 5: Literature 3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).

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- J** They were both happy.

5 How do you know that Bobbie's family had prepared for this event?

They came early with blankets, chairs, and food. Bobbie also
said they came to Winston Park every year.

Common Core State Standards

Questions 1, 3: Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Questions 2, 4, 5: Literature 3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).

Name _____

Read the selection. Then answer the questions that follow.**Vet on Wheels**

Jo Barns has six cats and two dogs. She used to dread their yearly visit to the vet. Now, she just makes one phone call.

“I call Vet on Wheels,” she says, “and they send out a vet who sees all my pets in one hour.”

Mike Roper has just one cat, but it’s a fussy Siamese. Mike hated to take her to the vet because she yowled the whole time. Now he too calls Vet on Wheels. “What a relief,” he says.

Vet on Wheels is the brainchild of Liz Wells, who has been a vet in Wayford, Maine, for the last twenty years. People used to joke that she should make house calls. Then one day she took the idea seriously. “I thought, yes, I should make house calls. It makes people’s lives easier, and it’s good for their pets.”

Answer the questions below.

- 1** How did the Vet on Wheels customers probably feel about Liz Wells?
- A** angry
 - B** fearful
 - C** thankful
 - D** worried
- 2** For what reason did Mike Roper feel relief when he used Vet on Wheels?
- F** He was able to have several pets seen in just one hour.
 - G** He learned how to ignore his pet's unhappiness.
 - H** He could have his pet treated more easily.
 - J** He stopped getting phone calls from Jo Barns.
- 3** What is one reason Vet on Wheels is better for pets than going to a vet?
- A** They eat better at home than at a vet's.
 - B** They don't have to see a vet so often.
 - C** They see a vet who takes care of them.
 - D** They aren't frightened by a strange place.
- 4** How was Jo Barns's life different after she started calling Vet on Wheels?

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Common Core State Standards

Questions 1–4: **Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Answer the questions below.

- 1** How did the Vet on Wheels customers probably feel about Liz Wells?
- A** angry
 - B** fearful
 - C** thankful
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- 2** For what reason did Mike Roper feel relief when he used Vet on Wheels?
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 - C** They see a vet who takes care of them.
 - D** They aren't frightened by a strange place.
- 4** How was Jo Barns's life different after she started calling Vet on Wheels?

Now she could just make one call instead of spending a lot of time taking her pets to the vet.

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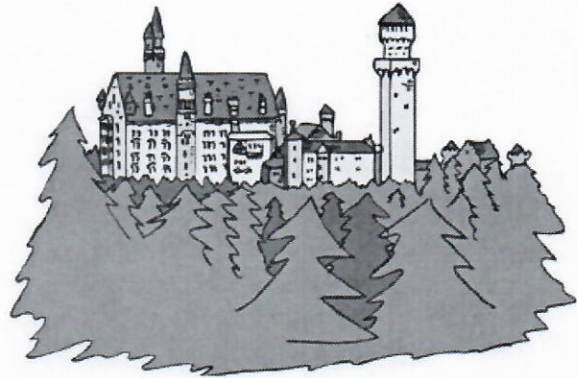
Common Core State Standards

Questions 1–4: **Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Name: _____

Caroline and the Castle

Caroline lived deep in the forest. In the forest there were enchanted fairies, ancient trees with arms, and talking woodland animals. Everything was magical in the forest, and Caroline was always happy there. Caroline's family lived in a tree house, high in the air, in this magical forest. The enchanted creatures of the forest all became friends with Caroline.



One day Caroline went on a walk with her family, and they came across a huge, stone castle. The castle was surrounded by trees higher than any she had ever seen! Her mother walked to the castle gates and knocked softly. When she did, the gates opened and revealed a beautiful rose garden. On the other side of the rose garden she could see beautifully painted windows and giant wooden doors to the castle.

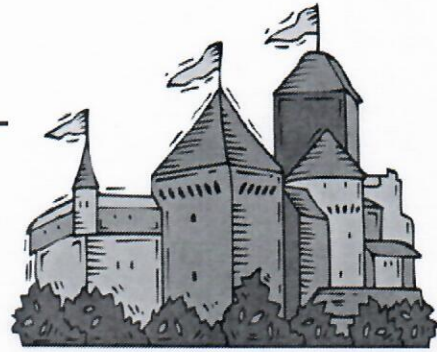
Her mother and father led the way to the castle doors, carefully avoiding the overgrown rose bushes. When they reached the door, it opened to reveal a royal corridor. A beautiful queen appeared from a nearby room, and greeted them with a bow. After talking about the forest and how they got to the castle, the queen invited them to stay for dinner. A magnificent feast was prepared, and Caroline was most thrilled with the selection of desserts and cakes. She liked the chocolate truffles most.



After the royal feast, Caroline and her family bid their farewells and began the journey home. Caroline awoke in her bed the next day, wondering if it was all a dream.

Name: _____

Caroline and the Castle



1. What kind of a house did Caroline live in?

2. List three adjectives to describe the queen.

3. The last paragraph says that Caroline and her family "bid their farewells."
What does this mean?

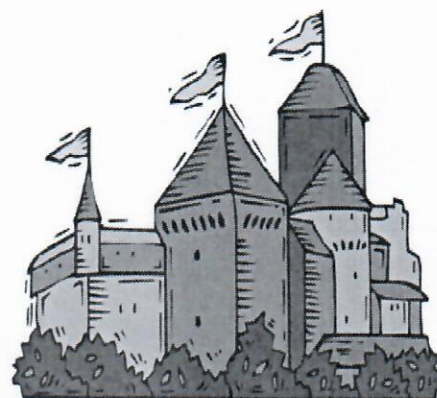
4. Name two things from the story that could not happen in real life.

5. Name two things from the story that could happen in real life.

Something extra: On the back of this paper, draw a picture of the castle and the rose garden. Include lots of details from the story.

ANSWER KEY

Caroline and the Castle



1. What kind of a house did Caroline live in?

Caroline lived in a tree house.

2. List three adjectives to describe the queen.

Answers will vary. Sample answer:

The queen was kind, generous, and sharing.

3. The last paragraph says that Caroline and her family “bid their farewells.” What does this mean?

It means they said goodbye.

4. Name two things from the story that could not happen in real life.

Answers will vary. Sample answer:

Animals in the woods cannot talk. There are no real fairies.

5. Name two things from the story that could happen in real life.

Answers will vary. Sample answer:

Caroline and her family could really walk in the woods. Caroline could really have a feast.

Something extra: On the back of this paper, draw a picture of the castle and the rose garden. Include lots of details from the story.

Name: _____

Olympic Games

by Kelly Hashway

Corrine followed her class into the gymnasium, expecting to see the gym mats spread out and ready for the day's lesson. But instead, Corrine saw a large screen.

"Mrs. Rogers, what are we doing?" Corrine asked.

"Watching previous Olympic Games," Mrs. Rogers said, motioning for the class to sit on the gym floor.

"But why?" Corrine was looking forward to doing gymnastics.

Mrs. Rogers smiled and turned on the DVD player. "The Olympics are coming up, so we thought it would be a good time to teach you all about them and show you what these amazing athletes can do."

Corrine didn't want to watch other people play sports. She wanted to play them, and she really wanted to work on her tumbling skills for the gymnastics unit. She pulled her knees up to her chin on the gym floor and watched the DVD. Her eyes lit up when gymnastics came on the screen.



"Wow!" She couldn't help calling out. The gymnasts were incredible. "Can we learn to do routines like that on the mats?"

Mrs. Rogers sat down next to Corrine. "Those routines are very complicated. It would be hard to teach you something like that in the short time we have here. But if you're interested in gymnastics, I could give you a permission slip for Gymnastics Camp. It's held right here in the school gym during the summer."

"Really?" Corrine didn't have any plans for summer vacation yet. "Here at the school?"

"Yes," Mrs. Rogers said. "I teach the advanced class, but there are classes for all levels."

"Will we see any other sports?" Garret asked, pointing to the screen. "I like watching basketball and football."

"I like volleyball," Betsy said.

Corrine was getting more and more excited about the Olympics. There were so many sports, BMX, tennis, swimming, Taekwondo. "Mrs. Rogers, do you think we could have our own Olympics at the end of the year?"

"Yeah!" the class echoed.

Mrs. Rogers laughed. "I've never had a class get so excited for the Olympics. I think we can arrange our own Olympics before the end of the school year. I'll talk to the other gym teachers, and we'll get as many sports involved as we can."

Cheers ran through the gymnasium, but the loudest came from Corrine. She smiled as she watched the gymnasts on the screen. She was looking forward to the class's Olympic Games but also to watching this year's Summer Olympics.



About the the Author

Kelly Hashway



Kelly Hashway's latest book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets his own room! But Dash won't give up his place as the favorite dog without a fight.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

Name: _____

Olympic Games

by Kelly Hashway



1. Before she arrived in the gym, what did Corrine expect to do in gym class?
- a. gymnastics
 - b. watch a DVD of the Olympics
 - c. play tennis
 - d. participate in a class Olympics

2. When and where is Gymnastics Camp held?

3. Which of the following statements about Mrs. Rogers is true?
- a. Mrs. Rogers is the principal at Corrine's school.
 - b. Mrs. Rogers is the only gym teacher at Corrine's school
 - c. Mrs. Rogers teaches volleyball during the summer.
 - d. Mrs. Rogers is a teacher at Gymnastics Camp.

4. Mrs. Rogers' video probably...
- a. taught Corrine many interesting facts about gymnastics
 - b. inspired Corrine to become a better gymnast
 - c. convinced Corrine that sports can be fun
 - d. discouraged Corrine from trying gymnastics

Name: _____

Olympic Games

by Kelly Hashway



Fill in the missing letters to create a vocabulary word from the story. Then, write the full word on the line. Be sure you spell each word correctly.

1. ___ e v ___ o ___ s

1. _____

hint: occurring beforehand, or in the past

2. ___ v ___ p ___ y e r

2. _____

hint: machine that uses lasers to play videos on a TV screen

3. ___ y m ___ i c ___

3. _____

hint: series of sports in which athletes from different countries compete against each other

4. g ___ m n ___ s ___

4. _____

hint: person who performs gymnastics

5. ___ m p l i ___ e d

5. _____

hint: hard to do; complex; difficult

6. ___ d ___ a n ___ e d

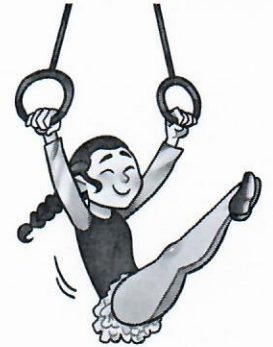
6. _____

hint: most difficult level

ANSWER KEY

Olympic Games

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 - a. gymnastics
 - b. watch a DVD of the Olympics
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 - d. participate in a class Olympics

2. When and where is Gymnastics Camp held?
in the summertime, at school, in the gym

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ANSWER KEY

Olympic Games

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Fill in the missing letters to create a vocabulary word from the story. Then, write the full word on the line. Be sure you spell each word correctly.

1. p r e v i o u s

hint: occurring beforehand, or in the past

1. previous

2. D V D p l a y e r

hint: machine that uses lasers to play videos on a TV screen

2. DVD player

3. O l y m p i c s

hint: series of sports in which athletes from different countries compete against each other

3. Olympics

4. g y m n a s t

hint: person who performs gymnastics

4. gymnast

5. c o m p l i c a t e d

hint: hard to do; complex; difficult

5. complicated

6. a d v a n c e d

hint: most difficult level

6. advanced

Name _____

Read the selection. Then answer the questions that follow.**Gathering Leaves**

Alyssa's class was collecting autumn leaves for the bulletin board. When Alyssa went to the park to gather some, she met a boy from her class. "Hey, Lucas," said Alyssa.

"Hey," said Lucas, as he dropped a flawless, star-shaped leaf into a paper sack.

"That's a nice one," said Alyssa. She scooped up an armful of leaves from a pile beside the path and stuffed them into her sack.

"It's from a sycamore tree," answered Lucas. He inspected a red, heart-shaped leaf for a moment before discarding it.

Alyssa stared. The leaf was as intensely red as a valentine, so bright she couldn't stop looking at it. The sycamore leaves were fine, but this tiny red one was a treasure. She picked it up and dropped it into her sack.

As Lucas chose a second perfect sycamore leaf, Alyssa kicked noisily through a drift and scooped another armful.

Answer the questions below.

1 To what did the author compare the small red leaf?

- A** a star
- B** a person
- C** a fish
- D** a valentine

2 For what reason did Alyssa stare?

- F** She thought that Lucas was being silly.
- G** She thought she found the perfect sycamore leaf.
- H** She thought the red leaf was very special.
- J** She thought she was going to drop all her leaves.

3 How was Alyssa's method of gathering leaves different from Lucas's?

- A** Alyssa took her time.
- B** Alyssa picked up only red ones.
- C** Alyssa gathered them by the armful.
- D** Alyssa knew the names of the trees.

4 Describe one way that Lucas and Alyssa were different and one way that they were alike.

Common Core State Standards

Question 1: Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Questions 2-4: Literature 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).

Answer the questions below.

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- D** Alyssa knew the names of the trees.

4 Describe one way that Lucas and Alyssa were different and one way that they were alike.

Answers may vary. Possible responses: Lucas knew more about leaves than Alyssa did. He was more careful in choosing leaves. She liked playing with the leaves more than selecting them. They both liked autumn leaves. They are both in the same class.

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Name _____

Read the selection. Then answer the questions that follow.**The Poster**

“The book says it’s a white-crowned sparrow,” said Andrew. “You can tell because the white stripes on its head look like a crown.”

“Hello, Your Majesty,” Habib joked as he sketched in the stripes on the bird he was drawing. As he drew, he glanced back and forth from the bird to his sketchbook. When the drawing was done, he ripped out the page and handed it to Andrew, who made a note on a card: “White-crowned sparrow, seen April 9 in Habib’s yard.”

“That’s it,” said Andrew with satisfaction. “That’s the last one.”

They took the drawing inside, and Habib glued it to the last empty spot on their poster. The science project was finished. They had found twenty-eight kinds of birds and looked each one up in Andrew’s book *Birds of North America*. Andrew had written a note card for each bird, and Habib had put together the poster.

The poster had a drawing or photograph for every bird. Andrew liked taking photographs because they showed exactly what the bird looked like. Habib liked drawing. It took longer but made him feel that he knew more about the bird, after looking at it for so long. So half the birds were pictured in photos and the other half in drawings.

Tomorrow in school they would present their poster to the class and use the note cards to tell about the birds. Habib could hardly wait!

Turn the page.

Answer the questions below.

1 In the second paragraph, to what did Habib compare the white-crowned sparrow?

- A** a tiger's stripes
- B** a painting
- C** a king or queen
- D** another bird

2 What is one way Habib's pictures were different from Andrew's?

- F** They looked more like birds.
- G** They took longer to make.
- H** They were more colorful.
- J** They were smaller.

3 What is probably one reason that Andrew and Habib were friends?

- A** They had the same skills and talents.
- B** Both liked to make jokes and kid around.
- C** They grew up next door to each other.
- D** They were interested in the same things.

4 Why do you think Habib glanced back and forth from the bird to his sketchbook?

- F** to draw the details of the bird's appearance correctly
- G** to keep the bird from moving to a different branch
- H** to check in the guide book to know which bird it was
- J** to act as if he were a bird looking for food to eat

5 Do you think the work was divided fairly? Use details from the selection to explain your answer.

Common Core State Standards

Questions 1, 5: Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Questions 2–4: Literature 3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).

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5 Do you think the work was divided fairly? Use details from the selection to explain your answer.

Yes, the work was fairly divided. Each boy made half the pictures and did one other job.

Common Core State Standards

Questions 1, 5: Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Questions 2–4: Literature 3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).


Shades of Meaning

Name: _____ Date: _____

Many of the words we use to express our emotions have shades of meaning.
For example, the words sad and miserable have similar meanings, however miserable goes beyond simple sadness—it means wretchedly or extremely unhappy.

Directions: Use the vocabulary in the word bank to fill in synonyms for each of the words in the boxes below. Sort the synonyms in order from least to most extreme. Then, draw a picture or an emoji that matches each word. Refer to a dictionary if you need help!

exasperated humiliated enraged furious astonished shocked
startled euphoric jubilant delighted mortified chagrined

happy	delighted		
			

mad			

surprised			

embarrassed			

Imagery Using Verbs and Adjectives

Name: _____

Date: _____

Vivid imagery emerges when writers are selective about the verbs and adjectives they choose. Read each description. Pay attention to the word choices and to the way that those choices help paint a picture. Then, revise the description using more vivid verbs and adjectives.

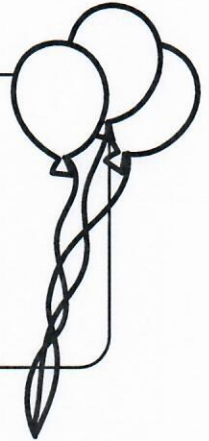
Example:

Original:

The child **let go** of his **red** balloon and it **went** into the sky.

Rewrite:

The small boy **released** his grip on the **thin** string of the **shiny red** balloon and it **floated** into the **robin egg blue** sky, **shrinking** by the second.



Original:

The girl **brushed** her teeth.

Rewrite:

Original:

The car **hit** the pole.

Rewrite:

Simple Fiction Summary

When we summarize a story, we want to include the main character (**somebody**), what the character wanted (**wanted**), the problem or conflict in the story (**but**), how the character solved the problem (**so**), and the final event or end (**then**). By following this structure, we ensure that only the key parts of the story are included in the summary.

Summary Phrase Bank

In summary

To sum up

To summarize

In conclusion

To conclude

Directions: Use the Somebody-Wanted-But-So-Then framework to write a summary of the following story. Then, choose a phrase from the bank above to complete the paragraph frame summary.

Lola was excited to be in fifth grade this year because it meant she was old enough to go to outdoor science camp. Ever since she heard about the three-night school field trip to a local campground that was an important tradition for Washington Elementary School, she could not wait to go. "Mom, I have the permission slip for you to sign for outdoor science camp! Yippee, I'm finally in fifth grade and I get to go to science camp!" Lola exclaimed when she got home from school. Lola's favorite subject was science and she couldn't wait to be out in nature conducting real experiments. Her mom hugged her as she read the letter. Suddenly, her mom's face changed from pure joy to a sad, concerned expression. "Oh sweetie, it says we have to pay \$150 for the field trip. I'm so sorry but we can't afford that right now. You know things are tight now," her mom said to her. Lola was crushed. She ran to her room, crying. As she lay in bed, she thought to herself, "I am going to find a way to get the money I need to go to outdoor camp! There has to be a way!" Lola couldn't feel mad at her mom because it wasn't her fault that she lost her job a few months before and had been trying hard to get a new one—with no luck. Lola grabbed a notebook and wrote down some ideas for ways to raise the money. By dinnertime, she had a list of five ideas which included selling her clothes, asking her grandpa for money, and hosting a car wash and bake sale event. She showed the list to her mom, hopeful that she would approve one of her ideas. Her mom agreed that she could do a car wash and bake sale to raise the funds needed for the field trip. The following weekend, Lola and her mom worked tirelessly to wash cars and sell baked goods in front of their house. It worked! They raised a total of \$168. The mother-and-daughter team was thrilled! On Monday, Lola proudly turned in her permission slip and money to her teacher.

Summary Paragraph Frame

 (summary phrase from bank)

 (somebody)

 (wanted)

 (but)

 (so)

 (then)

REVISE LA ORACION CON UN VERBO MÁS FUERTE

Lea cada oración. Luego, elige un verbo más fuerte para revisar la oración.

Emma waited to go onstage, **holding** her notes in her left hand.

Elija el verbo para revisar la oración y mostrar que Emma estaba sosteniendo sus notas **con fuerza**.

Emma waited to go onstage, _____ her notes in her left hand.

grasping carrying dangling

Kimi's new camera **fell** down the steep hill before she could catch it.

Elija el verbo para revisar la oración y mostrar que la cámara **se cayó muy rápido**.

Kimi's new camera _____ down the steep hill before she could catch it.

descended plunged dipped

Kayla claimed that she didn't like the movie, but really she **cried** at the happy ending.

Elija el verbo para revisar la oración y mostrar que Kayla lloró **solo un poco**.

Kayla claimed that she didn't like the movie, but really, she _____ at the happy ending.

bawled teared up sobbed

Joey **surprised** his cousins when he jumped out of the closet.

Elija el verbo para revisar la oración y mostrar que Joey los sorprendió **de una manera aterradora**.

Joey _____ his cousins when he jumped out of the closet.

startled amazed confused

Isaac's uncle **talked** for hours about how hot summers in Arizona are.

Elija el verbo para revisar la oración y mostrar que el tío de Isaac **no estaba contento**.

Isaac's uncle _____ for hours about how hot summers in Arizona are.

complained

mumbled

babbled

When they heard the game was starting, the students **moved** into the gym.

Elija el verbo para revisar la oración y mostrar que los estudiantes se movieron como **un grupo grande**.

When they heard the game was starting, the students _____ into the gym.

drifted

wandered

crowded

He turned away from them, buried his face in his sleeve, and began to **cry**.

Elija el verbo para revisar la oración y mostrar que lloró **en voz alta**.

He turned away from them, buried his face in his sleeve, and began to _____.

sniffle

tear up

sob

Kwan **poured** blueberry sauce over the grilled pork and topped it with ground pepper.

Elija el verbo para revisar la oración y mostrar que Kwan vertió la salsa **con cuidado**.

Kwan _____ blueberry sauce over the grilled pork and topped it with ground pepper.

dumped

spilled

drizzled

Nate thinks milk tastes awful, but Martin **drinks** two whole cups at lunch every day.

Elija el verbo para revisar la oración y mostrar que Martin **bebe rápidamente**.

Nate thinks milk tastes awful, but Martin _____ two whole cups at lunch every day.

swallows

sips

gulps down

Marlon mentioned that he **liked** Erin's painting of birch trees.

Elija el verbo para revisar la oración y mostrar que a Marlon **le gustó esta pintura más que a otra**.

Marlon mentioned that he _____ Erin's painting of birch trees.

admired

preferred

cared for

When his stomach started rumbling, he decided to **eat** some popcorn.

Elija el verbo para revisar la oración y mostrar que **comió en bocados pequeños**.

When his stomach started rumbling, he decided to _____ some popcorn.

dine on

scarf down

nibble on

feast on

Visitors often spend hours **walking** around the beautiful public garden in Kensington.

Elija el verbo para revisar la oración y mostrar que los visitantes **caminan lentamente y sin un plan**.

Visitors often spend hours _____ around the beautiful public garden in Kensington.

sneaking

wandering

scampering

stumbling

By noon, he was roasting in the sun, and sweat was **falling** down his face.

Elija el verbo para revisar la oración y mostrar que **el sudor estaba cayendo en pequeñas gotas**.

By noon, he was roasting in the sun, and sweat was _____ down his face.

flowing

dribbling

spilling

pouring

Shawna looked up from her microscope when she heard someone **shut** the lab door.

Elija el verbo para revisar la oración y mostrar que la puerta **se cierra ruidosamente**.

Shawna looked up from her microscope when she heard someone _____ the lab door.

fasten

close

slam

lock

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