

Grades 3-5

# BETTER Than Basal:

COMPLETE NO PREP

Reading & Writing Units

for 40 Popular Mentor Texts

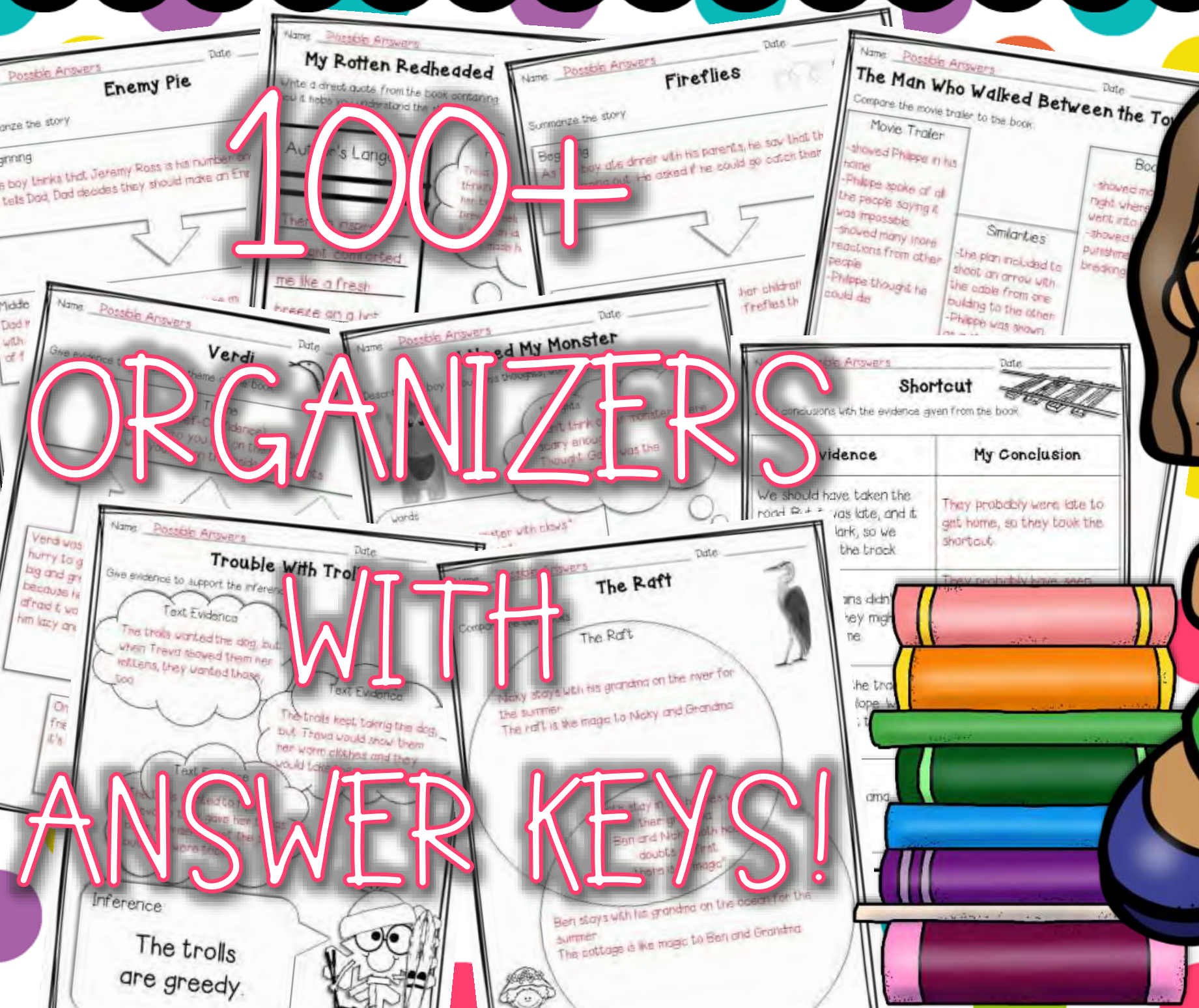
Common Core Aligned

100+

ORGANIZERS

WITH

ANSWER KEYS!





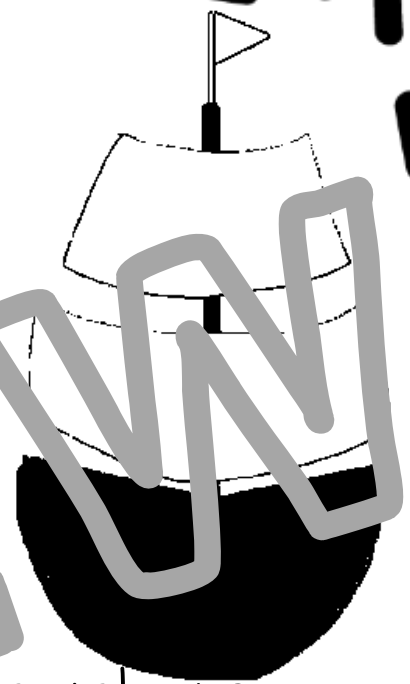
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# The Wretched Stone

## By Chris Van Allsburg



Mentor Sentence Focus Standard: L.1 (conjunctions)

Reading Lesson Ideas:

R.1: Students can infer what is happening to the crew members using evidence from the text to explain their conclusions.

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the character (thoughts, words, actions). Describe how characters change throughout the book.

R.4: Students use context clues to determine the meaning of higher-level words (for example: crooned) from the book.

R.4, L.5: Students find figurative language in the book and explain its meaning to the story (for example: *a portion of it is flat and smooth as glass*). Students also explore symbolism (the “rock” is actually a television that turns the crew into “monkeys” – like what happens when someone watches a lot of TV).

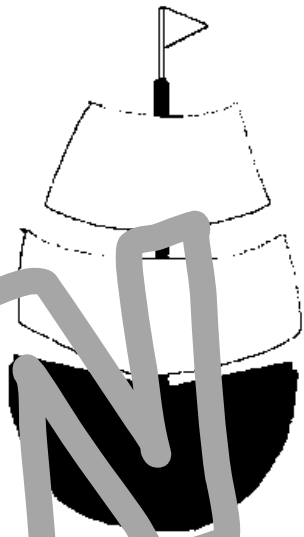
R.6: Students discuss with/ explain how changing the point of view could change the story.

Writing Lesson Ideas:

W.2, W.10: Students should write journal entries (like the logbook in the story) to explain a time in history, perhaps as an explorer.

# The Wretched Stone

Define unknown words in the story.



**PREVIEW**

word: **consulted**

what I think it means

actual meaning

**PREVIEW**

word: **lush**

what I think it means

actual meaning

**PREVIEW**

word: **wretched**

what I think it means

actual meaning

**PREVIEW**

word: **vessel**

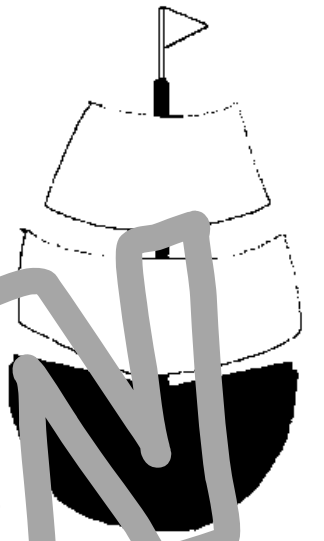
what I think it means

actual meaning



# The Wretched Stone

Define unknown words in the story.



word: **consulted**

what I think it means

actual meaning  
looked for information before taking action

word: **lush**

what I think it means

actual meaning  
very rich, luxurious

word: **wretched**

what I think it means

actual meaning  
very bad, annoying

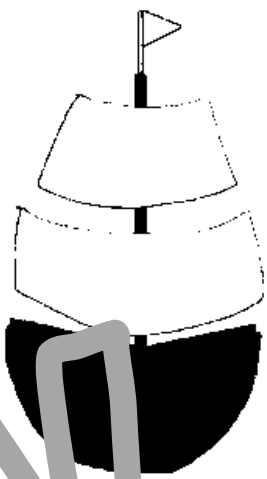
word: **vessel**

what I think it means

actual meaning  
large boat or ship

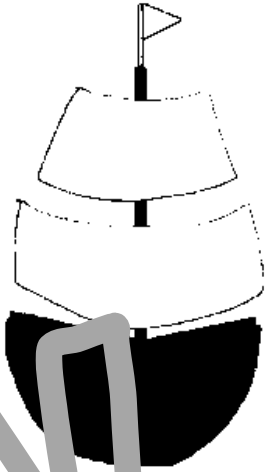
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# The Wretched Stone



Make inferences about the evidence given from the book.

Evidence	+	What I Know	=	My Inference
The usual boredom that comes with many days at sea is not present on this ship.				
We spotted an island. I have consulted my charts, but do not see it recorded.				
The <i>Rita Anne</i> is still afloat, but the masts and rudder are lost.				
We have made an agreement not to talk about the strange events that took place aboard the <i>Rita Anne</i> .				



# The Wretched Stone

Make inferences about the evidence given from the book.

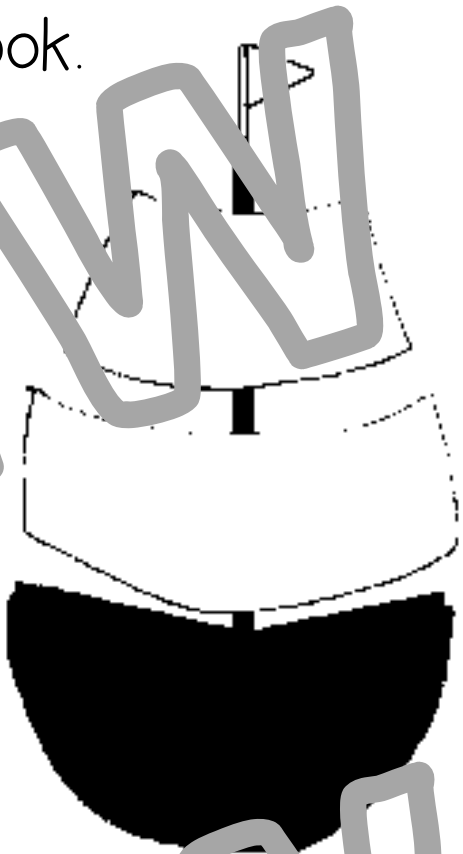
Evidence	+	What I Know	=	My Inference
The usual boredom that comes with many days at sea is not present on this ship.		Doing on the ocean could be boring if you weren't with people who are fun.		All of the members of the crew must get along well and can entertain each other.
We spotted an island. I have consulted my charts, but do not see it recorded.		Sailors would chart where they visited in early voyages.		No one has visited this island yet.
The <i>Rita Anne</i> is still afloat, but the masts and rudder are lost.		Masts and rudders are parts of a ship that are needed to sail.		The <i>Rita Anne</i> will not be able to sail any longer.
We have made an agreement not to talk about the strange events that took place aboard the <i>Rita Anne</i> .		When people agree to keep a secret, it could be because it's embarrassing or because people won't believe the story.		The crew thinks no one will believe what happened to them.

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

# The Wretched Stone

Tell how the members of the crew change throughout the book.

Beginning:



Middle:

End:



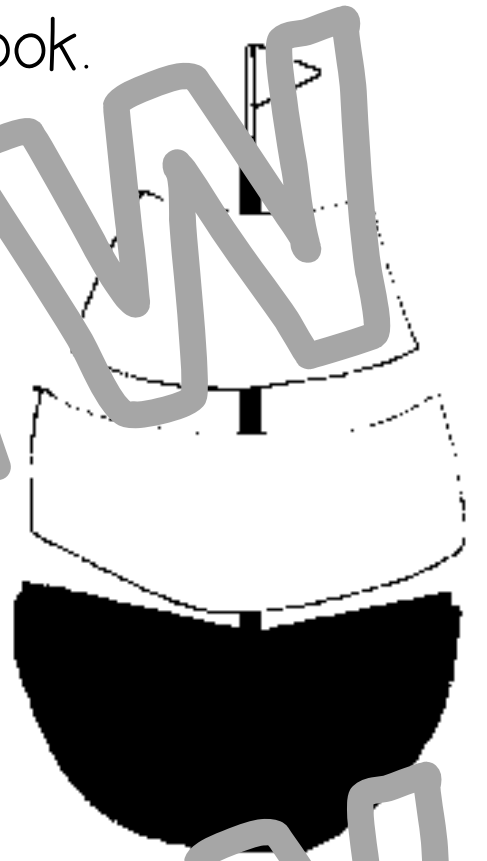
Name: Possible Answers Date: \_\_\_\_\_

## The Wretched Stone

Tell how the members of the crew change throughout the book.

Beginning:

The crew were lively in the beginning- they loved to sing, dance, tell stories and read with each other



Middle:

The crew seem like they are in a trance with the stone that is glowing. They stop coming up to the deck. They even lock themselves in the forward hold to sit around the stone. They become hairy hearts who don't understand.

End:

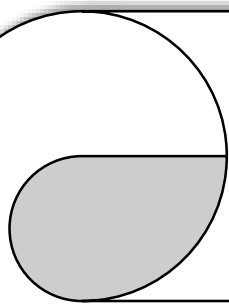
Once the stone goes dark, they seem to become more alert as they listen to the captain read and play the violin. Those that can read recover more quickly. They return to normal, except they love to eat bananas!

Name:

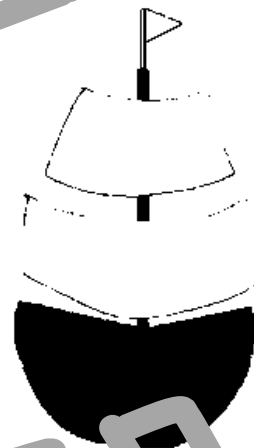
Date:

# The Wretched Stone

Write an entry into a logbook as though you are an explorer.



Date:





# 100+ ORGANIZERS WITH ANSWER KEYS!

Name: Possible Answers Date: \_\_\_\_\_

## First Day Jitters

Give evidence to show why most readers **think** Sarah is a student.

Evidence	What I Know	My Inference
Mr. Hartwell tells Sarah it's time to get out of bed.	My parents tell me when it's time to get out of bed.	Sarah is a student that is nervous about her first day of school.
Sarah says she hates her new school and that it will be hard.	Kids sometimes hate things that are hard for them.	
Mr. Hartwell drives Sarah to school.	Sometimes kids are car riders.	
Mr. Hartwell tells Sarah to get out of bed and told her not to worry.	Adults show kids where they need to go and encourage them.	

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Name: Possible Answers Date: \_\_\_\_\_

## First Day Jitters

Summarize the story.

**Beginning**  
Mr. Hartwell told Sarah it was time to wake up to go to her new school.

**Middle**  
Sarah got ready for school, but wasn't happy or excited about going to school.

**End**  
The principal, Mrs. Burton, walked Sarah to her new classroom and introduced her to her new students. Sarah was a teacher!

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Name: Possible Answers Date: \_\_\_\_\_

## First Day Jitters

Describe Sarah through her thoughts, words, and actions.

**thoughts**  
Her new school will be hard.

**words**  
"I hate my new school!"  
"I feel sick."

**actions**  
She bumped to the end of her bed.  
She moaned and trudged into the kitchen.  
She couldn't breathe.  
Sarah slumped down in her seat.

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Name: Possible Answers Date: \_\_\_\_\_

## Enemy Pie

Summarize the story.

**Beginning**  
The boy thinks that Jeremy Ross is his number one enemy. When he tells Dad, Dad decides they should make an Enemy Pie.

**Middle**  
Dad makes Enemy Pie and tells the boy he must spend the day with Jeremy Ross for the plan to work. He and Jeremy had a lot of fun doing things like riding bikes and playing on the trampoline.

**End**  
The boy decides that he actually wants to be friends with Jeremy. He tries to stop Jeremy from eating Enemy Pie, but the pie wasn't actually bad. It was all part of Dad's plan to help them become friends.

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Name: Possible Answers Date: \_\_\_\_\_

## Enemy Pie

Give evidence to support the theme of the book.

**Theme**  
(Friendship)  
Never judge someone before you get to know them!

The boy didn't think Jeremy would be a good friend because he laughed at him and didn't invite him to his party.

The boy thought Enemy Pie was poison and tried to stop Jeremy from eating it because he didn't want to ruin the new friendship.

Once the boy played with Jeremy and got to know him, he realized how much he actually liked him and wanted to be his friend.

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Name: Possible Answers Date: \_\_\_\_\_

## Enemy Pie

Describe Dad through his thoughts, words, and actions.

**thoughts**  
Dad understands enemies.

**words**  
"Enemy Pie is the fastest known way to get rid of enemies."

**actions**  
He made Enemy Pie.  
He wouldn't take the words or words from the boy for the pie.  
He made the boy spend time with Jeremy.  
He ate the pie.

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Name: Possible Answers Date: \_\_\_\_\_

## Saturdays and Teacakes

Give evidence to show the boy and his Mammaw enjoy spending time together.

Evidence	What I Know	My Inference
Every Saturday the boy got up early.	My mom likes to sleep in on the weekends. Also, if someone does something EVERY Saturday, they must like it a lot.	The boy and his Mammaw love each other and enjoy spending time together.
Mammaw waits for him and his car else.	When you wait for someone, it's usually because you want to see them.	
The boy cuts the grass for Mammaw every Saturday while she works in the garden.	You do things that aren't always very fun for people that you love.	
Every Saturday, Mammaw tries to teach him how to make teacakes.	Mammaw is patient with the boy and wants to teach him something that is special to her.	

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Name: Possible Answers Date: \_\_\_\_\_

## My Rotten Redheaded Older Brother

Compare Tricia and Richie. Show how their relationship changes.

Tricia	Richie
younger sister	older brother (by 4 years)
wants to be better than her brother	faster and better than his sister at almost everything
thought she could outsmart her brother in a rhubarb eating contest	outsmarted his sister because he actually liked rhubarb
made a wish to be better than her brother	didn't ride the merry-go-round as long as his sister

Richie saved his sister by carrying her home after she passed out. He told her she did something special.

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Name: Possible Answers Date: \_\_\_\_\_

## My Rotten Redheaded Older Brother

What would Tricia say about her brother? Give evidence to prove it!

**evidence**  
He picked more blackberries than Tricia.

**evidence**  
He ate more rhubarb than Tricia and laughed when she couldn't eat dinner.

**evidence**  
He could run fastest, burp loudest, and spit the farthest.

My brother is rotten and awful because he does everything better than me and then laughs about it!

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Name: Possible Answers Date: \_\_\_\_\_

## Saturdays and Teacakes

Summarize the story.

**Beginning**  
The boy rides to his Mammaw's house just as he does every Saturday.

**Middle**  
The boy and his Mammaw work in the yard, eat tomato sandwiches, and make teacakes together.

**End**  
The boy and his Mammaw eat the teacakes together, then Mammaw sends him home with the leftover teacakes.

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Name: Possible Answers Date: \_\_\_\_\_

## Saturdays and Teacakes

Write vivid language from the story and draw what you visualize.

Vivid Language	Visualization
"I thought I zoomed downhill as fast as I dared!"	Students might draw a picture of a bike riding downhill with "motion" lines to show it's moving fast.
"Pedal...pedal...p-e-d-a-l-ah! up the next hill!"	Students might draw a picture of a boy straining to pedal the bike uphill.
"Mammaw was already in the garden picking pump, ripe tomatoes for our lunch."	Students might draw a lady picking large red tomatoes.
"From time to time, the mower choked on mouthfuls of wet grass that clung to the blades and to my bike's legs."	Students might draw the boy with bits of grass on his legs and on the lawnmower.
"I tapped the first egg too hard, making it splatter onto the souniter and down the outside of the bowl."	Students might draw a bowl with egg yolk down the side and on the counter.

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Name: Possible Answers Date: \_\_\_\_\_

## My Rotten Redheaded Older Brother

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language**  
Then an inspired thought comforted me like a fresh breeze on a hot summer day.

**Helps Me Understand**  
Tricia was having a hard time thinking of ways to be better than her brother, but just the way a breeze feels so good when it's hot, an idea came to her and it made her feel excited!

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Name: Possible Answers Date: \_\_\_\_\_

## Fireflies

Summarize the story.

**Beginning**  
As the boy ate dinner with his parents, he saw that the fireflies were coming out. He asked if he could go catch them.

**Middle**  
The boy ran out and joined the other children from the neighborhood. He caught so many fireflies that he filled his jar.

**End**  
The boy brought his fireflies home, but soon realized they wouldn't survive in the jar. He let them go with mixed emotions: sad to see them go, but happy they would live.

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Name: Possible Answers Date: \_\_\_\_\_

## Fireflies

Make inferences about the evidence given from the book.

Evidence	What I Know	My Inference
And as quietly as I could, so she wouldn't catch me during them, I poked holes in the top of the jar with Mammaw's scissors.	When I do things quietly to not get caught, it's usually because someone already told me I shouldn't do it.	The child's mother doesn't like him to use her scissors for things other than cutting.
I felt a tremble of joy and shouted, "I can catch hundreds!"	When I feel joy and shout, it's because I'm excited.	The child is so excited to catch fireflies.
The fireflies beat their wings against the glass and fell to the bottom, and lay there.	Fireflies aren't going to survive in a jar for long, and when insects stop flying and lay down, it can mean they are dying.	The fireflies are going to die in the jar.
The moonlight and the fireflies swam in my tears, but I could feel myself smiling.	Sometimes it's hard to do things you know you should, so even though you smile, it can still be sad and make you cry.	The child was crying because he didn't want to let go of the fireflies, but he knew it wasn't fair to keep them because they would die.

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Name: Possible Answers Date: \_\_\_\_\_

## Fireflies

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language**  
The moonlight and fireflies swam in my tears, but I could feel myself smiling.

**Helps Me Understand**  
The moonlight and fireflies aren't really swimming, but it shows that the child has tears in his eyes, making his vision blurry.

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Name: Possible Answers Date: \_\_\_\_\_

### The Man Who Walked Between the Towers

Give evidence to support the theme of the book.

**Theme**  
(Perseverance)  
Don't let anyone tell you that you can't do something

Once he thought of the idea of walking on a wire between the two buildings, he knew he had to do it.

He stayed up on the wire for a while even when people told him to get down.

When he shot the arrow from one building to another, he didn't give up when the arrow missed the first time.

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Name: Possible Answers Date: \_\_\_\_\_

### The Man Who Walked Between the Towers

Describe Philippe through his thoughts, words, and actions.

**traits**  
brave

**thoughts**  
He knew when he saw the towers he would walk on a wire between them. He would dress as a construction worker and speak to the top.

**words**  
Philippe never speaks in the book!  
You could have students say what they think he might say here...

**actions**  
He walks on wires. He crawled over the ledge when the arrow fell. He walked out onto a wire a quarter of a mile in the air.

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Name: Possible Answers Date: \_\_\_\_\_

### The Man Who Walked Between the Towers

Compare the movie trailer to the book.

**Movie Trailer**  
-showed Philippe in his home  
-Philippe spoke of all the people saying it was impossible  
-showed many more reactions from other people  
-Philippe thought he could do

**Book**  
-showed more of the night where the plan went into action  
-showed his punishment for breaking the law

**Similarities**  
-the plan included to shoot an arrow with the cable from one building to the other  
-Philippe was shown as a street performer

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Name: Possible Answers Date: \_\_\_\_\_

### Come On, Rain!

Describe Hansa through her thoughts, words, and actions.

**thoughts**  
She worries about thunder.

**words**  
"Is that thunder, Tessa?"  
"Is there lightning?"  
"You stay where I can find you."

**actions**  
She sags over porch plants.  
She won't let Tessa out on her balking out at first.

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Name: Possible Answers Date: \_\_\_\_\_

### Verdi

Give evidence to support the theme of the book.

**Theme**  
(Self-Confidence)  
It's not who you are on the outside, but who you are on the inside that counts.

Verdi was in his hurry to grow up big and green because he was afraid it would make him lazy and boring.

Verdi tried to scrub the green off, and he tried to cover himself with mud, but it didn't work.

Once he had grown up, he made young friends and still made figure eights because it's what he enjoyed doing.

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Name: Possible Answers Date: \_\_\_\_\_

### Verdi

Compare Verdi to the Greens.

**Verdi**  
loves his yellow skin  
young  
likes to climb  
speedy  
stays himself even when older

**The Greens**  
fast when young  
crashed  
boring  
nude  
lazy  
complacent  
helpful

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Name: Possible Answers Date: \_\_\_\_\_

### Come On, Rain!

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language**  
The smell of hot tar and garbage bulges the air.

**Helps Me Understand**  
The smell is so overpowering -- like a bully.

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Name: Possible Answers Date: \_\_\_\_\_

### Come On, Rain!

Give evidence from the text that shows it's going to rain.

A creeper of hope circles 'round my bones. "Come on, rain!" I whisper.

**evidence**  
Clouds were rolling in, grey clouds, sunken and looking under a purple sky.

**evidence**  
A breeze drove the thin curtains into the kitchen then sucked them back against the screen door.

**evidence**  
Trees sway under a swollen sky, the wind grows wild and broken.

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Name: Possible Answers Date: \_\_\_\_\_

### Verdi

Record the vivid language that Janell Cannon used.

**Awesome Adjectives**  
slimy  
bold  
droopy  
frantic  
murky

**Vivid Verbs**  
dovided  
zig-zagged  
lazing  
fidgeting  
sipped  
gripped  
chirped

**Onomatopoeia**  
A-POOH  
Whippety, whappety, fup, fup, vham!

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Name: Possible Answers Date: \_\_\_\_\_

### Stellaluna

Summarize the story.

**Beginning**  
One night, Mother Bat dropped her baby, Stellaluna, into a forest after an owl attacked them.

**Middle**  
Stellaluna lived with a family of birds and had to learn to live like a bird: eating bugs and sleeping night-side up at night.

**End**  
Stellaluna is reunited with her bat family, but remains friends with her bird family too.

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Name: Possible Answers Date: \_\_\_\_\_

### Stellaluna

Define unknown words in the story.

**word**  
crooned

**what I think it means**  
Vocal I think it means

**actual meaning**  
say or sing in a soft voice

**word**  
sultry

**what I think it means**  
what I think it means

**actual meaning**  
hot and humid

**word**  
clambered

**what I think it means**  
what I think it means

**actual meaning**  
climbed or clumsily climbed

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Name: Possible Answers Date: \_\_\_\_\_

### I Need My Monster

Record the vivid language that Amanda Hall used.

**Awesome Adjectives**  
ragged  
silly  
shaggy  
rotten-smell  
slimy  
scruffy

**Vivid Verbs**  
scrabbling  
snorting  
creeching  
crouched  
pecked  
stifling

**Put Sad to Bed**  
complained  
rasped  
whispered  
snipped  
whined

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Name: Possible Answers Date: \_\_\_\_\_

### If You Find a Rock

Explain the meaning of the personification in the book.

When it hits the surface, the water jumps out of the way, raining back down on your outstretched hands.

I throw a large rock in the water. The water splashes up and falls back onto my hands as I stand by the water's edge.

Water doesn't really jump!

Then you have found crossing rocks, which wait to meet your feet as you pass over the water rushing away all around you.

The rocks poke up out of the water, perfect for my feet to land on as I try not to get into the moving water.

Rocks don't really wait for anything.

You have found a walking rock, and you kick it ahead of you and let it lead you home.

As I walk down the sidewalk, I kick a rock at the way home.

Rocks can't really lead you anywhere.

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Name: Possible Answers Date: \_\_\_\_\_

### If You Find a Rock

Describe the rocks using evidence from the book.

skipping rock	flat rounded rock, skids in the creek or your finger, bounces across water
chalk rock	soft white rock, feels dusty in your fingers, makes pictures on the pavement
resting rock	big mossy rock, cool moss squashes beneath you when you sit on it
wishing rock	stripe all the way around the rock
splashing rock	big rock by water, water splashes when it hits the surface
sifting rocks	pile of small, rounded pebbles, slide through your fingers
worry rock	water-smoothed surface, feels easy when you rub it, bubbles are smoothed away
hiding rock	rock in a grassy field, creepy crawly living things are under it, hiding out of sight
climbing rock	great rock that towers over you, makes you feel greater than on the ground
crossing rocks	lasting line of rocks sticking out of a creek, keeps you from above rushing water
fossil rock	rock with a print of something else, has the shape of something that lived long ago
walking rock	small rounded rock in front of your feet on the sidewalk, leads you home
memory rock	reminds you of a place, feeling, or someone

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Name: Possible Answers Date: \_\_\_\_\_

### I Need My Monster

Describe the boy through his thoughts, words, and actions.

**thoughts**  
Didn't think other monsters were scary enough. Thought: Gabe was the best/scariest.

**words**  
"I really need a monster with claws."  
"I need a boy monster."  
"No other monster can scare me like you!"

**actions**  
He sent away all the other monsters.

**traits**  
picky

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Name: Possible Answers Date: \_\_\_\_\_

### I Need My Monster

Draw conclusions about the monsters with the evidence given from the book.

Evidence	My Conclusion
Herbert has never scared a kid before, but he has read books on the topic.	He probably isn't good at being a scary monster.
Ralph has claws, but pants them with nail polish.	He probably won't scratch; he might mess up his nails.
Cynthia was a girl monster, but the boy wants a boy monster instead.	Cynthia probably would scare a girl.
The boy laughed at Mack because of his big long tongue.	Mack probably got his feelings hurt.

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Name: Possible Answers Date: \_\_\_\_\_

### The Wretched Stone

Define unknown words in the story.

word	what I think it means	actual meaning
consulted	what I think it means	looked for information before taking action
lush	what I think it means	very nice, luxurious
wretched	what I think it means	very bad, annoying
vessel	what I think it means	large boat or ship

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Name: Possible Answers Date: \_\_\_\_\_

### The Wretched Stone

Make inferences about the evidence given from the book.

Evidence	What I Know	My Inference
The usual boredom that comes with many days at sea is not present on this ship.	Being on the ocean could be boring if you weren't with people who are fun.	All of the members of the crew must get along well and can entertain each other.
We spotted an island I have consulted my charts, but do not see it recorded.	Sailors would argue where they visited in early voyages.	No one has visited this island yet.
The <i>Rita Anne</i> is still afloat, but the masts and rudder are lost.	Masts and rudders are parts of a ship that are needed to sail.	The <i>Rita Anne</i> will not be able to sail any longer.
We have made an agreement not to talk about the strange events that took place aboard the <i>Rita Anne</i> .	When people agree to keep a secret, it must be because it's embarrassing or because people won't believe the story.	The crew thinks no one will believe what happened to them.

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Name: Possible Answers Date: \_\_\_\_\_

### The Wretched Stone

Tell how the members of the crew change throughout the book.

**Beginning**  
The crew were lively in the beginning: they loved to sing, dance, tell stories and read with each other.

**Middle**  
The crew seem like they are in a trance with the stone that is glowing. They stop coming up to the deck. They even lock themselves in the forward hold to sit around the stone. They become hairy beasts who don't understand.

**End**  
Once the stone goes dark, they seem to become more alert as they listen to the captain read and play the violin. Those that can read recover more quickly. They return to normal, except they love to eat bananas!

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Name: Possible Answers Date: \_\_\_\_\_

### Knots on a Counting Rope

Give evidence to support the theme of the book.

Theme (Bravery)  
Remain confident and brave, even in times of darkness.

Grandfather went to get the grandmother in the storm that was whipping up sand.

The boy roared back and was proud, even though he didn't win.

The boy is blind but overcomes the darkness by learning to use his other senses.

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Name: Possible Answers Date: \_\_\_\_\_

### How Many Days to America?

Make inferences about the emotions of the family members.

Character	Emotion	Evidence
Mother	distracted	Father cried that she had to leave her home behind.
Father	calm	Father sang to them.
Little sister	curious	All the time she was asking questions.
Boy	afraid	He was afraid to hope.

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Name: Possible Answers Date: \_\_\_\_\_

### How Many Days to America?

Make inferences about the evidence given from the book.

Evidence	What I Know	My Inference
My mother hid my little sister and me under the bed.	If my mom was trying to hide me, it must mean she doesn't want a bad person to find me and take me.	The soldiers might have been taking the children in the homes they entered.
Our food and water ran out and many people were sick.	Without food and water, people could get very sick and even die.	If they don't get to America soon, or if they don't get more food, people could die.
The soldiers brought us water and fruit, but they did not speak or smile as they tossed it up to our waiting hands.	There are bad soldiers and good soldiers.	These soldiers were helpful, but they weren't very nice since they didn't smile or tell the people where to go.
There was a silence among us then, such an anxious, watchful silence.	Sometimes when you don't know what to expect, you get very quiet.	The family was uncertain about whether this land was really America and if they would be welcomed.

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Name: Possible Answers Date: \_\_\_\_\_

### Knots on a Counting Rope

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language**

A rainbow danced across the sky.

Helps Me Understand: A rainbow can't really dance, but I know that it means the rainbow was in the sky and it makes me think people felt happy about it.

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Name: Possible Answers Date: \_\_\_\_\_

### Knots on a Counting Rope

Make inferences about the evidence given from the book.

Evidence	What I Know	My Inference
The boy knows the story by heart.	I know things by heart that I like and have heard many times.	The boy loves to hear the story and has heard it many times.
The wind was whipping up sand as sharp as claws.	The wind blows hard when it storms.	The boy was born on a stormy night.
The boy was born with a dark curtain in front of his eyes.	I wouldn't be able to see with a dark curtain over my eyes.	The boy cannot see; maybe he is blind.
The boy finished the race, but didn't win... but he was smiling.	I smile when I have fun, even when I don't win. I can still be proud I finished.	The boy is proud of himself for overcoming his difficulties even though he didn't win.

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Name: Possible Answers Date: \_\_\_\_\_

### How Many Days to America?

Draw and explain the figurative language from the book.

Figurative Language	Draw It!	What Does It Really Mean?
Once we saw a whale, gray as an elephant, and covered with barnacles.		The whale was the same color as an elephant.
Once a boat came, roaring close on wings of foam...		The boat was making a loud sound on waves that were white.
The stars dipped and turned above our heads.		The hours of the night passed, so the stars appeared to move.

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Name: Possible Answers Date: \_\_\_\_\_

### Grandpa's Teeth

Summarize the story.

**Beginning**  
Grandpa woke up and thought he'd been robbed. His teeth were missing!

**Middle**  
Investigations to find who stole the teeth began. It was even put on TV. People began to arrive at the time because they didn't want to be accused of stealing the teeth!

**End**  
People donated money to buy Grandpa some new teeth. He was happy to have teeth again. In the end, we see that the dog had Grandpa's teeth in his mouth all along!

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Name: Possible Answers Date: \_\_\_\_\_

### Grandpa's Teeth

Describe Grandpa through his thoughts, words, and actions.

**thoughts**  
trick distressed  
someone stole his teeth

**words**  
"Help! I've been robbed!"

**actions**  
looked everywhere  
looked with tears in his eyes

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Name: Possible Answers Date: \_\_\_\_\_

### Owl Moon

What is it like to go owling? Use evidence from the book to support your answers!

You're probably tired because you go late at night, past your bedtime.

You can't talk. You have to be very quiet so you don't scare away the owl.

It might be a bit scary because it's dark and the middle of the night with so many trees around.

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Name: Possible Answers Date: \_\_\_\_\_

### The Polar Express

Summarize the story.

**Beginning**  
The boy wakes up to a train standing outside of his house, waiting to take him to the North Pole. He boards the train and travels with other children to see Santa.

**Middle**  
Santa chooses the boy for the first gift of Christmas. The boy poked a bell off the sleigh, but it fell out of a hole in his pocket!

**End**  
Santa redelivered the bell under the boy's tree. He and his sister could hear the bell, but his parents could not.

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Name: Possible Answers Date: \_\_\_\_\_

### The Polar Express

Make inferences about the evidence given from the book.

Evidence	What I Know	My Inference
Soon there were no more lights to be seen.	There are no lights in the wilderness away from where people live.	The train was taking them far away from where they live.
What I wanted more than anything was one silver bell from Santa's sleigh.	The bell makes a beautiful sound for those who believe in Santa.	He wanted the bell to remember his trip to the North Pole and always believe.
I reached into my pocket, but the only thing I felt was a hole.	If I had lost a precious gift, I would be so upset.	The boy was very disappointed and sad that he lost the bell.
When I'd shaken the bell, my parents had not heard a sound.	The bell only rings for those who believe.	His parents did not believe in Santa.

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Name: Possible Answers Date: \_\_\_\_\_

### Owl Moon

Draw and explain the figurative language from the book.

Figurative Language	Draw It!	What Does It Really Mean?
Our feet crunched over the crisp snow and little gray footprints followed us.		The frozen snow made a crunching sound as they walked and left footprints.
I could feel the cold, as if someone's icy hand was palm-down on my back.		It was so cold, just like if someone were touching them with a cold hand.
Then the owl pumped its great wings and lifted off the branch like a shadow without sound.		The owl flew away quietly.

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Name: Possible Answers Date: \_\_\_\_\_

### Owl Moon

Describe the child and Pa through their thoughts, words, and actions.

**thoughts**  
trick patient  
they were not disappointed when they didn't find an owl

**words**  
"Time to go home!" (they had seen the owl after much patience)

**actions**  
the child had been waiting a long time to go owling  
Pa kept eating for the owl even when there was no answer

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Name: Possible Answers Date: \_\_\_\_\_

### Trouble With Trolls

Give evidence to support the inference.

**Text Evidence**

The trolls wanted the dog, but when Treva showed them her mittens, they wanted those, too.

**Text Evidence**

The trolls kept taking the dog, but Treva would show them her warm clothes and they would take them instead.

**Text Evidence**

The trolls wanted to fly like Treva so they gave her things back in order to get the dog, but they were tricked.

**Inference**

The trolls are greedy.



Name: Possible Answers Date: \_\_\_\_\_

### Trouble With Trolls

Describe Treva through her thoughts, words, and actions.

**thoughts**

she could trick the trolls

**words**

"You can have the dog"  
"I can fly with these."

**actions**

she gave her things to the trolls in order to keep her dog

she got all her things back when she tricked the trolls by making them think she could fly

**trait**

clever

Name: Possible Answers Date: \_\_\_\_\_

### Trouble With Trolls

Compare the two books.

**Trouble With Trolls**

Treva tricked the trolls.


**Similarities**

The trolls were stealing from Treva.

**Christmas Trolls**

Treva helped the trolls and became their friend.

**There are several differences and similarities, but the main ones to discuss are listed here.**



Name: Possible Answers Date: \_\_\_\_\_

### The Three Snow Bears

Describe Aloo-ki through her thoughts, words, and actions.

**thoughts**

she wondered who lived in the igloo

**words**

"Too big, too fancy, just right..."

**actions**

she went in the igloo

she tried the soup

she tried on the boots

she tried the beds and fell asleep

**trait**

mischievous

Name: Possible Answers Date: \_\_\_\_\_

### Cloudy With a Chance of Meatballs

Define unknown words in the story.

**word**

prediction

**what I think it means**

actual meaning  
forecast, educated guess

**word**

frankfurters

**what I think it means**

actual meaning  
sausage-like hotdogs

**word**

gradual

**what I think it means**


actual meaning  
happening slowly

**word**

abandon

**what I think it means**

actual meaning  
to leave and never return



Name: Possible Answers Date: \_\_\_\_\_

### Cloudy With a Chance of Meatballs

Write on the meatballs the evidence of the effects of the setting on the characters.


**The townspeople did not shop at food stores because all of their food fell from the sky.**

**They carried their plates, cups, glasses, forks, spoons, knives, and napkins with them so they'd be ready to eat.**

**The people were getting frightened and getting sick because of the food and the storms.**

**Everyone had to stay indoors. Roofs were damaged, school was closed, and the town was a mess.**

**The people had to learn how to shop for their food and keep it on shelves and in refrigerators in their new land.**



Name: Possible Answers Date: \_\_\_\_\_

### Cloudy With a Chance of Meatballs

Write vivid language from the story and draw what you visualize.

Vivid Language	Visualization
Across an ocean, over hills of huge bumpy mountains, across three hot deserts, and one smaller desert...	
It snowed mashed potatoes and green peas.	
There were mustard clouds nearby.	
Another day there was a pea soup fog.	
There was an awful salt and pepper wind accompanied by an even worse tomato tornado.	

Name: Possible Answers Date: \_\_\_\_\_

### The Three Snow Bears

Summarize the wordless story happening in the slide circles.

**Beginning**


Aloo-ki's dogs floated away on a piece of ice. The bears left home to let their breakfast cool.

**Middle**

The bears spot the dogs and jump in the water to save them. They swim to their rescue and brought the dogs back to the igloo, where the dogs fell asleep.

**End**

The dogs awoke as Aloo-ki came running out of the igloo. The bears all wondered where she went and waved goodbye.



Name: Possible Answers Date: \_\_\_\_\_

### Groundhog Gets a Say

Write the information you learned from the text features in the book.

Text Feature	What I Learned
diagram/map	Groundhogs live underground in tunnels where they have a nest, a potty, and a spare room.
illustrated chart	Predators of groundhogs are foxes, birds of prey, dogs, and coyotes, but not squirrels.
illustrated chart	Groundhogs make their homes in fields, woods, rocky areas, thickets, and under sheds.
illustrated chart	Groundhogs eat fruits, veggies, grains, grass, clover, and greens.



Name: Possible Answers Date: \_\_\_\_\_

### Groundhog Gets a Say

Write the main idea and give details to support it.


**Main Idea**

Groundhogs are very interesting animals.

**Groundhogs can move seven hundred pounds of dirt and rocks in one day.**

**Groundhogs can run as fast as the average fourth grader.**

**Groundhogs hibernate and are studied by scientists to see if people could hibernate, too.**



Name: Possible Answers Date: \_\_\_\_\_

### Groundhog Gets a Say

Define unknown words in the story.

**word**

burrow

**what I think it means**

actual meaning  
a hole or tunnel dug by a small animal

**word**

marmot

**what I think it means**

actual meaning  
bushy-tailed burrowing rodent

**word**

predator

**what I think it means**

actual meaning  
an animal that eats other animals

**word**

gnawing

**what I think it means**

actual meaning  
bite or nibble tirelessly



Name: Possible Answers Date: \_\_\_\_\_

### Olive My Love

Summarize the story.

**Beginning**


Olive was baking dog biscuits when Dexter flew by. He dropped a huge heart on Olive's doorstep, and she thought she should return it.

**Middle**

Olive got help from Harrier to return the heart. They traveled by car and almost lost the heart over a cliff, but Weaver's web caught it.

**End**

Weaver's web also helped Olive get the heart to Dexter's house. Once she arrived, she found out that the heart was actually for her. The friends all shared the candy made.



Name: Possible Answers Date: \_\_\_\_\_

### I Wanna Iguana

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language**

Helps Me Understand Mom isn't falling for Alex's persuasion- she thinks the iguana is ugly.

**That iguana of Mikey's is uglier than Godzilla.**



Name: Possible Answers Date: \_\_\_\_\_

### I Wanna Iguana

Describe Alex through his thoughts, words, and actions.

**trait**

persuasive

**thoughts**

wants to convince Mom he can have an iguana

**words**

"I would feed him every day. I would make sure he has enough water. I would clean his cage."

**actions**

writes letters to Mom

convinces Mom he can have the iguana



Name: Possible Answers Date: \_\_\_\_\_

### I Wanna Iguana

Give evidence to show Alex's and Mom's point of view.

Alex	Mom
Sonny's dog, Lurchy, will eat it.	Sonny's mom won't let Lurchy eat it.
Iguanas are quiet and cute.	Tarantulas are quiet too.
The iguana could stay on his dresser because he's small.	Iguanas can be 6 feet long and there won't be enough space.
It takes 15 years for it to grow big and he'll be married by then.	Who will marry someone with a 6 foot lizard?
He can be a brother.	He already has a brother.
He could learn to trike.	The slow fish didn't go too well.
He would feed, water, and clean it.	Try it on a trial basis.
He'll pay for the lettuce with his allowance.	



Name: Possible Answers Date: \_\_\_\_\_

### The True Story of the Three Little Pigs

Describe the wolf through his thoughts, words, and actions.

**thoughts**

he'd borrow sugar from his pig neighbors he can't let food spoil or go to waste

**words**

"Let's Pig, let me in."

**actions**

he sneezed down the houses

he ate the pigs because they were already dead

**trait**

innocent





Name: Possible Answers Date: \_\_\_\_\_

## I Wanna New Room

Give evidence to show Alex's and Dad's point of view.

Alex	Dad
Ethan picks anyone up his nose and barks like a walrus. He shares like Grandpa Ralph.	Annie is a girl and needs privacy to do girl things.
Ethan broke Alex's skateboard and lost his action figure.	Alex fell into a cake at Grandma's birthday party.
Alex will handle it by splitting the room in half.	Alex didn't give Ethan a door to get out of the room.
He promises to keep the new room clean.	The iguana cage is smelly.
Even Lunch has his own room.	Alex and his brother and sister are as important to Dad. They can build a treehouse instead.

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Name: Possible Answers Date: \_\_\_\_\_

## Thunder Cake

Describe Patricia through her thoughts, words, and actions.

**thoughts:** she was scared of thunder

**words:** "I never feared the voice of thunder again"

**actions:** she got eggs from the hen, she kept walking even though she was scared, she climbed the trellis

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Name: Possible Answers Date: \_\_\_\_\_

## Thunder Cake

Give evidence to support the theme of the book.

**Theme (Counage):** Be strong and courageous in the face of fear.

Patricia got the ingredients for the cake despite the thunder, which she feared.

She kept walking with Grandma outside even though she was scared.

Patricia climbed high on the trellis even though she was scared when she looked down.

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Name: Possible Answers Date: \_\_\_\_\_

## Tar Beach

Give evidence to show that people were treated unfairly in the 1930s.

Evidence	What I Know	My Inference
He can't join the union because Grandma wasn't a member.	A union is a group of people who work together and fight for equal rights.	Some people were treated unfairly in the 1930s.
He's colored, a half-breed Indian, they say.	Some people call others names because of the way they look or their culture.	
Mommy won't cry all winter when he goes to work for wages and doesn't come home.	Some people couldn't get work because of the way they looked.	

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Name: Possible Answers Date: \_\_\_\_\_

## My Great-Aunt Arizona

Summarize the story.

**Beginning:** Arizona was born in a log cabin. She went to school, played with her brother, and read so many books she had to go to another school.

**Middle:** Arizona's mom died, and she had to stay out of school to help take care of the family. Her father remarried, and so Arizona was able to go away to school again.

**End:** Arizona became a teacher. She got married and remained a teacher for 57 years. She will always be remembered for her kindness and the way she taught all the children.

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Name: Possible Answers Date: \_\_\_\_\_

## My Great-Aunt Arizona

Give evidence to show that the setting of this story is in the past.

Arizona was born in a log cabin in a meadow in the mountains.

She wore high-button shoes, and many petticoats, too.

They helped Papa tap the maple trees and catch the sap in buckets.

Arizona and her brother Jim walked up the road that wound by the creek to the one-room school.

She made new chalkboards out of lumber from Papa's sawmill.

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Name: Possible Answers Date: \_\_\_\_\_

## Tar Beach

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language:** Lying on the roof in the night, with the stars and skyscraper buildings all around me, made me feel rich, like I owned all that I could see.

**Helps Me Understand:** She looked at the beauty of the night as riches, things that made her feel like she wasn't poor.

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Name: Possible Answers Date: \_\_\_\_\_

## Tar Beach

Define unknown words in the story.

word	what I think it means	actual meaning
possession		something belonging to me
hoisting		raising up with ropes or pulleys
marvel		filled with wonder
girders		large beams that act as a frame

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Name: Possible Answers Date: \_\_\_\_\_

## Dandelions

Make inferences about the emotions of the family members.

Person	emotion	evidence
Papa	excited	Papa can't wait to make a new home for his family.
Mama	lonely	Mama had to leave her family and friends behind.
Rebecca	emotion left out	She didn't get to go to town with Papa and Zoe.
Zoe	hopeful	Zoe hopes the dandelions will make it feel like home for Mama.

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Name: Possible Answers Date: \_\_\_\_\_

## Dandelions

Give evidence to show that the setting of this story is in the past.

Oxen pulled the wagon.

We cooked our meals outside the wagon and slept on Mama's quilts spread on the ground.

We'll have to sink a well. All we need is a pick and a shovel.

The house was made of adobe, chunks like bricks cut from the ground, and it had one door and one window.

There was a long muddy street with just one shop that sold soft goods and guns and cigars.

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Name: Possible Answers Date: \_\_\_\_\_

## Step-Stamp Stride

Summarize the story.

**Beginning:** Sojourner was born a slave, named Isabella (Belle). She grew big and strong, which was something that her masters valued because she could do more work. One of her masters, John Dumont, promised her he'd free her if she worked hard.

**Middle:** John Dumont didn't keep his promise, so Belle ran away to New York. She worked as a maid, but soon traveled and preached about civil rights. She changed her name to Sojourner, which means traveler.

**End:** Sojourner gave a speech called, "Ain't I a Woman," to a church full of people, showing just one of the ways she spoke up for women and slaves.

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Name: Possible Answers Date: \_\_\_\_\_

## Step-Stamp Stride

Give evidence to support the theme of the book.

**Theme (Strength):** Stand up for what you believe in.

Sojourner escaped slavery and helped others, too.

Sojourner stood in front of a church full of people who didn't all agree with her and spoke her mind about women's rights.

Sojourner traveled all over preaching to others about civil rights.

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Name: Possible Answers Date: \_\_\_\_\_

## Nothing Ever Happens on 40th Street

Define unknown words in the story.

word	what I think it means	actual meaning
hiatus		a break or a gap
neglect		to not care for
promenade		casually walk
precipitous		steep, sudden, likely to fall

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Name: Possible Answers Date: \_\_\_\_\_

## Nothing Ever Happens on 40th Street

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language:** The door to the building slammed and a gust of wind sent dead leaves soaring and doors like crazy kites.

**Helps Me Understand:** The season is probably late fall because that is when it's windy and there are dead leaves on the ground.

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Name: Possible Answers Date: \_\_\_\_\_

## Nothing Ever Happens on 40th Street

Use the evidence given to tell how it made such a good story.

Evidence	What Happened?
The bright red ball dropped out of the baby's hands and rolled into the street.	The ball almost caused the pizza delivery man to crash, but Alexis saved him and it was love at first sight.
A long, white limousine was honking its horn loudest of all.	A soap opera star got out of the limo and her driver saved the ball from going down the gutter.
Oliver was frightened by so many people that he knocked over the coffee urn trying to get away.	The coffee fell in the mousse and actually made a delicious new flavor.
Mr. Morley cooked Mr. Chang's trout.	The trout got the cat out of the tree and gave the three chefs the idea to open a restaurant.

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Name: Possible Answers Date: \_\_\_\_\_

## Step-Stamp Stride

Analyze the direct quote from the book, then tell how it helps you understand the story.

**Author's Language:** The arguments made by the men were the beetles from her past. She couldn't wait to STOMP-STOMP-STOMP all over them.

**Helps Me Understand:** The word "beetles" first to "squash" her beetles when she was a slave. She would use her words to "squash" the ideas of the men who didn't give women equal rights.

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Name: Possible Answers Date: \_\_\_\_\_

### Roller Coaster

Record the vivid language that Maria Frizze used.

**Amazing Adverbs**

finally  
forward  
slowly

**Vivid Verbs**

jolted  
zipped  
zoomed  
dropped  
shakes

**Onomatopoeia**

clackety, clackety  
whoosh  
whoosheseeee!

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Name: Possible Answers Date: \_\_\_\_\_

### Roller Coaster

Summarize the story.

**Beginning**

People are voting in line to ride a big, noisy roller coaster. Some people change their mind.

**Middle**

The roller coaster goes up the hill; some people scream, but some don't. The ride zips and zooms all around.

**End**

When the ride is over, some people get back in line to go again.

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Name: Possible Answers Date: \_\_\_\_\_

### Shortcut

Draw conclusions with the evidence given from the book.

Evidence	My Conclusion
We should have taken the road. But it was late, and it was getting dark, so we started down the track.	They probably were late to get home, so they took the shortcut.
The freight trains didn't run on schedule. They might come at any time.	They probably have seen trains before when they didn't expect to, so they know they could come any time.
We jumped off the tracks onto the steep slope. We didn't think about the briars or the snakes.	They probably weren't thinking about anything except not getting run over by a train!
We didn't tell Bigmama. We didn't tell Mama.	They probably would have been in big trouble if they told what happened.

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Name: Possible Answers Date: \_\_\_\_\_

### Shortcut

Write the evidence that shows the tracks were dangerous.

The freight trains didn't run on schedule and come at any time.

The steep slopes were covered with briars.

There was water at the bottom, surely full of snakes.

We all heard the train whistle.

We didn't take the shortcut again.

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Name: Possible Answers Date: \_\_\_\_\_

### Henry's Freedom Box

Define unknown words in the story.

word: **beckoned**

what I think it means: \_\_\_\_\_

actual meaning: summoned to come

word: **warehouse**

what I think it means: \_\_\_\_\_

actual meaning: a large building for goods

word: **vital**

what I think it means: \_\_\_\_\_

actual meaning: acid

word: **pry**

what I think it means: \_\_\_\_\_

actual meaning: use force to open

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Name: Possible Answers Date: \_\_\_\_\_

### Henry's Freedom Box

Give evidence from the book to show slaves were treated unfairly.

Slaves couldn't know their birthdays.

Slaves' children could be taken away from their family.

Slaves could be given away like property.

Slave husbands and wives didn't always remain together—they can be sold apart.

Slaves had to take drastic measures to get freedom, or they could suffer a severe punishment.

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Name: Possible Answers Date: \_\_\_\_\_

### Henry's Freedom Box

Describe Henry through his thoughts, words, and actions.

trait: **courageous**

words: "I will not myself to a place where there are no slaves."

thoughts: he dreamed of freedom.

actions: Henry watched his family be sold away; he poured acid in his hand to have an excuse to stay home; he made himself to freedom.

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Name: Possible Answers Date: \_\_\_\_\_

### Our Tree Named Steve

How did the children make the tree seem like a person?

Steve got sick and needed a third doctor.

Steve got a tree.

Steve got a name.

The children named Steve.

Steve performed a trick and saved the house.

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Name: Possible Answers Date: \_\_\_\_\_

### The Rough-Face Girl

Summarize the story.

**Beginning**

In a village, there lived a poor old man with three daughters. There also lived a rich, powerful Invisible Being.

**Middle**

The two older sisters went to try to marry the Invisible Being. Only the one who has seen him could marry him. The two sisters had never seen him and they were turned away. The Rough-Face Girl went to try, because she had seen him.

**End**

The Rough-Face Girl was able to describe the Invisible Being. Even though she was not the most beautiful, he thought she was. They were married and never parted.

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Name: Possible Answers Date: \_\_\_\_\_

### The Paperboy

Summarize the story.

**Beginning**

The boy and his dog wake up before the sun came up because they had a job to do.

**Middle**

The boy and his dog got ready to deliver newspapers. They went on the route by heart, delivering all the papers before most people were awake.

**End**

The boy and his dog returned home and went back to bed while everyone else got up.

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Name: Possible Answers Date: \_\_\_\_\_

### The Paperboy

Give evidence to show the boy is responsible.

Evidence	What I Know	My Inference
The boy wakes up before the sun is up. The boy gets out of bed even though it's hard to do.	I like to sleep past sunrise if I can. It's hard to get out of bed when it's warm and cozy.	The boy is responsible.
The boy doesn't wake up his parents to eat breakfast.	Some kids don't want to fix their own breakfast.	
The paperboy folds the papers to deliver.	There is a lot of work to be done when you have a job.	
The paperboy knows his route by heart.	If you memorize something, you must have done it many times.	

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Name: Possible Answers Date: \_\_\_\_\_

### Our Tree Named Steve

Summarize the story.

**Beginning**

A family was building a house and decided to save a tree that they called Steve.

**Middle**

Steve was the center of their lives when they were outdoors. He held things and provided shelter. Steve was like a friend.

**End**

Steve got struck in a storm and fell, but the family still kept him around by turning him into a treehouse.

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Name: Possible Answers Date: \_\_\_\_\_

### The Rough-Face Girl

Describe the sisters using evidence from the book.

The Rough-Face Girl	Two Older Sisters
youngest	hand-hearted
fed the flames of the fire	cruel
sparks burned her hands, arms, and face	received beautiful things from their father
long black hair was charmed	proud at first, then ashamed
lonely	
miserable	
used old things because her father had nothing left	
had faith in herself	
courageous	
saw the Invisible Being	
kind-hearted	
beautiful on the inside, and then on the outside	

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Name: Possible Answers Date: \_\_\_\_\_

### Fly Away Home

Describe Dad and the boy through their thoughts, words, and actions.

words: "Sitting together will get you noticed faster than anything!"

thoughts: they live in the airport, but one day they will get out.

actions: they move terminals

trait: **careful**

they wear a blue tie to blend in and not be noticed

© Jerry 2019

Name: Possible Answers Date: \_\_\_\_\_

### Fly Away Home

Make inferences about the evidence given from the book.

Evidence	What I Know	My Inference
We don't have a home and the airport is better than the streets.	The airport has a roof and an air conditioning heat.	The airport is a better shelter than the streets.
Nothing made me as happy as that bird (flying away out of the airport).	Birds don't belong inside.	The bird reminded him of himself—that he would one day get out of the airport too!
The airport's busy and noisy, even at night.	I need quiet to sleep.	It's hard to sleep in an airport.
I'd like it to be the way it was, before Mom died.	Mom and Dad both work to support their children.	Dad couldn't afford to pay for a house after Mom died.

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Name: Possible Answers Date: \_\_\_\_\_

### Fly Away Home

Compare the two books.

**Fly Away Home**

Dad and son live in an airport. Mom died.

**A Chair for My Mother**

both families are in poverty  
both families had a tragedy  
both have hope and work hard.

Mom, daughter, and grandmother live in an apartment. A fire burned their previous apartment to ashes.

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Name: \_\_\_\_\_ Possible Answers \_\_\_\_\_ Date: \_\_\_\_\_

### The Raft

Make inferences about the emotions of Nicky using the evidence.

emotion: disappointed

evidence: "There's nobody to play with," I complained. "She doesn't even have a TV."

emotion: frustrated

evidence: "There's no fish in this stupid river."

emotion: amazed

evidence: I cleaned away leaves from the raft and it was like finding presents under the Christmas tree.

emotion: peaceful

evidence: I pulled the stub of a crayon from my pocket, and drew the fawn, in all its wildness, onto the old gray boards of the raft.

© july 2014

Name: \_\_\_\_\_ Possible Answers \_\_\_\_\_ Date: \_\_\_\_\_

### The Raft

Record the vivid language that Jim LaFrande used.

**Awesome Adjectives**

disgusted  
ancient  
trick

**Vivid Verbs**

shuddered  
mumbled  
sootiered  
drift  
waded  
appeared  
soaring  
whooping  
whooshed  
preheated  
startled  
snapt

**Figurative Language**

It was like finding presents under the Christmas tree.  
What a herd of wild animals we were!  
You'll always be a part of the river.

© july 2014

Name: \_\_\_\_\_ Possible Answers \_\_\_\_\_ Date: \_\_\_\_\_

### The Raft

Compare the two books.

**The Raft**

Nicky stays with his grandma on the river for the summer.  
The raft is like magic to Nicky and Grandma.

**Grandma Summer**

Ben stays with his grandma on the ocean for the summer.  
The cottage is like magic to Ben and Grandma.

both stay in old houses with their grandmas  
Ben and Nicky both had doubts at first  
there is a "magic"

© july 2014

Name: \_\_\_\_\_ Possible Answers \_\_\_\_\_ Date: \_\_\_\_\_

### The Junkyard Wonders

Make inferences about the emotions of Trisha using the evidence.

emotion: excited

evidence: My heart sang as I walked to school with all of the kids on my grandma's block on the first day of school.

emotion: mischievous

evidence: "Oh Daddy, I've been put into a special class again. It's called the junkyard."

emotion: disappointed

evidence: "There will be no launching from the school roof," the principal said.

emotion: proud

evidence: The Junkyard Wonders shot out of everybody's hands. It was airborne!

© july 2014

Name: \_\_\_\_\_ Possible Answers \_\_\_\_\_ Date: \_\_\_\_\_

### The Junkyard Wonders

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

**Author's Language**

We're throwaways, junk, and everyone knows it.

**Helps Me Understand**

Gabbe let others make him feel bad about himself instead of seeing the true treasure he was inside.

© july 2014

Name: \_\_\_\_\_ Possible Answers \_\_\_\_\_ Date: \_\_\_\_\_

### The Junkyard Wonders

Summarize the story.

**Beginning**

Trisha goes to a new school only to find out that she is in the special class again! The junkyard kids become her best friends quickly.

**Middle**

The teacher takes the class to an actual junkyard where they select parts to make a plane. They decide they will fly the plane once it is complete.

**End**

Jody, one of the junkyard kids, passes away, and the kids decide the plane must be flown in his honor. Even after the principal told them they couldn't, they still did.

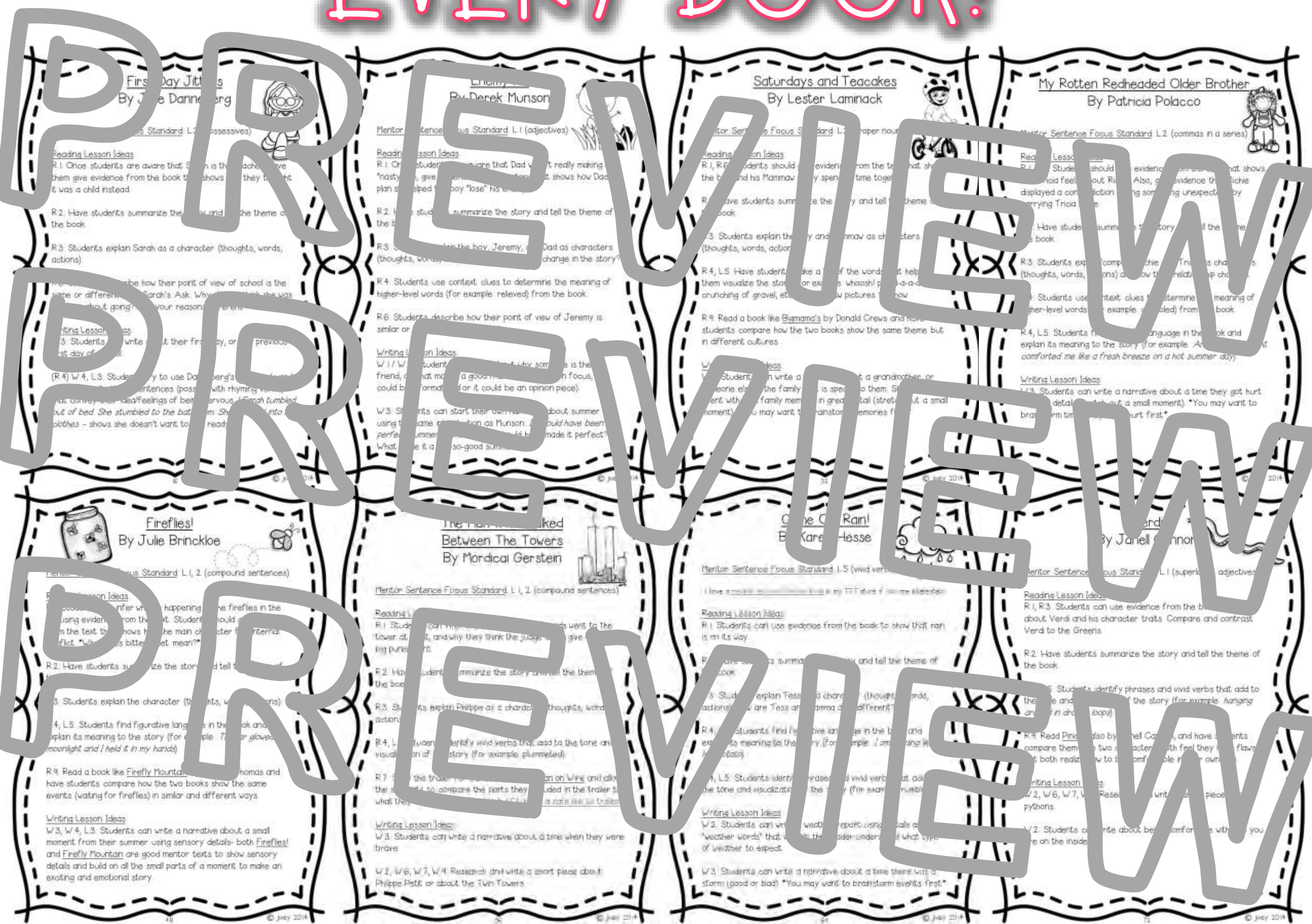
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WRITING PROMPTS  
for  
EVERY BOOK!

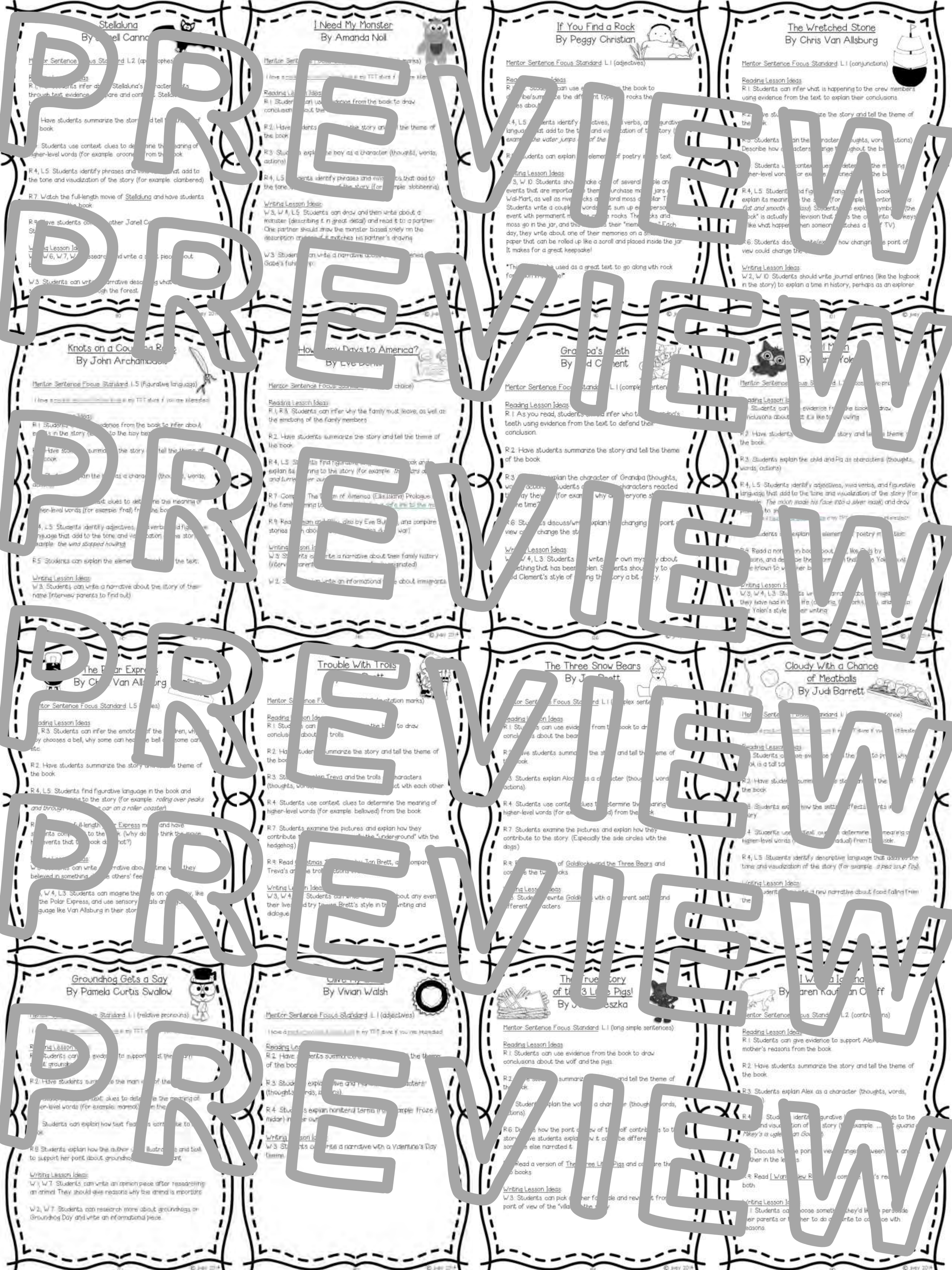
<p>Name: _____</p> <p><b>Gr</b></p> <p>Why do people celebrate?</p>	<p>Name: _____</p> <p><b>Oliver</b></p> <p>Write about your favorite Valentine's Day.</p>	<p>Name: _____</p> <p><b>The True Story</b></p> <p>Rewrite another fairy tale from the point of view of the animal.</p>	<p>Name: _____</p> <p><b>I</b></p> <p>Write your own persuasive piece.</p>	<p>Name: _____</p> <p><b>I Was</b></p> <p>Write your own persuasive piece.</p>	<p>Name: _____</p> <p><b>Write about a memory</b></p>	<p>Name: _____</p> <p><b>Write your own historical fiction</b></p>	<p>Name: _____</p> <p><b>My Grandpa</b></p> <p>Write in detail about someone you love.</p>	<p>Name: _____</p> <p><b>Step-Stamp Stride</b></p> <p>Write a biography of someone you admire.</p>
<p>Name: _____</p> <p><b>Write your own small story</b></p>	<p>Name: _____</p> <p><b>Write about a time when you were scared</b></p>	<p>Name: _____</p> <p><b>Nothing at All</b></p> <p>Write an informational piece.</p>	<p>Name: _____</p> <p><b>Henry</b></p> <p>How would Steve have told him?</p>	<p>Name: _____</p> <p><b>Our Town</b></p> <p>Write about a job or career.</p>	<p>Name: _____</p> <p><b>The Road</b></p> <p>Pretend you belong to a different country. What does it mean to be a citizen?</p>	<p>Name: _____</p> <p><b>Write about a summer</b></p>	<p>Name: _____</p> <p><b>The Junkyard Wonders</b></p> <p>Write about a time when you felt picked on for something.</p>	
<p>Name: _____</p> <p><b>The Wretched</b></p> <p>Write an entry into a logbook as though you were a character in the story.</p>	<p>Name: _____</p> <p><b>Knots on a String</b></p> <p>Tell the story of your name.</p>	<p>Name: _____</p> <p><b>How Many</b></p> <p>What is an immigrant?</p>	<p>Name: _____</p> <p><b>Gr</b></p> <p>Write your own mystery!</p>	<p>Name: _____</p> <p><b>Write about a night event</b></p>	<p>Name: _____</p> <p><b>TI</b></p> <p>Imagine you go on a journey. Write about a time you traveled.</p>	<p>Name: _____</p> <p><b>Trouble</b></p> <p>Write your own version of a story.</p>	<p>Name: _____</p> <p><b>Cloudy With a Chance of Meatballs</b></p> <p>Imagine if food fell from the sky. Write about what would happen.</p>	
<p>Name: _____</p> <p><b>First Day Jitters</b></p> <p>Write about your first day of school.</p>	<p>Name: _____</p> <p><b>End</b></p> <p>Write about what makes a good friend.</p>	<p>Name: _____</p> <p><b>Saturday</b></p> <p>Write about a family member.</p>	<p>Name: _____</p> <p><b>My Rotten</b></p> <p>Write about a time you were angry.</p>	<p>Name: _____</p> <p><b>Write about a summer memory</b></p>	<p>Name: _____</p> <p><b>The Man Who Walked Between the Towers</b></p> <p>What were the Twin Towers?</p>	<p>Name: _____</p> <p><b>Write a weather report for your area</b></p>	<p>Name: _____</p> <p><b>Why is it important to be a good citizen?</b></p>	



# Complete Lists of reading and writing Lessons aligned with Common Core for EVERY BOOK!







### Stellaluna

By Janell Cannon



Mentor Sentence Focus: Standard L.2 (appositives)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "crouched" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students use context clues to determine the meaning of higher-level words (for example, "crouched" from the book).

R.4, L.5: Students identify phrases and visual details that add to the tone and visualization of the story (for example, "climbered").

R.7: Watch the full-length movie of *Stellaluna* and have students write a paragraph about the book.

R.9: Have students compare and contrast Janell Cannon's *Stellaluna* with the movie.

Writing Lesson Ideas

W.6, W.7, W.8: Research and write a short piece about the book.

W.3: Students can write a narrative describing what it would be like to fly through the forest.

### I Need My Monster

By Amanda Noll



Mentor Sentence Focus: Standard L.1 (adjectives)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the boy as a character (thoughts, words, actions).

R.4, L.5: Students identify phrases and visual details that add to the tone and visualization of the story (for example, "fuzzy").

Writing Lesson Ideas

W.3, W.4, L.5: Students can draw and then write about a monster (describing it in great detail) and read it to a partner. One partner should draw the monster based solely on the description and then the other partner should draw the monster based on the drawing.

W.3: Students can write a narrative about a monster (describing it in great detail) and read it to a partner. One partner should draw the monster based solely on the description and then the other partner should draw the monster based on the drawing.

### If You Find a Rock

By Peggy Christian



Mentor Sentence Focus: Standard L.1 (adjectives)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the boy as a character (thoughts, words, actions).

R.4, L.5: Students identify phrases and visual details that add to the tone and visualization of the story (for example, "fuzzy").

Writing Lesson Ideas

W.3, W.4, L.5: Students should make a list of several people and events that are important to them and write a story about them. Students write a couple words that sum up each person or event, with permanent markers on rocks. The rocks and moss go in the jar, and then they write their "memory." Each day, they write about one of their memories on a small paper that can be rolled up like a scroll and placed inside the jar. It makes for a great keepsake!

\*This book can be used as a great text to go along with rock foraminifera.

### The Wretched Stone

By Chris Van Allsburg



Mentor Sentence Focus: Standard L.1 (conjunctions)

Reading Lesson Ideas

R.1: Students can infer what is happening to the crew members using evidence from the text to explain their conclusions.

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the crew members' thoughts, words, actions. Describe how the characters change throughout the book.

R.4, L.5: Students identify phrases and visual details that add to the tone and visualization of the story (for example, "fuzzy" from the book).

Writing Lesson Ideas

W.2, W.10: Students should write journal entries (like the logbook in the story) to explain a time in history, perhaps as an explorer.

### Knots on a Counting Rope

By John Archambault



Mentor Sentence Focus: Standard L.5 (figurative language)

Reading Lesson Ideas

R.1: Students can use evidence from the book to infer about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the boy as a character (thoughts, words, actions).

R.4, L.5: Students identify phrases and visual details that add to the tone and visualization of the story (for example, "fuzzy" from the book).

Writing Lesson Ideas

W.3: Students can write a narrative about the story of their father (Interview parents to find out).

### How Many Days to America?

By Eve Bunting



Mentor Sentence Focus: Standard L.1 (complex sentences)

Reading Lesson Ideas

R.1, R.3: Students can infer why the family must leave, as well as the emotions of the family members.

R.2: Have students summarize the story and tell the theme of the book.

R.4, L.5: Students find figurative language in the book and explain how it adds to the story (for example, "fuzzy" from the book).

R.7: Compare the poem of *How Many Days to America?* (Eve Bunting) to the poem of *The Boat of America* (Eve Bunting).

R.9: Read *How Many Days to America?* (Eve Bunting) and compare it to the poem of *The Boat of America* (Eve Bunting).

Writing Lesson Ideas

W.3: Students can write a narrative about their family history (Interview parents to find out).

W.2: Students can write an informational piece about immigration.

### Grandpa's Teeth

By Ted Clement



Mentor Sentence Focus: Standard L.1 (complex sentences)

Reading Lesson Ideas

R.1: As you read, students should infer who the characters' teeth using evidence from the text to defend their conclusion.

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the character of Grandpa (thoughts, words, actions). Students can explain how the characters reacted to the story (for example, why did everyone stop the time?).

R.6: Students discuss/write about how changing the point of view could change the story.

Writing Lesson Ideas

W.3, W.4, L.3: Students can write their own mystery about something that has been stolen. Students should try to write in Ted Clement's style of writing the story a bit wacky.

### Old Man

By Gary Soto



Mentor Sentence Focus: Standard L.1 (complex sentences)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the child and Pa's characters (thoughts, words, actions).

R.4, L.5: Students identify phrases and visual details that add to the tone and visualization of the story (for example, "fuzzy" from the book).

Writing Lesson Ideas

W.3, W.4, L.3: Students can write a narrative about a night in their life (during the night, the night, and the night). Students can write in Gary Soto's style of writing.

### The Polar Express

By Chris Van Allsburg



Mentor Sentence Focus: Standard L.5 (figurative language)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.4, L.5: Students find figurative language in the book and explain how it adds to the story (for example, "fuzzy" from the book).

R.7: Watch the full-length movie of *The Polar Express* and have students compare it to the book (Why do you think the movie is different than the book? Why do you think the movie is the same as the book?).

Writing Lesson Ideas

W.3: Students can write a narrative about a time when they believed in something (Interview parents to find out).

W.4, L.3: Students can imagine the life of a polar bear, like the one in the Polar Express, and use sensory details and figurative language like Van Allsburg in their story.

### Trouble With Trolls

By Jan Brett



Mentor Sentence Focus: Standard L.1 (complex sentences)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain Treva and the trolls' characters (thoughts, words, actions).

R.4: Students use context clues to determine the meaning of higher-level words (for example, "beloved" from the book).

R.7: Students examine the pictures and explain how they contribute to the story (Especially the side circles with the hedgehog).

R.9: Read *Trouble With Trolls* (Jan Brett) and compare it to the poem of *The Boat of America* (Eve Bunting).

Writing Lesson Ideas

W.3, W.4: Students can write a narrative about any event in their lives and try to write Brett's style in the writing and dialogue.

### The Three Snow Bears

By Jan Brett



Mentor Sentence Focus: Standard L.1 (complex sentences)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain Aladdin as a character (thoughts, words, actions).

R.4: Students use context clues to determine the meaning of higher-level words (for example, "beloved" from the book).

R.7: Students examine the pictures and explain how they contribute to the story (Especially the side circles with the dogs).

R.9: Read *The Three Snow Bears* (Jan Brett) and compare it to the poem of *The Boat of America* (Eve Bunting).

Writing Lesson Ideas

W.3, W.4: Students can write a narrative about any event in their lives and try to write Brett's style in the writing and dialogue.

### Cloudy With a Chance of Meatballs

By Judi Barrett



Mentor Sentence Focus: Standard L.1 (complex sentences)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain how the setting affects events in the story.

R.4: Students use context clues to determine the meaning of higher-level words (for example, "beloved" from the book).

R.4, L.5: Students identify descriptive language that adds to the tone and visualization of the story (for example, "fuzzy" from the book).

Writing Lesson Ideas

W.3, W.4: Students can write a narrative about a new narrative about food falling from the sky.

### Groundhog Gets a Say

By Pamela Curtis Swallow



Mentor Sentence Focus: Standard L.1 (relative pronouns)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the meaning of higher-level words (for example, "fuzzy" from the book).

R.2: Have students summarize the main events of the story and tell the theme of the book.

R.3: Students use context clues to determine the meaning of higher-level words (for example, "beloved" from the book).

R.4: Students explain how text features contribute to the meaning of the text.

R.8: Students explain how the author uses illustrations and text to support her point about groundhogs.

Writing Lesson Ideas

W.3, W.7: Students can write an opinion piece after researching an animal. They should give reasons why the animal is important.

W.2, W.7: Students can research more about groundhogs on Groundhog Day and write an informational piece.

### Oliver Twist

By Vivian Walsh



Mentor Sentence Focus: Standard L.1 (adjectives)

Reading Lesson Ideas

R.1: Have students summarize the story and tell the theme of the book.

R.3: Students explain Oliver and the other characters' (thoughts, words, actions).

R.4: Students explain Oliver's character (thoughts, words, actions).

Writing Lesson Ideas

W.3: Students can write a narrative with a Valentine's Day theme.

### The True Story of the 3 Little Pigs!

By Jeff Bricker



Mentor Sentence Focus: Standard L.1 (long simple sentences)

Reading Lesson Ideas

R.1: Students can use evidence from the book to draw conclusions about the wolf and the pigs.

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain the wolf as a character (thoughts, words, actions).

R.6: Discuss how the point of view of the wolf contributes to the story. Have students explain how it can be different from the way someone else narrated it.

R.9: Read a version of *The Three Little Pigs* and compare the two books.

Writing Lesson Ideas

W.3: Students can pick either the wolf or the pig and write a point of view of the story.

### I Wanna Be Like You

By Karen Kaufman Orloff



Mentor Sentence Focus: Standard L.2 (conjunctions)

Reading Lesson Ideas

R.1: Students can give evidence to support Alex's mother's reasons from the book.

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain Alex as a character (thoughts, words, actions).

R.4: Students identify figurative language in the story (for example, "fuzzy" from the book).

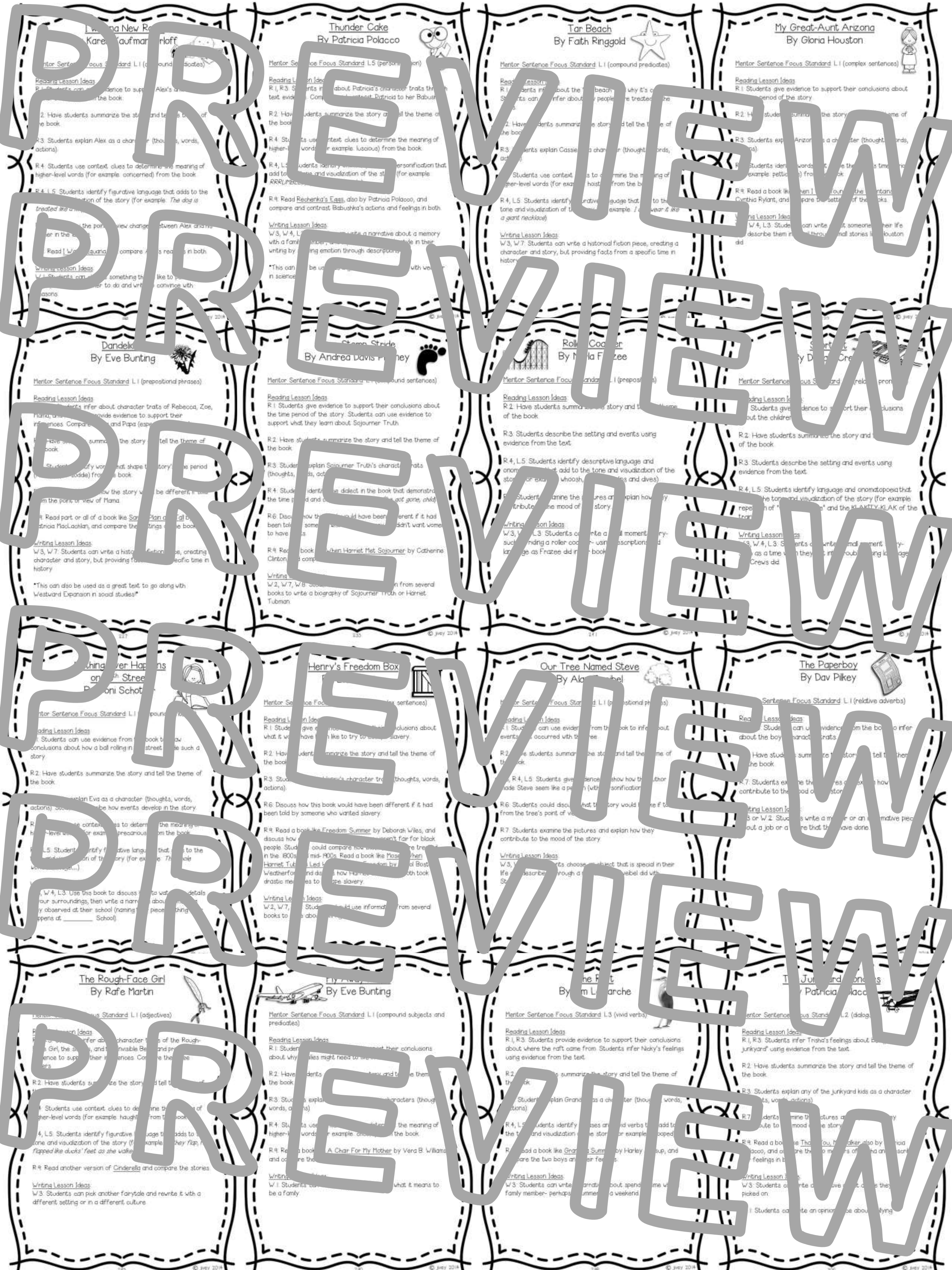
R.6: Discuss how the point of view changes between Alex and his mother in the story.

R.9: Read *I Wanna Be Like You* and compare the two books.

Writing Lesson Ideas

W.3: Students can choose something they'd like to persuade their parents or teacher to do or write to compare with reasons.





**Thunder Cake**  
By Patricia Polacco

**Mentor Sentence Focus Standard L.1 (compound predicates)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Alex as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: concerned) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The dog is treated like a king*).

**Writing Lesson Ideas**  
W.3, W.4, L.3 Students can write a narrative about a memory with a family member, using descriptive language in their writing by giving emotion through descriptions.

\*This can also be used as a great text to go along with Westward Expansion in social studies.\*

**Tar Beach**  
By Faith Ringgold

**Mentor Sentence Focus Standard L.1 (compound predicates)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Cassie as a character (thoughts, words, actions).

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *I wear it like a giant necktie*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

**My Great-Aunt Arizona**  
By Gloria Houston

**Mentor Sentence Focus Standard L.1 (complex sentences)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Arizona as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: petticoat) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *I wear it like a giant necktie*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

**Thunder Cake**  
By Patricia Polacco

**Mentor Sentence Focus Standard L.1 (compound predicates)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Alex as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: concerned) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The dog is treated like a king*).

**Writing Lesson Ideas**  
W.3, W.4, L.3 Students can write a narrative about a memory with a family member, using descriptive language in their writing by giving emotion through descriptions.

\*This can also be used as a great text to go along with Westward Expansion in social studies.\*

**Dandelion**  
By Eve Bunting

**Mentor Sentence Focus Standard L.1 (prepositional phrases)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Rebecca, Zoe, Mama, and Papa as characters (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

\*This can also be used as a great text to go along with Westward Expansion in social studies.\*

**Stamp, Stride**  
By Andrea Davis Pinkney

**Mentor Sentence Focus Standard L.1 (compound sentences)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Sojourner Truth's character traits (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

\*This can also be used as a great text to go along with Westward Expansion in social studies.\*

**Roll, Cocoon**  
By Nicola Frazee

**Mentor Sentence Focus Standard L.1 (prepositional phrases)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Cassie as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

**My Great-Aunt Arizona**  
By Gloria Houston

**Mentor Sentence Focus Standard L.1 (complex sentences)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Arizona as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: petticoat) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *I wear it like a giant necktie*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

**Something Over Happens on 14th Street**  
By Patricia Schott

**Mentor Sentence Focus Standard L.1 (compound sentences)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Eva as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

\*This can also be used as a great text to go along with Westward Expansion in social studies.\*

**Henry's Freedom Box**  
By John Schot

**Mentor Sentence Focus Standard L.1 (complex sentences)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Henry's character traits (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

\*This can also be used as a great text to go along with Westward Expansion in social studies.\*

**Our Tree Named Steve**  
By Adam Label

**Mentor Sentence Focus Standard L.1 (prepositional phrases)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain Steve as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

**The Paperboy**  
By Dav Pilkey

**Mentor Sentence Focus Standard L.1 (relative adverbs)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain the boy as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3, W.7 Students can write a historical fiction piece, creating a character and story, but providing facts from a specific time in history.

**The Rough-Face Girl**  
By Rafe Martin

**Mentor Sentence Focus Standard L.1 (adjectives)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain the Rough-Face Girl, the shaggy, and the invisible Bear and provide evidence to support their inferences. Compare the characters.

R.4 Students use context clues to determine the meaning of higher-level words (for example: haughty) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *they flap like flapped like ducks' feet as she walks*).

R.4 Read another version of *Cinderella* and compare the stories.

**Writing Lesson Ideas**  
W.3 Students can pick another fairytale and rewrite it with a different setting or in a different culture.

**My Fly**  
By Eve Bunting

**Mentor Sentence Focus Standard L.1 (compound subjects and predicates)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain the fly as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3 Students can pick another fairytale and rewrite it with a different setting or in a different culture.

**The Fly**  
By Eve Bunting

**Mentor Sentence Focus Standard L.1 (compound subjects and predicates)**

**Reading Lesson Ideas**  
R.1 Students give evidence to support their conclusions about the time period of the story. Students can use evidence from the text to infer about the time period of the story.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain the fly as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3 Students can pick another fairytale and rewrite it with a different setting or in a different culture.

**The Junkyard Bunch**  
By Patricia Polacco

**Mentor Sentence Focus Standard L.2 (dialogue)**

**Reading Lesson Ideas**  
R.1, R.3 Students infer Trisha's feelings about the junkyard using evidence from the text.

R.2 Have students summarize the story and tell the theme of the book.

R.3 Students explain any of the junkyard kids as a character (thoughts, words, actions).

R.4 Students use context clues to determine the meaning of higher-level words (for example: precarious) from the book.

R.4, L.5 Students identify figurative language that adds to the tone and visualization of the story (for example: *The whole world is a stage*).

**Writing Lesson Ideas**  
W.3 Students can pick another fairytale and rewrite it with a different setting or in a different culture.