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## Summer Scholars Language Arts Rising 5th Grade

### **This sample includes the following:**

#### **Management Guide pages**

- Cover and Table of Contents (3 pages)
- How to Use This Resource pages (9 pages)
- Grade Level Details pages (8 pages)

#### **Teacher's Guide pages**

- Cover (1 page)
- Days 1–2 Overview (1 page)
- Day 1 Lesson (4 pages)
- Day 2 Lesson (4 pages)

#### **Student Guided Practice Book pages**

- Cover (1 page)
- Day 1 Student Pages (14 pages)
- Day 2 Student Pages (5 pages)

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SUMMER  
**Scholars**

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Language Arts

**Management Guide**



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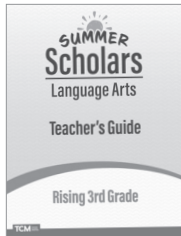
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# How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

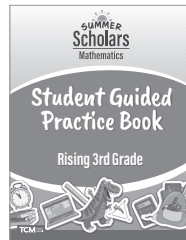
## What's Included?

### Teacher's Guide



The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

### Student Guided Practice Book



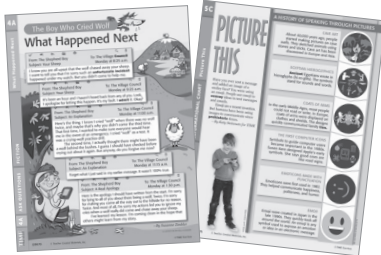
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

### Management Guide



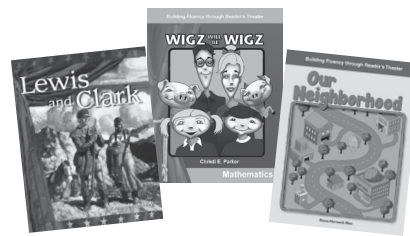
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

### 12 Reading Comprehension Text Cards



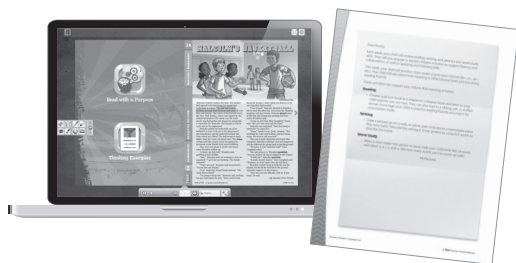
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

### Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

### Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

### Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

# How to Use This Resource *(cont.)*


## Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

### TIME FOR KIDS™ Text Cards

**3A**  
Mr. Crenshaw's Day  
REALISTIC FICTION  
USE TEXT FEATURES  
**3A**



**MR. CRENSHAW'S DAY**  
Mr. Crenshaw liked to stick to a **schedule**. Every morning, his alarm went off at 6:00 on the dot. He read the newspaper while eating two scrambled eggs. Then he went to the park with his dog, Juniper.

For lunch, he had a tuna fish sandwich. Then he rode the bus to the library. In the evening, he ate chicken potpie while watching TV. By 10:00, he was ready for bed.

Every day was the same. That was how Mr. Crenshaw wanted it to be. But on a cloudy day in April, something **interrupted** his **routine**.


Mr. Crenshaw had just sat down for dinner when he heard music playing outside. He peeked out the window. On the bench across the street was a young man playing a saxophone.

Mr. Crenshaw was about to return to his dinner. Then he changed his mind. He pulled out his old trumpet. He walked outside and **joined** the saxophone player.

For the next hour, the two men played music together. Mr. Crenshaw remembered how he used to love to play. He realized that he still loved to play.

That day was not the same as the one before it. Mr. Crenshaw decided that the next day would be different, too.

—By Suzanne Zimbler



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

**3A** **ESSENTIAL QUESTION** How do patterns help you?

**KEY WORDS**

**interrupt:** to cause something to stop happening for a time  
*Our card game was interrupted.*

**join:** to go somewhere in order to be with a person or group  
*Sam joined his friends for lunch.*

**routine:** activities always done the same way and in the same order  
*Brushing his teeth is the first step in Jeremy's morning routine.*

**schedule:** a plan of things that will be done and when they will be done  
*Greg has a busy schedule.*

**STORY MAP**  
Character

BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

**TALK ABOUT IT**

- Why do you think Mr. Crenshaw chose to have the same routine every day?
- How did Mr. Crenshaw change at the end of the story? What caused the change?
- Do you think it is good to have a daily routine? Explain.

**WORK TOGETHER**

Think about your routine.

- **Discuss** what you do each morning, afternoon, and evening.
- **Write** down the activities you do on a typical weekday. Include what time you do each thing.
- **Compare** your daily routine with your classmates' routines.

# How to Use This Resource (cont.)

## Reading Comprehension (cont.)

### Lesson Plans

**Read and Think**

1. Explain to students that they will practice the strategy of using text features to preview the text.
2. Remind students that you already identified the text as fiction. Say, "I know that fiction texts usually have characters, settings, and events. I am going to look for some of these features as I preview the text card."
3. Point to the title. Say, "I read in the title the name of a character, Mr. Crenshaw. I also read in the title that the story will be about his day. The setting can tell when something happens. I read in the title that this story will take place in a day. See in the illustration that the place or setting where the man is seems to change?"
4. Point to the bold words in the text and ask, "I notice some words in bold font in the text. I see that the words schedule, interrupted, and routine all relate to a person's day?"
5. Read the first three paragraphs aloud. Discuss with students how the illustrations and bolded words give hints to how the character may change in the story.
6. Ask students that as they continue to read the text, they will try to identify other parts of a fictional text that they have read. Tell students they will need to identify what happens in the middle and end of the story.
7. Guide the students to read the rest of the text. After each section, prompt students to preview the next section and use the question below as prompts with their partners.
  - What do you think will happen next?

**Support for Language Learners:** Review the terms morning and evening that are used in the text. Provide examples of events that occur during each time of day.

**Technology:** A digital copy of the text card, "Mr. Crenshaw's Day" can be accessed in the digital resources and displayed for the group.

Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

## Student Guided Practice Book

**Words to Know**

Word	Definition	Notes
interrupt (verb)	to cause something to stop happening for a time	
join (verb)	to go somewhere in order to be with a person or group	
routine (noun)	activities always done the same way and in the same order	
schedule (noun)	a plan of things that will be done and when they will be done	

**How Words Work**

When *ou* is used at the beginning or middle of a word, it is usually pronounced /ou/ as in *out*.

At the Beginning of a Word	In the Middle of a Word
ou <u>t</u>	h <u>ou</u> se

**Directions:** Practice writing the words your teacher reads. Use the *ou* spelling pattern.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Challenge:** Write more words that follow the *ou* spelling pattern.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Rule Breaker!** Some words spelled with *ou* have the short *u* sound as in the word *young* or *touch*.

There are many ways for students to access the activities in the *Student Guided Practice Book*:

- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices





# How to Use This Resource *(cont.)*

## Phonics and Word Study *(cont.)*

**Day 5**  
Phonics and Word Study

**Short u Rimes**  
Phonics Focus  
This lesson focus is one-syllable CVC patterns with short u rimes.

**Revisit the Focus**











1. Write short u and short o on two separate papers. Ask for two students to hold the papers in two different places in the room. Assign each remaining student a short u or short o word and ask them to find their partner.
2. Remind students to have the same rime in their learning word in words. Ease the say this.

**Guided Practice**

1. Work as a whole group to model how to write words using two fingers. For example, turn your back to students and carefully spell out u-n above your head so students can see each letter being "written" in the air with your fingers.
2. Place students in pairs, and have them write words for the rest of the words in this unit.

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







**Read, Write, Match**  
Directions: Read each word. Write each word. Circle the picture that matches each word.

1. cup  
2. nut  
3. tub  
4. bun  
5. rug  

On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

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

**Picture Match**  
Directions: Draw a line from each picture to the matching word. Stretch out each sound as you draw.

cup  
sun  
bus  
bug  
gum

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

**Day 6**  
Phonics and Word Study

**Short u Rimes**  
Phonics Focus  
This lesson focus is one-syllable CVC patterns with short u rimes.

**Revisit the Focus**

1. Review together the answers for pages 32–33 in the *Student Guided Practice Book*, asking students to share their reasoning behind choosing the words they did for each answer.

**Independent Practice**









1. Ask students to individually complete page 38 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

**Quick Check**






1. Ask students to spell these two words: *fun* and *mad*. Say each word slowly, repeating as often as needed. Then, ask students to write the word that matches the first sound.

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

**Change a Letter**  
Directions: Look at each picture. Say the word. Cross out the letter that changes. Then, write the word for the second picture.

1.    
b a g
2.    
c u f
3.    
t u g
4.    
b u

**Tapping Sounds**  
Directions: Say each word slowly. Stretch out all the sounds. Write a letter for each missing sound.

1.    
[ ] [ ]
2.   
[ ] [ ]
3.   
[ ] [ ]
4.   
[ ] [ ]

Directions: Write two words.

\_\_\_\_\_

\_\_\_\_\_

Summative and formative assessment opportunities are provided in every lesson.

# How to Use This Resource *(cont.)*

## Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17  
Fluency and Oral Language


### Camping Constitution

**Introducing the Script**

- Present the following scenario: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
- Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called "Camping Constitution" about a group of kids who realize they need to create a set of rules while they are camping.
- Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
- Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script and explain that a glossary is like a mini-dictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
- Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

**Collaborative Activity**

- Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
- Ask a few partner groups to share their stories and talk about the details they included.



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On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

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

### CAMPING CONSTITUTION Act I

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't wait!

George: I want to cook hot dogs over a campfire.

Sam: I want to look for buried treasure.

Thomas: Hot dogs! We need to add that to our list.

George: I'm going to bring some games. What are you going to bring?

Madison: I'm bringing my swimsuit, because I can't wait to go swimming!

Thomas: Swimming? Are we camping by a river so that we could go swimming?

Mrs. Freedom: Are you kids still arguing about the details of the trip? It sounds like our Founding Fathers in 1787. They had something to work hard on the details of a decision.

Madison: Are you talking about the American Constitution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules that we all agree to follow.

Mrs. Freedom: Sure, it's that—and so is the supreme law of the land.

Sam: It's the supreme law of the land.

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

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—in't it about time we went to the store?


Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!



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Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

# How to Use This Resource *(cont.)*

## Reader's Theater *(cont.)*

**Day 19**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Practicing the Script**

1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

1. The script contains a poem entitled "Compressing." Have students refer to page 104 from the Student Guided Practice Book. Play the audio of "Compressing" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with the class the various visual expressions in the poem.

**Day 18**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Assigning Roles**

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads less than that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
  - George: second half of 2nd grade
  - Thomas: second half of 2nd grade
  - Madison: first half of 3rd grade
  - Sam: first half of 3rd grade
  - Narrator: second half of 3rd grade
  - Mrs. Freedom: second half of 3rd grade

**Practicing the Script**

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
  - Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
  - Madison: "I plan on swimming all day!"
  - Narrator: "But, then more problems occur!"
  - Sam: "Can we go swimming?"
  - Thomas: "We need hot dogs—and what else?"
3. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to the characters and discuss if they can tell how their classmates feel based on the way their classmates read the sentences.
5. Ask for new volunteers to read the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

**Day 23**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Collaborative Activity**

1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. Gluing a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area. Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items:
  - compass
  - flashlight
  - toothpaste

**Practicing the Script**

1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expressions, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize when they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage students to practice while reading.

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

**Act 6**

**Mrs. Freedom:** You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.

**George:** We can vote on where we'll go.

**Thomas:** who will do what chores,

**Sam:** how late we will stay up,

**Madison:** and whether or not we'll bring our own toothpaste and soap.


**Narrator:** Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.

**Act 7**

**Thomas:** I can't believe how much planning it takes to get ready for a camping trip!

**Mrs. Freedom:** Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.

**Thomas:** Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.



# How to Use This Resource *(cont.)*

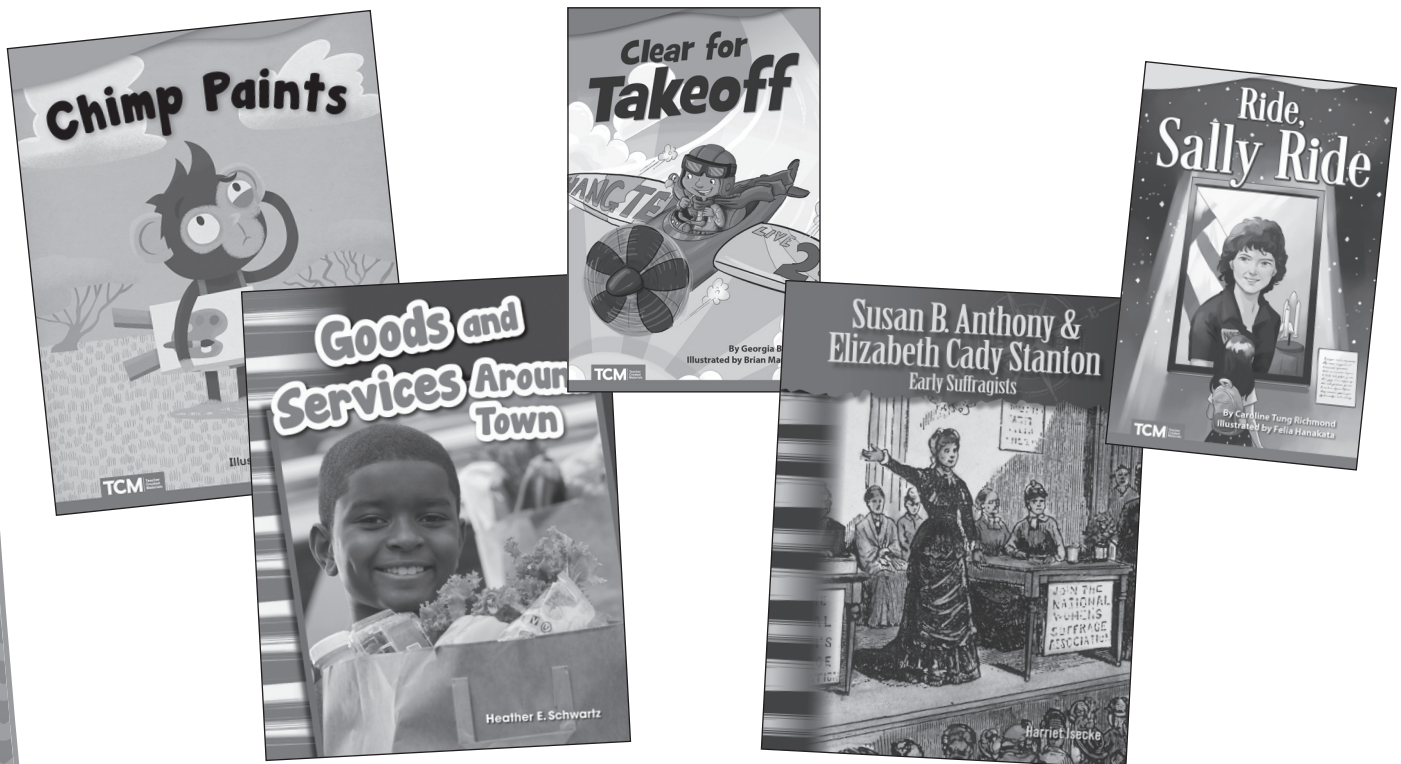
## Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

*Summer Scholars* includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

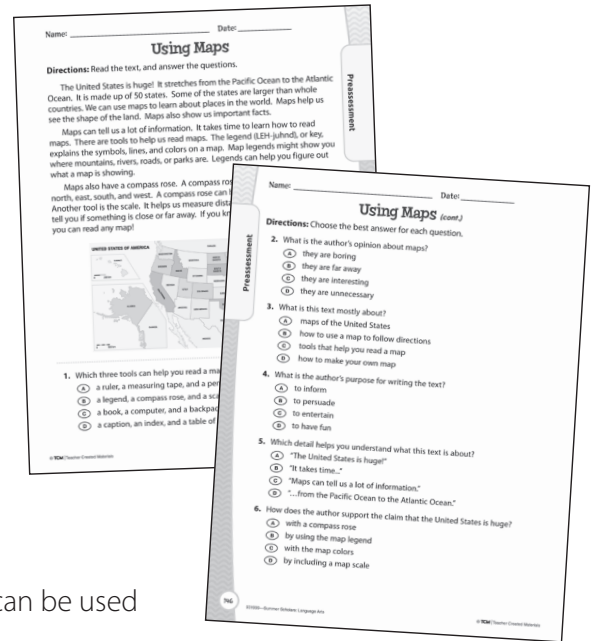


# How to Use This Resource *(cont.)*

## Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



## Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

### Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

### Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



**SUMMER**  
**Scholars**

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**Language Arts**

**Rising 5th Grade**

**Grade Level Details**

# Rising 5th Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1	Summarize	Summarize a text to increase comprehension.	Recognize and decode words with common derivational suffixes.	-e/ and -il Endings	Wigz Will Be Wigz Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.	
Day 2	"Play Ball!" (realistic fiction)	Write opinion pieces.					
Day 3	Summarize	Use text structure to help identify the central idea.	Use knowledge of grade appropriate phonics to read words.	Use combined knowledge of syllabication patterns and morphology to read unfamiliar words.	Wigz Will Be Wigz Analyze poem and practice performance	Read grade-level text orally with accuracy, automaticity, and expression.	
Day 4	"Honoring King" (informational)	Write personal narratives.					
Day 5	Use Text Features	Identify plot structure and explain events.	OU/OV and OI/OY Patterns	Use knowledge of grade appropriate phonics to read words.	Wigz Will Be Wigz Sing song and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 6	"Pretzel Speaks" (science fiction)	Write explanatory texts.					
Day 7	Use Text Features	Explain how text features contribute to meaning.	R-Controlled Vowels	Use combined knowledge of syllabication patterns and morphology to read unfamiliar words.	Wigz Will Be Wigz Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	
Day 8	"Crumbing History" (informational)	Write personal narratives.					

# Rising 5th Grade Scope and Sequence (cont.)

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 9	Ask Questions	Identify the narrator's point of view.	R-Controlled Vowels	Use knowledge of grade appropriate phonics to read words.	<i>The Inventor: Benjamin Franklin</i>	Recount or describe key ideas or details from information presented orally or through other media.	
Day 10	"The Talent Show" (poetry)	Write personal narratives.		Know spelling sound correspondences.	Introduction and Assign Parts		
Day 11	Ask Questions	Explain an author's claim(s) and supporting reasons.	Double R Pattern	Use knowledge of grade appropriate phonics to read words.	<i>The Inventor: Benjamin Franklin</i>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 12	"Surviving in Space" (informational)	Write friendly letters.			Sing song and practice performance		
Day 13	Make Inferences	Explain how details support the main idea.		Recognize and decode words with common derivational suffixes.	<i>The Inventor: Benjamin Franklin</i>	Read grade-level text orally with accuracy, automaticity, and expression.	
Day 14	"She's an App Maker" (narrative nonfiction)	Write informative texts.	-ure Endings		Analyze poem and practice performance		
Day 15	Make Inferences	Describe the theme of a literary text.		Use knowledge of grade appropriate phonics to read words.	<i>The Inventor: Benjamin Franklin</i>	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	
Day 16	"The New Kid" (realistic fiction)	Write friendly letters.	Hard and Soft G Words	Know spelling sound correspondences.	Create props and perform		



# Rising 5th Grade Scope and Sequence (cont.)

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standards	Reader's Theater Title and Activity	Standard
Day 17	Use Evidence	Describe how events contribute to a story.	Hard and Soft G Words	Use knowledge of grade appropriate phonics to read words.	<i>Teaming with Mr. Cool</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 18	"Get a Clue" (realistic fiction)	Write personal narratives.				
Day 19	Use Evidence	Explain an author's purpose for writing a text.	Digraphs CH and PH	Decode words with consonant digraphs.	<i>Teaming with Mr. Cool</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, automaticity, and expression.
Day 20	"Powerful Pitches" (informational)	Write friendly letters.				
Day 21	Synthesize Elements	Evaluate an author's perspective toward a topic.	Silent Letters	Use knowledge of grade appropriate phonics to read words.	<i>Teaming with Mr. Cool</i> Sing song and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 22	"Should Kids Get Homework Over School Breaks?" (informational)	Write opinion pieces.				
Day 23	Synthesize Elements	Explain how conflict contributes to a story.	Use knowledge of grade appropriate phonics to read words.	Use knowledge of grade appropriate phonics to read words.	<i>Teaming with Mr. Cool</i> Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.
Day 24	"The Three Little Pigs: WHIN" (fiction)	Write personal narratives.				
Day 25	Culminating Activity "Reader's Theater"	Ask and answer questions about a text. Write explanatory narratives.	Reading and Writing	Use knowledge of grade appropriate phonics to write words.	n/a	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.

# Rising 5th Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards.

Title	Genre	Lexile® Measure	Description
Play Ball!	realistic fiction	500L	Mia is great at baseball and wants to try out for the Bluebirds team. The coach tells her that girls can't try out for his team. Mia and her brother Ben fight to get her the opportunity to try out for the team.
Honoring King	informational text	850L	Learn about Martin Luther King Jr. and how he fought for desegregation and rights and equality for all Black Americans.
Pretzel Speaks	science fiction	710L	A new device attaches to collars and allows dogs to talk like humans. Brandon is afraid that with this new device, his dog Pretzel will expose the lie he told his teacher about his dog eating his homework.
Crumbling History	informational text	700L	Learn about how parts of China's Great Wall have crumbled from human action and natural erosion. Also, learn about the ways people are trying to protect and rebuild it.
The Talent Show	poetry	N/A	A young girl is encouraged to sing at a talent show, but she has intense stage fright. She pushes herself to nail the performance and overcome her fear.
Surviving in Space	informational text	830L	Space travel is difficult for the human body to handle. Learn from scientists about how our bodies react to being in space.
She's an App Maker	narrative nonfiction	770L	Read about Anvitha Vijay, a nine-year-old girl who helps kids around the world learn by creating fun, educational apps.
The New Kid	realistic fiction	600L	Jared keeps to himself at school. But that changes when a new student, Zoe, strikes up conversation with him and opens him up to making new friends.
Get a Clue!	realistic fiction	590L	Yvette is participating in a treasure-hunt with her friends and is on the last clue. She doesn't want to lose the competition, so to give herself more time to figure out the last clue, she sabotages her friend. But things don't work out in her favor as she had hoped.
Powerful Pitches	informational text	840L	Learn about baseball pitchers and the tools and training they use to throw fastballs at over 100 miles per hour.
Debate: Should Kids Get Homework over School Breaks?	informational text	780L	Two students present their opposing positions on whether or not kids should be assigned homework over breaks.
The Three Little Pigs: What Happened Next	fiction	560L	The three little pigs find a letter on their doorstep from the Big Bad Wolf a year after moving into their brick house. In the letter, the wolf apologizes and asks the pigs to give him a second chance. The three pigs disagree on what their next step should be.

# Rising 5th Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>Wigz Will Be Wigz</i>	Pepperoni Pineapple Penelope Peter Mrs. Wigz Mr. Wigz	This reader's theater takes place in the home of the Wigz family and at the Hog Wild Carnival.	Two pet pigs recount their family trip to the Hog Wild Carnival. The family needs \$20 to pay for the trip, so they work together to think of different places they had left money around the house. At the fair, the family uses math to keep track of how much money they have after buying snacks or paying for rides and games.
<i>The Inventor: Benjamin Franklin</i>	Narrator 1 Narrator 2 Deborah Mr. Franklin Townsperson Benjamin	This reader's theater takes place during the 1700s in America and London.	Learn about the history and life of Benjamin Franklin, beginning from his childhood in Boston to his days of convincing the French to assist the colonists in fighting in the American Revolution.
<i>Teaming with Mr. Cool!</i>	Narrator 1 Narrator 2 Narrator 3 Cool Coyote Farmer Joe Farmer Jack	This reader's theater takes place on the farms of Farmer Joe and Farmer Jack.	Mr. Cool Coyote is the smartest, sneakiest, and fastest coyote in the West. But his pride from having all these traits is his biggest problem. Mr. Cool Coyote runs into trouble when he steals too many chickens from Farmer Joe and Farmer Jack.

# Rising 5th Grade Classroom Library

This chart includes important information about the books included in the classroom library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Big Foot Takes a Vacation</i>	630L	O	Frank is tired of being called Big Foot! He's tired of everyone trying to sneak a photo of him. He needs a break. A vacation is just the thing. Frank packs his bag and goes on an adventure.
<i>Coyote: A Trickster Tale</i>	590L	N	Coyote wishes he could fly like the crows, soar like the eagles, and glide like the hawks. But his wish gets him into real trouble!
<i>Crossing a Continent</i>	680L	V	Americans wanted to connect both sides of their country, which was growing. Traveling from the East to the West was long and dangerous. There had to be a safer and faster way. The Transcontinental Railroad was built and helped shape California and its people.
<i>Lyndon B. Johnson: A Texan in the White House</i>	680L	V	Lyndon B. Johnson was born in Texas in the early 1900s. When he grew up, he became a teacher in a poor area. He entered politics to work for citizens, like his students, who needed help. Johnson represented Texas in the United States Congress for 24 years before becoming vice president of the United States. When President John F. Kennedy was killed in 1963, Johnson became president. While in office, he worked to help poor Americans. Johnson also led the nation into a controversial war.
<i>Martin Luther King Jr.</i>	680L	V	Martin Luther King Jr. grew up knowing that there needed to be a change in the way that African Americans were treated, and he held a dream from the time he was a young boy that he would help make that change happen. Unlike most of the activists in the civil rights movement, Martin Luther King Jr. was committed to nonviolence. He became a minister and used every opportunity to preach against discrimination. He led many peaceful marches against segregation, but did not tolerate the violent riots that often erupted. He died an early death when a white man shot him. His death resulted in a far-reaching awareness of the need for civil reform and laws against segregation.
<i>Ms. Wilde and Oscar</i>	560L	K	Ms. Wilde was the most interesting teacher in the whole wide world. She told funny stories, sad stories, stories about faraway places and stories about wonderful characters. And she acted them out, too!
<i>Ski Season Surprise</i>	630L	N	Kaitlyn and her twin, Tyler, are so excited for the family ski trip! But when they get to the resort, the snow hasn't fallen yet.

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

## Rising 5th Grade Classroom Library *(cont.)*

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Sliding Home</i>	620L	P	Esteban has always wanted to see a baseball game in Havana. When he finally does, he's inspired to form his own team in his small neighborhood.
<i>Susan B. Anthony &amp; Elizabeth Cady Stanton</i>	680L	U	Anthony and Cady Stanton dedicated their lives to fighting for women's equality. Anthony and Cady Stanton made it their lifetime goal to speak up for women's rights no matter what it took and inspired women worldwide to join the cause. Learn how the two friends led the American movement for women's suffrage, spanning the time of the abolitionist movement in the early 1800s until the ultimate passage of the Nineteenth Amendment in 1920.
<i>Understanding Economics</i>	560L	U	When was the last time you thought about something you wanted to buy? You might have to do a few extra chores to earn the money you need. This is the basis of economics. Find out how America's first economy was started. It has changed many times over the years. Everyone plays a role in the economy—even you!

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



# SUMMER **Scholars**

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## Language Arts

## Teacher's Guide

## Rising 5th Grade

# Days 1–2 Overview

## Play Ball!

### Learning Outcomes

- Identify traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Analyze the author’s craft, and describe how it is used to tell the story.

### Reading Strategy: Retell Narrative Fiction

Summarizing is used to help students identify the most important details in a text. When students can identify these details, synthesize them, and restate them in their own words, they truly comprehend the text. In this lesson, students will read “Play Ball!” and use a cause-and-effect organizer to record the events of the story.

### Summary of the Text Card

The text tells the story of a hard-working baseball player who encounters a huge obstacle. A series of events leads to a victorious ending. (Realistic Fiction)

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## –el and –il Endings

### Learning Outcome

- Know and apply grade-level phonics and word analysis skills in distinguishing open and closed syllables.

### Phonics Focus

Students will focus on two-syllable words that include the –el and –il endings, which are usually found in nouns and verbs. Students will complete sentences using these words, find synonyms and antonyms, and study how the meanings of words change with different inflectional endings.

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## Wigz Will Be Wigz

### Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on tone and expression.

### Fluency Focus

Students will listen to the script, discuss the themes, and think about how money affects their lives. To reflect on the script, they will draw pictures of characters from the story. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading with expression.

### Summary of the Script

This script is based on a story about counting money. The Wigz family wants to go to the carnival, but they do not have enough money to pay for food, rides, and souvenirs. They search their house and count the money they find until they have enough to enjoy a day at the fair.

### Materials

- *Student Guided Practice Book* pages 4–22
- drawing paper
- sticky notes
- crayons or markers

### Big Idea

Rights

### Essential Question

How do people fight for the rights of others?

# Play Ball!

## Look Before You Leap

- Before the lesson, write the following questions where students can see them. Read the questions with students, but do not discuss the answers.
  - Who can you identify as the main character of the story?
  - What do you know about her?
  - Is there a sport you like to play or a hobby you have?
- Conduct the Give One, Get One protocol. For this protocol, have students stand up and move around the room. Students will stop and talk to three or four different people. For each student they stop and talk to, they should “give” answers or information and they should “get” different answers or information from the other student.
- Have students review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that the text is a fictional narrative that takes readers through a sequence of events. It falls within the genre of realistic fiction, meaning it contains elements that could actually happen. Give students time to locate different events in the story.

**Support for Language Learners:** Draw a cause-and-effect organizer where students can see. Provide some sample causes, and have students tell you some possible effects. (For example, Mia practicing every day is a cause, and the effect is that she is a very good player.) Point to the boxes on the organizer as you discuss the causes and effects.

## Read and Think

- Tell students they will practice the strategy of retelling a narrative. Explain that as they read, they should pay attention to the major events of the story. One way to do this is by reflecting on the text after reading each section. Pausing to identify the most important events helps students comprehend the main idea of the text.
- Read the first two paragraphs aloud, and then use the following think aloud to model the strategy. Say, “It sounds like the most important event in this section is that Mia is training for tryouts.”
- Continue reading the next paragraph aloud. Then say, “I can tell that she is hardworking. That is something to keep in mind as I read more about Mia.”
- As students read the remaining text, have them work with partners to record important details on sticky notes. Then, have each pair spread out all their sticky notes on a sheet of paper. Their goal is to try to cover their paper in a single layer of responses.
- After students finish reading, set a timer for two minutes. Ask students to sort through their responses, looking for the details they would include in a summary. When time is up, give partners 30 seconds to decide which responses they would like to share with the group.

**Technology:** A digital copy of the text card, “Play Ball!,” can be accessed in the digital resources and displayed for the group.



# Play Ball!

Place students into two groups. Work with one group on the Read with a Pencil activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

## Read with a Pencil

1. Guide students as they annotate the text from page 5 in the *Student Guided Practice Book*.
2. Use the following prompts to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with Prompt A, then move to Prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

**Note:** Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

*evidence*

*important details*

*main events*

- **Prompt A**—Circle evidence of Mia's work ethic. What does this tell you about her character traits? Jot a note.
  - **Prompt B**—Underline what Ben does or says to fight for Mia's rights. What does this show us about Ben? Jot a note.
  - **Prompt C**—Underline text that shows what Ben and Mia do after they are turned away from the tryouts. Jot a note about the effect of this action.
  - **Prompt D**—Put a box around the main events in the story. Use these events to jot a short summary of the story.
3. Once students have annotated the text, have them share their notes with the group.

## Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *A right is a freedom that a person should have. You have the right to be treated in a fair way. You have a right to have your own opinions. What right do you have that is important to you?*
2. Remind students to edit and revise their writing to make sure it includes the following:
  - a capital letter at the start of each sentence
  - punctuation at the end of each sentence
  - explanation of what a right is
  - description of a right that is important and the reason(s) why

**Technology:** If students are ready to work independently, they can access a digital copy of the text card, "Play Ball!" In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

# -el and -il Endings

## Phonics Focus

This unit's focus is two-syllable words with *-el* and *-il* endings. Students will also distinguish between open and closed syllables.

## Introduce the Focus

1. This lesson focuses on two phonics concepts. First, students will work with words that have two syllables. Write the words *simple* and *prequel* where students can see them. Have students read the words aloud. Explain that these words have the /əl/ sound in their second syllable. Ask students to list as many two-syllable words ending with the /əl/ sound as they can. Write them under the first two words as students call them out.
2. At the end of the brainstorm, return to the first two words. Draw two lines to separate the words by their syllables (*sim|ple*; *pre|quel*). Explain that closed syllables, such as the first syllable in *simple*, have a short vowel followed by a consonant. Open syllables, such as the first syllable in *prequel*, end with a long vowel and no consonant.
3. Write the endings *-al*, *-el*, *-il*, and *-le* where students can see them. Explain that the / əl/ sound at the ends of words are usually written with one of these four letter combinations. Point out the endings of the words from the brainstorm. Let students know the focus for this unit is two-syllable words with *-el* and *-il* endings.

## Introduce the Words

1. Share the list of words for this lesson's phonics focus:
 

• April	• jewel	• shrivel
• channel	• label	• travel
• easel	• level	• tunnel
• fossil	• sequel	• until
• gravel	• shovel	• vessel
2. Call on students to help you separate each word into syllables. For each word, say the word, and then clap as you say each syllable. Have students repeat each word and clap out the syllables. Draw a line to separate each word by syllables: A|pril, chan|nel, ea|sel, fos|sil, grav|el, jew|el, la|bel, lev|el, se|quel, shov|el, shriv|el, trav|el, tun|nel, un|til, and ves|sel.
3. As each student helps, have them name the first syllable as open or closed. Draw a straight line under each closed syllable. Draw a squiggly line under each open syllable.

## Independent Practice

1. Ask students to individually complete page 7 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

## Helpful Hint

Except for *until*, the words on this list end with an unstressed second syllable, which means the vowel makes a schwa sound. Notice that unlike words with *-al* endings, *-el* and *-il* endings are rarely used for adjectives.

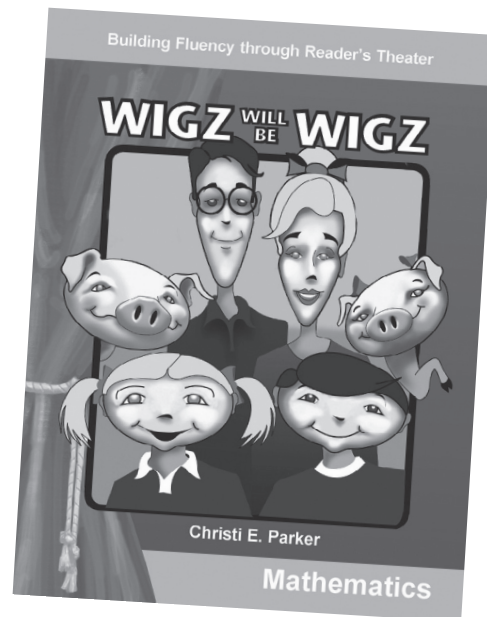
# Wigz Will Be Wigz

## Introducing the Script

1. Begin a discussion by asking, "How do we use money?" Discuss with students the various ways people use money to pay for things they need and want. Have students share with partners what they might do with \$20.
2. Tell students that they will perform a reader's theater called *Wigz Will Be Wigz*. In this story, a family looks around their home to find \$20 so they can go to a local carnival.
3. Before reading the script, introduce new vocabulary words to students. Start by using the words in the glossary of the printed script. Have students help you define the words as you read them aloud.
4. Hold up the copy of the printed script, and ask students to refer to the script from pages 8–17 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
5. Read aloud the list of characters at the beginning of the script. Ask students to pay attention to each character's tone and expression while listening to the script.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the story, ask students what they heard in each character's tone and expression. How did the way each character spoke their lines help students understand what was happening in the story?

## Collaborative Activity

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of characters from the story. Tell them to include the setting of the story in their pictures. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



# Play Ball!

## Read and Find

1. Explain that “Play Ball!” has a story text structure with a problem for the main characters, an action, and a resulting solution. This means that the characters are connected to the plot of the story, and the actions they take are important.
2. Explain that the story is divided into major events that happen at the beginning, middle, and end of the story. Remind students that they cannot explain every event that happens throughout the story, but they should focus on the main things that happen in each of these areas of the story.
3. Have students read the story with partners.
4. Tell students to pay attention to the structure of the story. As they come across a detail that describes the main problem, have them stop and discuss what is happening with partners.

## Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and/or drawings to the Notes column for one or two words. For example, students might write notes about something they asked their parents for beside *plead* or write notes about times when they were embarrassed beside *sheepishly*.

**Support for Language Learners:** Have students add transition words, such as *in the beginning*, *following*, or *finally* as they describe the problem, action, and solution in the story.

## Author’s Craft

1. Read the instructional section at the top of page 18 from the *Student Guided Practice Book*. Explain that authors use details in their writing to show what the characters’ personalities are like. They often use specific actions, thoughts, or dialogue to demonstrate qualities. For example, the author of “Play Ball!” uses the following dialogue to show that Mia is a hard worker: “Almost ready, but let’s practice a little more.”
2. Read aloud the directions from the activity page. Check for understanding as you guide students to read the first clue and write character traits for the big brother. (Possible answers include *bossy* or *irritated*.)
3. Guide students as they complete the exercises independently, with partners, or in small groups.

## Essential Question

1. Have students talk to partners about the Essential Question: *How do people fight for the rights of others?*
2. Allow time for students to share their ideas with the whole group.

# Play Ball!

Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

## Talk About It

- Engage students in the Campfire Discussion protocol. For this protocol, have students sit in a circle with a large sheet of chart paper (campfire) in the middle. Provide students with sticky notes, and have each student write their response to the following prompt: *How do people fight for the rights of others?*
- If needed, use the following questions to guide the discussion, and encourage students to record answers to them on their sticky notes:
  - Does Ben already know Coach Smith? What clues tell you about their relationship?
  - Why does Coach Smith change his mind about letting Mia try out?
  - Is it important for Mia to have Ben's support? Explain.

**Support for Language Learners:** Provide discussion response frames such as these:

- Ben does/does not know Coach Smith. I know this because \_\_\_\_\_.*
- Coach Smith changes his mind because \_\_\_\_\_.*
- It is important for Mia to have Ben's support because \_\_\_\_\_.*

- After each question has been addressed, have each student take a turn reading aloud a sticky note other than their own, providing each person in the group with an opportunity to respond. As students share, discuss how these questions help us answer the Essential Question.

## Quick Check

- Provide time for students to complete the Quick Check from page 19 in the *Student Guided Practice Book*.
- Review student responses to determine which students need more practice with the standard.

## Practice

- Have students complete the graphic organizer from page 20 in the *Student Guided Practice Book*. Make sure students focus on the problem, action, and resulting solution in the story.
- If students finish early, encourage them to revisit their writing pieces from the previous day.

# -el and -il Endings

## Phonics Focus

This unit's focus is two-syllable words with *-el* and *-il* endings. Students will also distinguish between open and closed syllables.

## Revisit the Focus

1. Write the words *bagel*, *bevel*, *hazel*, *funnel*, and *travel* where students can see them. Review how to separate words by syllables and how to determine if a syllable is open or closed.
2. Have students work with partners to separate these five words by syllables and label the open and closed syllables.

## Guided Practice

1. Model how to sky write words in the air using one or two fingers. For example, for the word *easel*, turn your back to students and carefully spell out *e-a-s-e-l* above your head so they can see each letter being "written."
2. Place students in pairs, and have them sky write the unit's words in the air.
3. As they write each word, tell them to discuss the meaning of the word with their partners. Once students finish, ask whether they want to revisit the meanings of any words as a whole group to make sure they understand them.

## Independent Practice

1. Ask students to individually complete pages 21–22 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

# Wigz Will Be Wigz

## Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
  - Mr. Wigz and Mrs. Wigz: second half of 3rd grade
  - Penelope and Peter: first half of 4th grade
  - Pepperoni and Pineapple: second half of 4th grade

## Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

## Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing because it helps the audience understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
  - Peter: "Maybe we could play some baseball or tag?"
  - Penelope: "Ahh, you're right! I'm broke!"
  - Mr. Wigz: "Why don't you look in the garage? Maybe you will find some money there!"
  - Mrs. Wigz: "Pineapple found Dad's golf shoes!"
  - Pepperoni: "They were on a roll!"
3. Have five student volunteers draw the strips from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to partners and discuss how the characters are feeling based on the way their classmates read the sentences.
5. Ask for new student volunteers to reread the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

SUMMER  
**Scholars**  
Language Arts

# Student Guided Practice Book

Rising 5th Grade





# Words to Know

Day 1

**Directions:** Look at the key words from “Play Ball!” Add words or drawings in the Notes column to show how each word is used. Use the last two rows to record challenging words you or your teacher identify.

Word	Part of Speech	Definition/ Sentence	Notes
grateful	adjective	feeling or showing thanks; <i>Brandon was <b>grateful</b> for our help.</i>	
plead	verb	to ask for something in a serious and emotional way; <i>Sasha <b>pleaded</b> with her mom to let her stay up and finish the movie.</i>	
sail	verb	to move in an easy, quick, and smooth way; <i>Chloe <b>sailed</b> through her chores and then went outside to play.</i>	
sheepishly	adverb	showing embarrassment, especially because you have done something wrong; <i>Anthony <b>sheepishly</b> admitted that he had lost his dad’s favorite hat.</i>	

# PLAY BALL!

*Thwack.* The ball hit the center of Mia's baseball mitt. She closed her fingers around it, trapping it in place, just the way her big brother, Ben, had taught her.

"Great catch!" Ben shouted. He jogged over to her. "I think you're ready for the tryouts!"

"Almost ready," Mia said. "But let's practice a little more."

The next morning, Mia woke before the sun came up. She was so excited but nervous, too. Ever since she first watched Ben play shortstop for the Bluebirds, she had dreamed of making the team.

When Mia and Ben arrived at the field, they spotted the head coach.

"This is my sister, Mia," Ben said, smiling. "She's here for tryouts."

Coach Smith looked from Ben to Mia uncomfortably. "I'm sure she's a great player, Ben. But, well, this is a sport for boys. Maybe she can try out for softball."

Mia felt her eyes fill with tears. "I've been practicing," she said, her eyes on the ground. "I'm good—I promise!"

"Give her a chance," Ben **pleaded**. But Coach Smith shook his head. "I'm sorry," he said.

"He can't do that!" Ben said as they walked home. "You love baseball, and you're good. We worked so hard!"

Mia was **grateful** to Ben. But what could they do? As if reading her thoughts, Ben said, "The Bluebirds are part of the National Junior Baseball League. Maybe the league can help."

That night, they wrote to the president of the NJBL. They told him how hard Mia had practiced and how badly she wanted to play.

A week later, Coach Smith called. "We sure would like to have you come try out for the Bluebirds," he told Mia, a little **sheepishly**.

Mia **sailed** through her tryout. Ben went to her first game. He cheered as Mia made catch after catch—*thwack, thwack, thwack*.

—By Heather Price-Wright



ILLUSTRATION BY MATT COLLINGS



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

# Sentence Completions

**Directions:** Use a word from the Word Bank to complete each sentence.

## Word Bank

April	channel	easel	fossil	gravel	jewel
label	sequel	shovel	shrivel	travel	vessel

1. I broke the \_\_\_\_\_ when I was clearing snow off the driveway and sidewalk.
2. My brother's birthday is in \_\_\_\_\_, so we usually have his party outdoors.
3. When you grow up, would you like to \_\_\_\_\_ around the world?
4. If you read the \_\_\_\_\_, it should tell you what kind of fabric the shirt is made of.
5. The artist set up her \_\_\_\_\_ in front of the window so she could paint the snowy view.
6. My fingers and toes always \_\_\_\_\_ up when I soak in the tub too long.
7. I love all of Rick Riordan's books. I can't wait for him to write the next \_\_\_\_\_.
8. The captain wondered if his \_\_\_\_\_ was sturdy enough to cross the ocean.
9. Builders discovered a rare \_\_\_\_\_ while they were digging near the roadside.
10. I've already watched this episode, so let's change the \_\_\_\_\_ and see what else is on.

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

# Wigz Will Be Wigz

## Act 1

- Pepperoni:** Under the big blue sky, near a tall oak tree, sits the green house of the Wigz family. My name is Pepperoni. I live with the Wigz family along with my sister Pineapple.
- Pineapple:** Hi, I'm Pineapple. Let me tell you a little about the Wigz family. First, there's Mr. Wigz. He doesn't say a whole lot, but he is very likable. Then, there is Mrs. Wigz. She is a very kind and helpful lady.
- Pepperoni:** But, my favorite Wigz family members are Penelope and Peter. They are the Wigz kids.
- Pineapple:** Pepperoni and I are the Wigz's pet pigs. We have a lot of fun with the Wigz family.
- Pepperoni:** Just last weekend, they took us to the Hog Wild Carnival. It was a trip we had not expected to take.
- Pineapple:** In fact, that day started just like most other Saturdays. The Wigz family was watching TV. And the children were bored . . . again!
- Penelope:** "Boy, am I bored! I've played card games. I've done my homework. I even took Pineapple and Pepperoni for a walk. What else is there to do?"
- Peter:** "Maybe we could play some baseball or tag?"
- Penelope:** "Umm—that doesn't sound very exciting. Do you have any other ideas?"
- Mrs. Wigz:** "Hey, kids! How would you like to go to the Hog Wild Carnival? It's in town this weekend!"
- Peter:** "Can we take Pineapple and Pepperoni with us? I heard you can enter them into a contest for pigs!"
- Mrs. Wigz:** "Sure we can. But first, we need money for the rides, food, and souvenirs. It will cost at least \$20.00 for the four of us."

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

**Penelope:** “I have some money in my piggy bank!”

**Peter:** “Didn’t you spend that money last week?”

**Penelope:** “Ahh, you’re right! I’m broke!”

**Peter:** “I spent all of my money, too! I couldn’t resist those Sammy Sausage and Alex Hogniguez baseball cards.”

**Mr. Wigz:** “Why don’t we search around the house? Maybe we will find some loose change here or there.”

### **Poem: Hunting for Money**

Low to high, high to low,  
Where did all the money go?  
Inside out, outside in,  
Where has all the money been?  
Right to left, left to right,  
Is there money in your sight?  
Out and in, in and out,  
Find the money roundabout.  
Under, down, and all around,  
Money is all over town.  
Oh, me! Oh, my! Oh, gee! Oh, wow!  
Let’s go find the money now!

## **Act 2**

**Pineapple:** You should have seen the Wigz family search their house for money. They looked high and low, here and there.

**Penelope:** “Hey, Peter! Do you remember the time we played pirates? We buried our stolen treasure in the backyard. Did we ever find that money we . . . ?”

**Pepperoni:** Penelope didn’t even get a chance to finish her sentence. Peter was running out the back door with Mr. Wigz’s shovel.

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

**Peter:** “Now, where did we hide that treasure?”

**Penelope:** “Over here, Peter! I think we buried the money under this big pine tree.”

**Pineapple:** Peter dug and dug, hoping to find the money. Four worms, two dog bones, and six apple seeds later, Peter found two dollar bills.

**Peter:** “Digging wasn’t easy, but now we have \$2.00 for the carnival! Where else could we search?”

**Mr. Wigz:** “Peter! Penelope! Why don’t you look in the garage? Maybe you will find some money there!”

**Pineapple:** Mr. and Mrs. Wigz joined them in their search of the garage. I helped a little, too. In fact, I’m the one who spotted Mr. Wigz’s golf shoes.

**Mrs. Wigz:** “Pineapple found Dad’s golf shoes! Don’t you keep a lucky five-dollar bill in those shoes, dear?”

**Mr. Wigz:** “I sure do! I earned that money when I shot a hole-in-one at a golf tournament. You should have seen when I hit that . . . .”

**Peter:** “Phew! Dad, your golf shoes don’t smell too good! I better find some money buried in these things.”

**Pineapple:** Four pieces of lint and two not-so-lucky pennies later, Peter pulled out the five-dollar bill. We all smiled in delight.

**Penelope:** “He found the \$5.00!”

**Mr. Wigz:** “So, I had a five-dollar bill and two pennies in my shoe. Plus, Peter and Penelope found the \$2.00 outside.”

**Mrs. Wigz:** “That gives us a total of \$7.02. We only need \$12.98 more for our food and souvenirs.”

**Peter:** “Come on! We have to keep looking. Those carnival hot dogs are calling my name!”

**Mrs. Wigz:** “Okay, kids! Where else could we search?”

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

**Pepperoni:** Penelope started humming her favorite song, “A Rabbit in My Hat.” She always hums when she is thinking.

**Pineapple:** The song puts me to sleep, and it normally gets on Peter’s nerves. But this time, it gave Peter an idea.

**Peter:** “My magic kit! Penelope, I put quarters in it to practice the magic trick where you find money behind people’s ears? Maybe the quarters are still there!”

**Pineapple:** Peter and Penelope dashed into Peter’s bedroom. Piled under his heap of dirty clothes and toy trucks they found his magic kit. Geez, and they say pigs are messy!

**Peter:** “Hurry, Penelope! Open the box. Is there any money in it?”

**Pepperoni:** Under a magic hat, a wand, and a deck of cards, Penelope found some money.

**Penelope:** “One, two, three, four, five . . . Gosh, Peter, how much practice did you need for this magic trick? You have a ton of quarters in here!”

**Pineapple:** I counted along with Penelope. We discovered that there were 10 quarters in the kit.

**Penelope:** “With 10 quarters, we now have \$2.50 more to add to our fund. That gives us \$9.52 to spend at the carnival.”

**Peter:** “Awesome! But, we still need at least \$10.48 more before we have enough. And, we have no time to spare. Let’s keep searching!”

**Pepperoni:** They were on a roll! Penelope and Peter went back into the living room where Mr. Wigz was sitting on the couch.

**Mr. Wigz:** “Phew! Going from room-to-room in search of money is hard work!”

**Pineapple:** In the living room, Peter and Penelope paused to think of other places to search. Peter began to play with his loose tooth while he thought.

**Penelope:** “Loose tooth! Wait! Peter, didn’t the tooth fairy bring you money for the two teeth you lost last week?”



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

- Peter:** “That’s right, I bet she did! But, I was excited about my baseball game that day. I forgot to look under my pillow. Maybe the money is still there!”
- Pepperoni:** We all raced back to Peter’s room. Penelope threw Peter’s pillow off his bed.
- Pineapple:** Then, she found five baseball cards, three rocks, two toy cars, four dollar bills, and six dimes.
- Mrs. Wigz:** “How do you sleep with all this stuff under your pillow, Peter? No wonder you forgot to check for your money!”
- Mr. Wigz:** “How much money did the tooth fairy leave him, Penelope?”
- Peter:** “Hand it to me! I’ll count it. We have \$4.60 here. Wow! That gives us a total of \$14.12.”
- Penelope:** “Now we only need \$5.88 to go to the Hog Wild Carnival. We’re getting so close!”
- Pepperoni:** They were all getting tired. But, then Mr. Wigz came running into the room waving his arms. He looked as if he had won the lottery!
- Mr. Wigz:** “Two dollars and fifty-three cents! I found \$2.53 in the car! How much more do we need?”
- Penelope:** “Let me think. We only need \$3.35!”
- Mrs. Wigz:** “I checked in the attic and in all the closets. I didn’t see any money there.”
- Mr. Wigz:** “That’s too bad. I thought for sure there would be some money in the attic.”
- Mrs. Wigz:** “I’ll go see what I can find in the kitchen.”
- Peter:** “Everyone, look what I found in my jean’s pocket! It must be leftover lunch money.”
- Mr. Wigz:** “Gosh, Peter! You have at least \$2.00 here in change.”
- Penelope:** “You have five dimes, six quarters, four nickels, and eight pennies. That’s \$2.28.”

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

**Peter:** “Now we have a grand total of \$18.93. I can’t believe we found this much money around the house!”

**Penelope:** “We only need \$1.07 more to reach our goal. Snow cones—here I come!”

**Mrs. Wigz:** “Kids, come quickly!”

**Pineapple:** We all rushed to the kitchen. By Mrs. Wigz’s voice, we knew she had found something.

**Mrs. Wigz:** “I saw something under the refrigerator. So, I pulled it out. I found one spoon, two bus tickets, and a chew toy. But, look what else I found!”

**Mr. Wigz:** “All right! You have three quarters and two dimes here. We are 95¢ closer to our total!”

**Pineapple:** I hadn’t seen Pepperoni for a few minutes. But, I had an idea where my brother might be. I snorted for Penelope and Peter to follow me. And sure enough, there was Pepperoni, lying in a pile of dirty clothes.

**Penelope:** “Oh, Pepperoni! What in the world are you doing in here? I can’t believe you like those old muddy shirts. They don’t smell very good, you know.”

**Peter:** “Well, well, well! I’m so glad we came into this room. Look what is under the clothes dryer—four quarters, six dimes, and a nickel!”

**Penelope:** “Now, with Mom’s 95¢ and Pepperoni’s \$1.65, we have a total of \$21.53!”

**Mr. Wigz:** “Great! I’ll use the extra \$1.53 to buy a cup of coffee tomorrow morning. Thank you very much.”

**All:** “All right! Now we can go to the carnival!”

**Pineapple:** The Wigz family, Pepperoni, and I all loaded into the car. The kids couldn’t stop talking about all of the food and souvenirs they would buy at the carnival.

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

## Act 3

### Song: Hog Wild Carnival Time

Hey, little piggies now don't be late.  
Meet us down by the carnival gate.  
Grab your nickel, grab your dime,  
It's Hog Wild Carnival time.

**Chorus** Grab your nickel . . . *grab your nickel.*  
Grab your dime . . . *grab your dime.*  
Let's have fun . . . *let's have fun.*  
It's carnival time . . . *carnival time.*  
Stomp your feet . . . *stomp your feet.*  
Clap in time . . . *clap in time.*  
Let's go wild . . . heehaw!  
It's carnival time.

Hey, little piggies now don't be late.  
Meet us down by the carnival gate.  
Grab your nickel, grab your dime,  
It's Hog Wild Carnival time.

Repeat Chorus

**Pepperoni:** We were thrilled to finally reach the Hog Wild Carnival. But, no one could decide what to do first.

**Penelope:** "I'm ready to ride the Pig-a-Whirl. I love the way it spins me around! Then, I want to buy a snow cone."

**Peter:** "First, can we buy a hot dog? All that hunting for money has made me hungry!"

**Mrs. Wigz:** "Why don't we take Peter to the hot dog stand first? After that, we'll go to the rides. Then, we can all have snow cones before we leave."

**Penelope:** "I'll race you to the hot dog stand!"

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

**Peter:** “Mmmm! These hot dogs smell so good! Let’s see, one hot dog costs \$1.00. I think I want a soda to go with it. A soda is also \$1.00. So, my lunch will cost \$2.00.”

**Mrs. Wigz:** “I think I’ll have a hot dog and soda, too. What about you, Penelope?”

**Penelope:** “Sure, I guess I’ll eat some lunch, as long as I can have a snow cone for dessert!”

**Mr. Wigz:** “I’ll take a hot dog and soda, too. That will be four hot dogs and four sodas. So, it will cost \$8.00. That leaves us with \$12.00 to spend on snow cones, rides, and souvenirs.”

**Pepperoni:** The Wigz pigged out on their hot dogs. Then, they quenched their thirst with the sodas. They even shared a few bites of hot dog with Pineapple and me.

**Pineapple:** Next, we were off to the rides.

**Penelope:** “This is so much fun! I love this ride!”

**Peter:** “Ahhh! I think I am going to be sick! I shouldn’t have eaten that hot dog!”

**Mr. Wigz:** “This ride is well worth the \$2.00 we had to pay for all of us to get on it.”

**Mrs. Wigz:** “I don’t mind the ride, but it makes me dizzy!”

**Peter:** “After this ride, I want to ride the Wild Boar. It’s the fastest roller coaster at the carnival!”

**Pepperoni:** The family rode the Pig-a-Whirl and the Wild Boar. The two rides cost the family \$4.00. So, they only had \$8.00 left for the rest of the day.

**Peter:** “I think it’s time for the cutest pig contest. But look at Pineapple! She has food all over her face!”

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

**Pineapple:** I stood there smiling. I knew that even with food on my face, I was still the best looking pig at the carnival. The Wigz kids cleaned up my face. Then, we went over to the contest.

**Pepperoni:** Pineapple had to walk around the track. She did her best to show the judges how cute she is. Then, they announced the winners . . .

**Pineapple:** Third place! I guess that's not too bad. I did still have a little ketchup on my face.

**Peter:** "Good job, Pineapple! I knew you could win a ribbon."

**Penelope:** "Let's buy snow cones to celebrate. Do we still have enough money left for snow cones and souvenirs?"

**Mrs. Wigz:** "I think we'll have enough to do it all! But let's go to the snow cone stand to find out."

**Penelope:** "I just can't decide what flavor to get. They all sound so yummy!"

**Mr. Wigz:** "I think I will have an Oinkin-Berry Cherry snow cone."

**Penelope:** "It's such a tough choice. Okay, I think I'll have the Lemon and Swine snow cone. No, the Piggly Wiggly White Grape, or maybe . . ."

**Peter:** "Just choose one! We're running out of time, and we still have to buy souvenirs!"

**Penelope:** "Okay, I'll have Piggly Wiggly White Grape!"

**Mrs. Wigz:** "Each snow cone is 75¢. But, I don't think I will have one. That way, we'll have plenty of money left for souvenirs."

**Penelope:** "So, three snow cones at 75¢ each costs us a total of \$2.25."

**Pineapple:** Four hot dogs, four sodas, two rides, three snow cones, and a third place ribbon had worn us out.

**Mr. Wigz:** "Okay, gang! It's time to go home."

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

**Penelope:** “Wait! Before we leave, can we stop by the souvenir stand?”

**Mr. Wigz:** “Oops! I forgot! How much money do we have left?”

**Penelope:** “We have \$5.75 for souvenirs.”

**Pepperoni:** We went to the souvenir stand, where we looked at all of the items. What could we get that would always remind us of our day?

**Pineapple:** Then, Peter saw an over-sized piggy bank. It was even bigger than me!

**Peter:** “Look at that giant piggy bank! Maybe we can buy that! It would remind us of our day at the carnival and our hunt for money.”

**Penelope:** “Plus, we can put our loose change in it. That way, we won’t have to go on a money hunt next time.”

**Penelope  
and Peter:** “Let’s get it!”

**Mrs. Wigz:** “The price of the piggy bank is \$5.50. If we buy it, we will still have 25¢ left to put in the piggy bank.”

**Penelope:** “What a great idea, Mom!”

**Pineapple:** The Wigz family bought the giant piggy bank. Then, we headed for home.

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

# Author's Craft

## Character Traits

Authors don't always describe a character's personality. They give clues instead. Authors describe what the characters do, say, or think. Then, the reader uses these clues to make an inference about the character.

**Directions:** Read the clues. One character is underlined. Make an inference about his or her personality. Write a trait on the line.

1. The big brother yelled impatiently at his pesky brother. \_\_\_\_\_
2. "You've got this, Mom! Just keep your eye on the ball," said Tara. \_\_\_\_\_
3. The teacher rewarded the children for their good behavior. \_\_\_\_\_
4. "I am so happy we are friends!" Nico said to Max. \_\_\_\_\_

**Directions:** Think about the characters from "Play Ball!" Pick any two characters, and complete the chart using clues from the text.

Character	Thoughts	+	Words	+	Actions	=	Trait
5.		+		+		=	
6.		+		+		=	

# Quick Check

**Directions:** Choose the best answer for each question. You may use the text to help you.

1. What is the best way to summarize a story?

- (A) Write all of the events that happen.
- (B) Look for cause-and-effect relationships.
- (C) Look for the most important details.
- (D) Identify characters' personality traits.

2. If you are *grateful*, you are \_\_\_\_\_.

- (A) appreciative
- (B) embarrassed
- (C) trying really hard
- (D) feeling misunderstood

3. The text tells us that \_\_\_\_\_.

- (A) working hard at something doesn't pay off
- (B) life isn't fair
- (C) it is good to stand up for others
- (D) baseball is the best sport

4. From the story, we learn that \_\_\_\_\_.

- (A) Mia is a hard worker
- (B) Ben doesn't want his sister to succeed
- (C) baseball is a sport for boys
- (D) girls should not play sports

5. Use details from the story to explain the steps Ben takes to help his sister succeed.

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

# Read and Find

Day 2

**Directions:** Skim the text on page 5. Record the problem, action, and solution.

**Problem**

**Action**

**Solution**

Think about the essential question: *How do people fight for the rights of others?* Describe how we can stand up for others but still be respectful.

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

# Synonyms and Antonyms

**Directions:** Use words from the Word Bank for each section.

## Word Bank

April	channel	easel	gravel	jewel	label
level	sequel	shovel	travel	until	vessel

Write a synonym for each word.

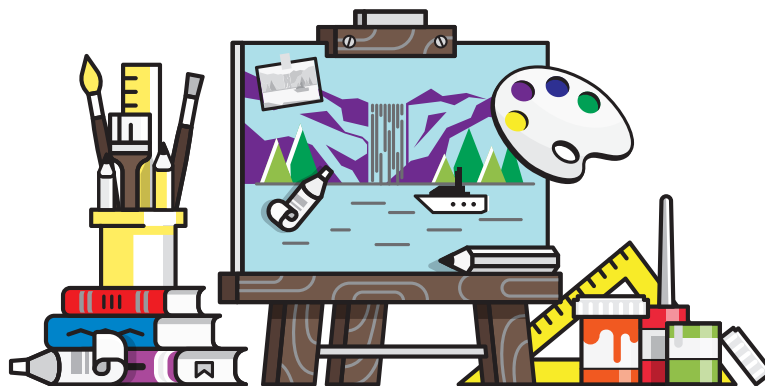
1. tag \_\_\_\_\_
2. boat \_\_\_\_\_
3. station \_\_\_\_\_
4. gem \_\_\_\_\_

Write an antonym for each word.

5. since \_\_\_\_\_
6. prequel \_\_\_\_\_
7. crooked \_\_\_\_\_
8. stay home \_\_\_\_\_

Write a word that fits each category.

9. tar, concrete, asphalt, \_\_\_\_\_
10. February, August, September, \_\_\_\_\_
11. rake, hoe, spade, \_\_\_\_\_
12. canvas, paintbrush, palette, \_\_\_\_\_



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

# Inflectional Endings

Day 2

**Directions:** Study how the word changes when you add new endings. Add the same endings to each spelling word to create new words.

1. **funnel**      funnels                      funneling                      funneled

**tunnel** \_\_\_\_\_

2. **bevel**      bevels                      beveling                      beveled

**level** \_\_\_\_\_

3. **drivel**      drivels                      driveling                      driveled

**shrivel** \_\_\_\_\_

**Directions:** Find three words in the Word Bank related to each of the spelling words. Write the words on the correct lines.

## Word Bank

unlabeled	traveler	fossils	jewelry	labels	jewels
labeling	traveling	traveled	fossilize	bejeweled	fossilized

4. jewel \_\_\_\_\_

5. travel \_\_\_\_\_

6. fossil \_\_\_\_\_

7. label \_\_\_\_\_