

# THE VERY LAST LEAF

LESSONS FOR:

POINT OF VIEW / PERSPECTIVE

PREPOSITIONAL PHRASES

VOCABULARY

PUNS

GRADES 3-5



MENTOR TEXT  
CLUB  
by jivey

# Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club,  
you'll get a unit just like this one every  
month during the 2021-2022 school year  
for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

## JOIN THE CLUB

*If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at [ideasbyjivey@gmail.com](mailto:ideasbyjivey@gmail.com). I will happily refund you the price you paid for the individual unit!*

Happy reading! -Jivey

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# Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Play On Words/Puns](#)

[Mentor Sentence Student Page](#)

[Vocabulary Context Clues](#)

[Prepositional Phrases Activity](#)

[Outline an Article](#)

[Editing Assessment](#)

[Vocabulary Analogies](#)

[Response to Literature](#)

[Assess Article Comprehension](#)

[New Perspective](#)

[Assess Vocabulary](#)

You'll need: The Very Last Leaf by Stef Wade

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>The Very Last Leaf</u> for enjoyment. Explore the reasons for the first winter's death. Discuss the story and how it might be different from the teacher's perspective.	Show students the mentor sentence. Discuss the point of view and how it might be different from the teacher's perspective.	Students will explore point of view and perspective by identifying how the story might be different from the teacher's perspective.
DAY TWO	Students will use context clues to determine the meaning of vocabulary in the mentor text.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of prepositional phrases.	Students will complete a response to literature to tell how they would help Lance if they were the teacher.
DAY THREE	Students will take notes on the reading article about why the leaves have changed.	Discuss how the sentence could be revised to make it more effective. Allow students to revise the sentence and share.	Students will write to a friend about the book from a new perspective.
DAY FOUR	Students will complete analogies by applying their understanding of the vocabulary.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will rewrite the story from Lance's perspective and first person point of view, also including facts from the Changing Leaves article and prepositional phrases.
DAY FIVE	Assess the students' understanding of the article and vocabulary.	Practice focus skill with the "writing session" (or use the article as a "copy").	

# MENTOR SENTENCE

Core Anchor Standards: L.1, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: If you are new to using mentor sentences, encourage students to visit my website to read more on videos on Mentor Sentences (The Last Leaf) and how to use them. I started with the simple one and then moved to more complex ones. You can find them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. They will notice the words and the structure. You will want to highlight the prepositional phrases if the word "spring" is up. Their own writing should be about the same topic.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Especially focus on the prepositions and nouns - prepositional phrases ALWAYS include a noun and never a verb, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what you want to write about. Use the example first and allow the students to notice what is the same/different from the original.

Day 5: Students will share what they have learned with a peer or a teacher.

**Monday** - possibilities of things to notice  
 \*prepositional phrases  
 future tense  
 strong descriptions/visualization  
 pronouns instead of specific noun  
 (long) simple sentence

**Tuesday** - label the sentence

The - article  
 test, top, tree - nouns  
 would - helping verb  
 take - verb  
 him - pronoun  
 from, of, to - prepositions  
 his - possessive pronoun  
 sturdy - adjective  
 down, below - verbs

The test would take him from the top of his sturdy tree to the grass down below.

complete subject  
 simple subject

complete predicate  
 simple predicate

**Wednesday** - possibility of revised sentence

The final exam would take Lance from the top of his sturdy tree to the green grass down below.  
 (added adjectives, changed to specific nouns)

**Thursday** - possibility of imitation sentence

The elevator would take her from the top floor of the shopping mall to the parking garage underneath.

The test would take him from  
 the top of his sturdy tree to

Prepositions do NOT contain a verb. They are used to show the relationship between nouns and verbs. Write sentences with prepositions on the lines. Do NOT contain a verb. They are used to show the relationship between nouns and verbs. Write sentences with prepositions on the lines. Do NOT contain a verb. They are used to show the relationship between nouns and verbs. Write sentences with prepositions on the lines.

Prepositional Phrases

from

of

in

through

with

to

at

for

The test would take him from the top of his sturdy tree to the grass down below.  
 ~The Very Last Leaf

The test would take him from the top of his sturdy tree to the grass down below.  
 ~The Very Last Leaf

The test would take him from the top of his sturdy tree to the grass down below.  
 ~The Very Last Leaf

The test would take him from the top of his sturdy tree to the grass down below.  
 ~The Very Last Leaf

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

The test would take him from the top of his sturdy tree to the grass down below.

Underline ALL the prepositional phrases in the following sentences.

2. From his first day of school in the spring, Lance

Cottonwood was the best and brightest student.

3. Lance was jealous of his neighbor Doug Fir.

4. Doug got to sit on his branch and feel the cold, wet snow

5. Lance was comfortable at the

6. He would stay all winter

7. By the end of the week, Lance was left on

8. He was terrified of landing in a gutter.

all of the prepositional phrases have been marked. Keep in mind the level of their understanding when marking anything. Do not underline.





# PLAY ON WORDS: MENTOR TEXT

Core Anchor Standards: L.5, RL.4

Duration: 30 MINUTES

Objective: Students will demonstrate understanding of a pun, or play on words.

Materials Needed:

The Very Last Leaf by Green Made

Pun Activity

Actions: Look at the first two pages of the book, The Very Last Leaf. (You might do this when beginning the book, or read the book all the way through and come back to the beginning.) These two pages are filled with puns! Explain how these are a play on words- the words have two different meanings.

It will be harder for them to understand the puns if they don't know the plant terminology, so you may need to share the definitions of the words to help them realize why it's funny. (There are great explanations of each on the very last page of the book!)

He blossomed Budding. Budding is when a plant develops a bud, which will turn into leaves or a flower. Blossom can mean to produce leaves or flowers, but it also can be used to say someone is successful at something they are working on.

He breezed through Wind Resistance. (Some others were not so lucky.) Breezed through means something was easy and they completed it quickly, but breeze is also a small amount of wind. Some weren't so lucky means they didn't pass, but it might also imply they got blown away.

He was a breath of fresh air in Photosynthesis LOL. (Photosynthesis is the process of green plants using sunlight to generate oxygen from carbon dioxide and water.) A breath of fresh air means someone is making something nicer by being there, but he also was actually providing fresh air through the process of photosynthesis.

He passed Pigment changing with flying colors. (Pigment is the natural coloring of tissue - our skin has different colors, leaves are green, too.) Dealing with flying colors can be used at something difficult.

Complete the pun activity together, or allow students to work with a partner.



# You're so punny!

Explain what makes the phrases below puns, or a play on words.



A group of fish is called a school, and a school is where people go to learn and get smarter.

How can you tell when a surfer is saying goodbye?

By his **wave**!

You might wave your hand to say goodbye, and surfers ride waves on their board.



It's hard for a leopard to hide. It seems they can always be **spotted**!



A leopard's fur has spots, and spotted is also another word for being able to see something.

If you ever want to see a tissue dance, just put a little **boogie** in it.

Boogie is another word for dance, and boogie is short for booger which goes into a tissue.



# POINT OF VIEW AND PERSPECTIVE

Core Anchor Standards: W.3, W.4, W.9, RL.6

Duration: 45 MINUTES

Objective: Students will demonstrate comprehension of the story from another point of view and perspective.

Materials needed:

The Very Last Leaf by Stef Wade

Chart Paper/Markers (to create a timeline of events during the story)

Actions: Remind students of the story, The Very Last Leaf by Stef Wade. Discuss with students how this book is narrated in the third person omniscient point of view. If students are unfamiliar with this term, explain that this means the storyteller knows and reveals all the thoughts and feelings of all the characters. (We knew all of Lance's feelings in the story even though it was not written from \*his\* first person point of view. We also knew his thoughts as well as the teacher's thoughts in the story.) It's as if the readers are hearing the story from the author, rather than from a character.

Brainstorm together as a class how this story might have been different from Lance's teacher's point of view.

- first person character (me, my)
- we wouldn't know Lance's inner thoughts... to know Lance's feelings, the teacher would need to share observations of his words and actions
- we might know more of the teacher's thoughts about Lance

Discuss "perspective" (how one person sees events unfold) and how telling the story from the teacher's point of view AND perspective would be different than telling the story from Lance's perspective. Both could be told/written in first person point of view, but both characters would feel differently about events and maybe even see things differently than the other. Challenge students to write in first person from the teacher's perspective.

*Lance is my best friend. He's the bravest student in the school. He's the one who always goes first on the tree! However, I've noticed that he has been having a hard time lately. Even though all his friends have let go. Every year, there is always at least one student who seems to have a fear of falling. I'm sure once I get Lance to focus on the fun he'll have below, he'll take the leap.*

# VOCABULARY CONTEXT CLUES

Core Anchor Standards: RI.1, RI.4, L.4

Duration: 20 MINUTES

Objective: Students will determine the meaning of tier 2 and tier 3 words in the mentor text using context clues.

Materials needed:

The Very Last Leaf by Stevie Rae

Vocabulary word cards

What Do You Think? Activity

Actions: Remind students of the book you read, The Very Last Leaf. Turn to the pages where the vocabulary words in the activity are found. To complete the activity, model for students how to infer the meaning of the words by reading around the word and even looking at pictures.

Walk through each word, finding context clues in the book and allowing discussion around the proper speech that it is in. THE SENTENCE (Notice, some words could function as more than one thing and they are used equivocally and terrified) and the definition could also point out that Evergreen is capitalized because it is being used as a proper noun ("an Evergreen"). It could function as an adjective if it was used the same way deciduous was used: Fir trees are evergreen; Doug Fir is an evergreen tree.

*\*I provided word cards for you to display as part of a word wall or to use in centers for vocabulary practice if you like.*



sturdy

Evergreen

PREVIEW

© jivey

© jivey

deciduous

terrified

PREVIEW

© jivey

© jivey

deciduous

quivering

PREVIEW

© jivey

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# WHAT DO YOU THINK?



Use the text and picture clues to help you infer the meaning of these words.

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
<b>sturdy</b>	adjective	Lance felt safe in his big tree	solid and secure
<b>Evergreen</b>	noun	Doug Fir didn't fall, even in the winter	plant that doesn't shed leaves in the wintertime
<b>deciduous</b>	adjective	Lance didn't fall like all the other leaves on the tree	plant that sheds leaves in the autumn
<b>terrified</b>	adjective	Lance was afraid of where he'd land	afraid, scared, frightened
<b>assured</b>	verb	His teacher knew that he could do it and would be safe	comforted and encouraged
<b>quivering</b>	adjective	He was nervous to make the jump	trembling, shaking

# RESPONSE TO LITERATURE

Core Anchor Standards: RI.1, RI.2, W.1, W.4, W.9

Duration: 30 MINUTES

Objective: Students will respond to the mentor text.

Materials: See below

The Very Last Leaf by Stevie Nieve

Response to Literature: The Prompt

Response Prompt

Actions: Discuss with students how Lance was good at so many things, yet when it came to falling, he was afraid. His teacher encouraged him to think of why he was worried. Talking through his fears gave him a new outlook, and he even saw some positive things happening below him, giving him confidence to let go. Despite feeling more confident, he still felt a bit anxious (his quivering stem). He focused, though, and made it to the pile.

Give students 5 minutes. Go over the checklist with the students for the response to literature. Discuss with them and provide some key parts that they are now writing. Pass out the response prompt, or share on the board for them to write in their notebook or separate paper.



# RESPONSE TO LITERATURE CHECKLIST

- ☐ summarize the text(s)
  - ☐ include title and author
  - ☐ only give important details
- ☐ restate the prompt/question, and answer
- ☐ make connections to the text(s)
  - ☐ provide specific examples from the text(s)
  - ☐ give personal or real world examples
- ☐ edit for errors
  - ☐ correct capitalization
  - ☐ correct punctuation
  - ☐ check for complete varied sentences

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

If you were Lance Cottonwood's teacher, how would you assure him that he could fall to the grass below?

PREVIEW

PREVIEW

PREVIEW

If you were Lance Cottonwood's teacher, how would you assure him that he can fall to the grass below?

The book *Lance Leaf* by Steve Wade is about a leaf named Lance who is perfect at everything except falling. He is so lucky when he just falls from his tree that he is terrified of where he might end up. His teacher helps him think about why he's worried and face his fear.

If I were Lance's teacher, I would try to assure him that he will be okay. I would tell him that sometimes doing something you've never done before can be really scary, but then I would remind him that it's what he was born to do. "Look at all of your friends who are jumping, flying, and playing with those who are like you. Tonight try to try to fall to the grass. It will be exciting to fall to the grass below. It's important to go through your worries when you are afraid, so I would also make sure that he could tell me why he was terrified, the same way his teacher did in the book.

When I was learning to ride my bike without training wheels, I was afraid that I would lose control and get seriously hurt. My mom reminded me of all the practice we had done with the training wheels and said, "You can do it." I don't even wobble anymore. I am someone who loves to have confidence in me helped me feel like I could do it so I would not be like Lance. I knew that I could and did convince him, too.



# Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes ideas that are clearly and thoughtfully developed, often showing insight and reflection in a way that draws the reader into the text.</p> <p>Includes consistent supporting details.</p> <p>Appropriately cites the text throughout response.</p>	<p>Summarizes the text and answers the prompt.</p> <p>Includes some supporting details.</p> <p>Cites the text in the response.</p>	<p>Does not summarize the text.</p> <p>Answers the prompt with limited detail.</p> <p>Provides little to no supporting details.</p> <p>Lacks reference to the text throughout writing.</p>
Organization	<p>Effective introduction and conclusion.</p> <p>Paragraphs are effective and well connected with supporting details.</p>	<p>Introduction and conclusion refer to the text.</p> <p>Each paragraph is mostly organized with connected supporting details.</p>	<p>Does not include an introduction and/or a conclusion.</p> <p>Lacks organization of connected supporting details.</p>
Style	<p>Varied linking words and phrases used.</p> <p>Varied evidence-based terms when citing.</p> <p>Appropriate language is used to clarify ideas.</p>	<p>Linking words and phrases used.</p> <p>Evidence-based terms when citing.</p> <p>Language mostly expresses ideas clearly.</p>	<p>Lacks linking words and phrases.</p> <p>Lacks evidence-based terms.</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task.</p>
Grammar and Conventions	<p>Writing is free of errors in grammar and punctuation.</p> <p>Sentence types are varied.</p>	<p>Has a few errors in grammar and punctuation.</p> <p>Some variation in sentence types.</p>	<p>Has writing that is full of errors in grammar and punctuation.</p> <p>Only simple sentences used, or includes many fragments.</p>

# OUTLINE AN ARTICLE

Core Anchor Standards: RI.2, W.5, W.8

Duration: 45 MINUTES

Objectives: Students will read about a topic, create subtopics, and write out facts that fit under each subtopic.

Materials needed:

Changing Leaves article

Outline Template

Actions: Read the article together and then allow students to work to identify the main topics of the three paragraphs as "subtopics." (This could be done in groups, or completed together as a class.)

Allow students time to take notes of each paragraph's important facts that fit under each subtopic. This could be done with a partner or independently. (I used the names of the "characters" in the book as the subtopics for my story.)

This outline will complete the main writing piece this week so students can put it in a safe place in order to use it the next day.

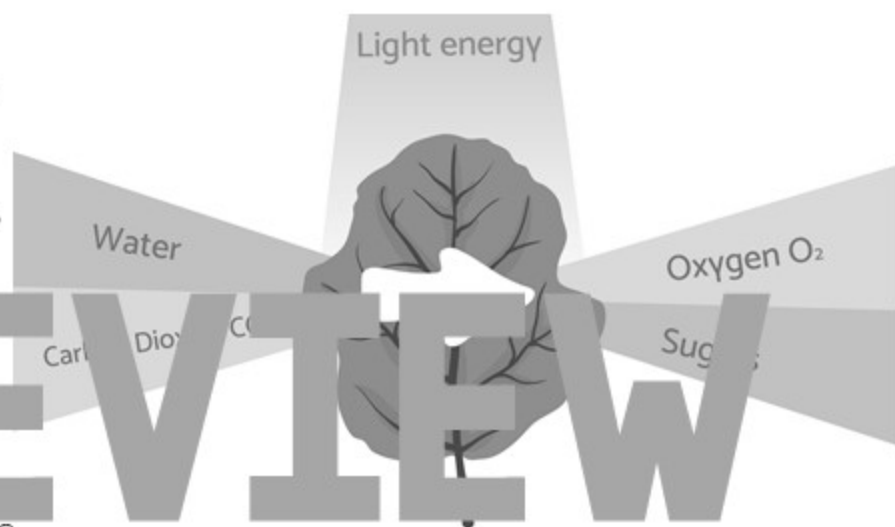
## Changing Leaves

Although the reds, oranges, and yellows of leaves in autumn are beautiful to admire, they don't change color for our enjoyment. In the spring and summer, leaves of deciduous trees are green because of a chemical called chlorophyll (new word). This chemical works the energy from sunlight to help the process of photosynthesis. During this process, the leaves transform water taken in through the tree's roots, and carbon dioxide from the air, into sugars and oxygen. The sugars "feed" the tree to grow taller, and produce more leaves, flowers, and fruit.

As long as there is enough heat and light from the sun, the process of photosynthesis will continue, and the leaves will stay green. In the fall, when the days grow shorter and the temperature becomes cooler, the leaves don't have

enough energy to continue making food for the tree. The chlorophyll breaks down and other pigments, or colored chemical substances, become visible. This pigment change is what gives leaves their yellow, orange, red, or brown appearance.

The color isn't the only thing that changes about a leaf in autumn. In the spring and summer, the stem of a leaf acts like a tube that receives water and sends all the food it makes back into the branch of the tree. But when the leaf is no longer making food for the tree, the tree drops a special layer of cells under the stem which separates the leaf from the branch. This causes the leaf to fall to the ground.



TOPIC:

# Deciduous Leaves

SUBTOPIC  
PHOTOSYNTHESISSUBTOPIC  
PIGMENT  
CHANGINGSUBTOPIC  
MOVING

chlorophyll makes  
leaves green

heat and light =  
leaves stay green

stems are like tubes  
that send and  
receive water and  
food between the

chlorophyll absorbs  
sun's energy to  
photosynthesis

shorter days and  
cooler temps don't  
provide enough  
energy for

leaf and tree

water and carbon  
dioxide are  
transformed into  
sugars and oxygen

leaves to make food  
chlorophyll breaks  
down

the tree makes  
special cells that  
separate the leaf  
when it is no longer  
making food for the  
tree

the sugars help the  
tree to grow

other pigments  
become visible  
(yellow, orange and  
brown)

the leaves fall to  
the ground



# NEW PERSPECTIVE

Core Anchor Standards: W.3, W.4, W.9, RL.6

Duration: 25 MINUTES

Objective: Students will write from a new perspective.

Materials needed:

The Very Last Day by Stef Wade

Perspective prompts

Actions: Remind students of the term "perspective" (how a person's events unfold) and how you rewrote the scene of the story from the teacher's point of view and perspective. Talk about what you were able to include that wasn't written in the book by Stef Wade.

Tell students that today, they will be writing a paragraph from the perspective of Doug Fir. Remind students of who he is by rereading that portion of the book.

Pass out the perspective prompts, or some of the prompts for them to write in a journal or separate paper.

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

What does Doug Fir think of Lance Cottonwood?

Explain from his perspective.

PREVIEW

PREVIEW

PREVIEW

What does Doug Fir think of Lance Cottonwood?

Explain from his perspective.

Lance is in my class. I love to hear him talk about all the things he's learned in school, especially his Pigment Changing class. He's sooo lucky that he gets to change colors. I'm just plain ol' boring green all year. He really is super smart, except... I'm not so sure he understands just how cold it gets around here in the winter. He says he's going to stick around because he doesn't want to leave me. I have my own ideas of why he's not leaving. I think he's afraid to fall. I don't blame him. There's a lot of air between here and the ground. But isn't that what leaves like him are supposed to do?

# VOCABULARY ANALOGIES

Core Anchor Standards: RI.4, L.4, W.3

Duration: 20 MINUTES

Objectives: Students will apply understanding of meaning of the vocabulary words to complete analogies.

Materials needed:

Analogies Activity

Completed What You Think Activity

Actions: Review the meanings of the vocabulary words from the mentor text, The Very Last Leaf by having students act out the words or to describe scenarios in life when the word applies by asking questions like, "What does it look like when someone is terrified?" or, "Should a chair be sturdy? Why or why not?"

Pass out the Analogies Activity. If this is the first time they have done an activity like this, you might want to complete them all together. It's important to look at the "completed" half of the analogies to see how they are related before trying to fill in the blanks.



Name: **ANSWER KEY** Date: \_\_\_\_\_

## ANALOGIES



Analogies show relationships between two words. Think of how the words are related. One word is to the other as the other is to the other.

Example: cold : water :: hot : summer. Cold to water as hot is to summer.

It is cold in the winter and it is hot in the summer.

Evergreen : deciduous :: remain : answers will vary- could be fall or go away

thrilled : excited :: frightened : terrified

re : July : major  
anxious : nervous :: quitting : travelling

assured : "It's okay" :: adore : "I love you"

Create your own analogies using vocabulary words.

**answers will vary**

PREVIEW

# WRITE A NEW NARRATIVE

Core Anchor Standards: W.3, W.4, W.9, RL.6

Duration: TWO 45 MINUTE PERIODS

Objective: Students will rewrite a story from a different perspective.

Materials Needed:

Complete outline

Paper for Story

Actions: Students are going to tell the story of *The Very Last Leaf* from Lance's perspective. Students should use the outline from the article to include factual details, as well as include prepositional phrases to give more description. Remind students to also use first person pronouns consistently.... and \*bonus\* can they include a pun, too?

take a few more

Students could type this to publish their story if you have additional time in your schedule.

# ASSESS COMPREHENSION

Core Anchor Standards: RI.1, RI.2, RI.3, RI.4, L.4

Duration: 25 MINUTES

Objective: Students will demonstrate comprehension of a text and vocabulary.

Materials Needed:

Changing Leaves Article

Changing Leaves Assessment

Show What You Know Activity

Actions: Have students complete the assessment independently using the article, and the Show What You Know activity for vocabulary assessment.

PREVIEW

PREVIEW

Answer these questions about Changing Leaves.

1. Why is chlorophyll important to trees and plants?

- a. It makes leaves green.
- b. It sends nutrients into the tree.
- ☒ c. It absorbs the energy from the sun.
- d. It receives water from roots.

2. The process of photosynthesis needs \_\_\_\_\_, carbon dioxide, and oxygen.

- a. sunlight
- b. water
- c. carbon dioxide
- ☒ d. all of the above

3. What happens to a deciduous leaf when the weather gets cold?

The leaves change colors because the chlorophyll, or green pigment, begins to

break down. With less chlorophyll, the green color fades away. The leaves will fall to the ground because the tree no longer needs it since it is not creating food for it. The tree will develop a special layer of cells which will protect the stem from the branch.

4. What is a synonym for the word *visible*?

- ☒ a. noticeable
- b. small
- c. colorful
- d. hidden

5. What is the purpose of a leaf's stem?

The stem of a leaf is like a tube that receives water and also sends the food it makes back into the tree.



# SHOW WHAT YOU KNOW



1. Briefly describe a time when you felt terrified.

**One reasonable answer: the description of an event when they were scared**

2. Which word has the same meaning as quivering?

a. weak

☒ b. trembling

c. confident

3. Would a deciduous tree make a good house plant? no Why or why not?

**Leaves would be everywhere, and after autumn, it would be bare.**

4. Explain why a ladder should be turdy.

**A ladder should be sturdy to help a person safely reach heights/not fall and get hurt**

5. Circle the image that represents an Evergreen:



6. Choose the sentence that shows that someone might try to assure a friend:

a. "You probably won't be able to finish in time."

b. "Come on, hurry up!"

☒ c. "There are only few minutes left, but if you focus, you can finish."





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