

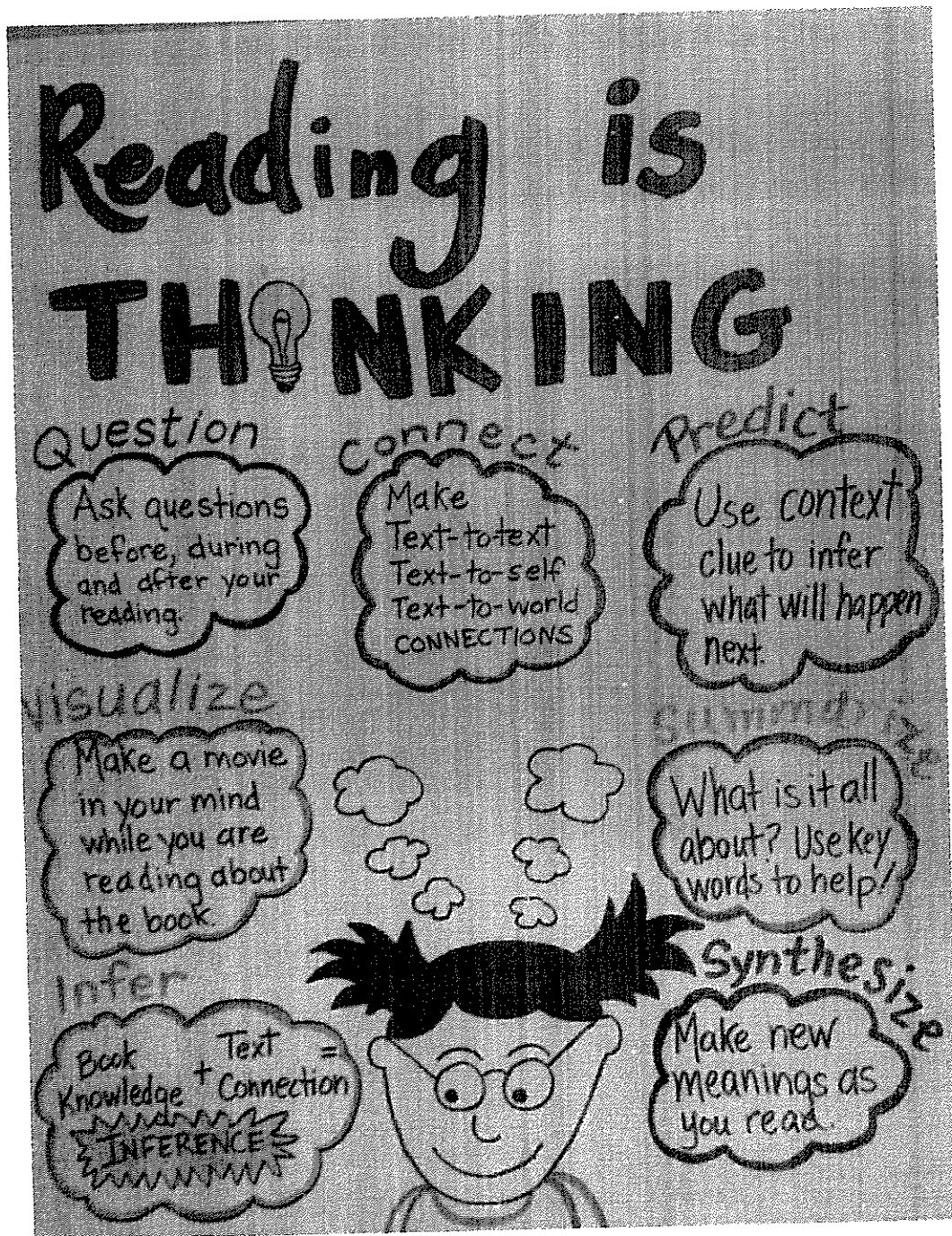
3rd Grade

ELA Packet

Phase II

Distance Learning

3rd Grade ELA Distance Learning Packet



Directions

- Work for at least 30 minutes per day
- Make sure to read directions carefully
- While reading STOP and THINK about your reading

Reading Comprehension



Name: _____

Date: _____

Reading Comprehension: Game Show Story

Understanding the Character

Great readers can focus on the story elements in a text to have a deeper understanding of the story. The characters, setting, problem, and solution, are story elements. They make the story interesting!

Characters: The people or creatures in a story, movie, or play.

Setting: The time and place in which something happens.

Problem: A question or situation that is difficult to deal with.

Solution: The way to solve a problem.

Directions: Read the story. Then, answer questions about the characters in the story.

Today was the day, and I couldn't ignore the butterflies in my stomach. I had waited and studied for this day for months, after all, and I felt on edge. I was on my way to the most-watched game show on television: "Will You Win?" It's a staple at our house. We watch it every day right after I get off the bus.

On the show, the host asks questions about random facts. The contestants need to answer before the other person to win a point. If they answer incorrectly, the contestant needs to dance or act out a famous scene from a movie of their choice. Then, the audience votes to give the contestant another chance. The boo from the audience is legendary on this show. It is especially entertaining when someone famous is the cause of the booing. It's not a complicated show, but you have to be smart and quick with your answer. I can't believe they finally chose me to be a contestant! I can't believe I have a chance to win the prize money!

As my mother drove me to the airport, I focused on the "Will You Win?" show. Facts raced through my head and I skimmed all the pocket factbooks I'd brought with me. The speed limit decreased and the car slowed as we approached the airport. My mother parked in the long-term parking garage. We headed towards the terminal. My pace slowed. I thought, "Can I do this?"

"Alexis, are you ready?" Mom asked.

The airport loomed before us. This is my chance to win money for our after-school program. This is what I worked so hard for. "I can do this," I told myself. I stood taller and said, "Ready or not, here I come!" Then, I smiled for the first time that day.

Directions: Answer the questions about using information from the story.

1. Who is the main character in the story?

2. What is the setting in the story?

3. How does the character feel in the story?

4. How has Alexis prepared for the game show?

5. What do the words "on edge" tell you about Alexis?

Name: _____ Date: _____

Reading Comprehension: Game Show Story

Order of Events

The **sequence of events**, or the order of the story, is the order in which events happen in the story. One event typically leads to another. Paying attention to the sequence of events in the story can help readers understand challenges and victories characters encounter in a story.

Directions: Read the story. Then answer the questions.

The hot air whipped in my face as I got out of the taxi in front of Studio B. The sun was shining and I regretted wearing the sweater I had packed. The flight across the country to Los Angeles had been long and nerve-wracking, and I could not study a minute longer about American presidents or the names of states. The game show, "Will You Win?", was in 2 hours, and I felt ready. At least, I hoped I was ready.

"Alexis, don't forget your pocket factbook. Did you finish studying the water cycle on the plane?" Mom asked.

I groaned. "No, I forgot that one on the bus yesterday. But, I feel ready. I can do this!" I tried to talk myself into it. The funding for our after-school program hung in the balance. "I'll read a bit more when I get to the green room," I assured her.

We walked into Studio B. I'd never been to a studio before and couldn't help staring at everything in the room. I didn't even notice my pocket factbook fall to the ground until a friendly face stood in front of me, holding it out to me.

"Hi! I'm Angie. Are you here for the game show?" she asked

"Uh, yeah. Yes." I stammered.

"Great! Come check out their library of facts! I'm sure the books will prepare us even more for the contest," she said as she pivoted quickly on her heels and walked down the hall.

I nodded at her gratefully. "Do you think they have any information on the water cycle?" I asked as I hurried behind her.

1. How did Alexis get to Los Angeles?

2. Where did the taxi take Alexis and his mother?

3. How much longer until the game show starts?

4. Put these events in the order they occurred in the story. Number the events 1-8.

_____ Alexis met Angie.

_____ The heat made Alexis regret wearing his sweater.

_____ Mom asked Alexis if he'd studied on the plane.

_____ Alexis groaned.

_____ Alexis walked towards the library.

_____ The pocket factbook falls to the floor.

_____ Alexis and his mother arrived in Los Angeles.

_____ The taxi pulled in front of Studio B.

Reading Comprehension: Game Show Story

Remember Details

Directions: Read the story. Then answer the questions.

Alexis and Angie stood with all the other contestants of the "Who Will Win?" game show. They thought about what was at stake. They thought about the prize money and about all the people that would be watching them on the television. There was excitement in the air, but a nervous energy as well. They still had to deal with the pesky dance or acting challenge if they answered a question incorrectly.

In the "Who Will Win?" game show, the host asks questions about random facts. The contestants need to answer before the other person to win a point. If they answer incorrectly, the contestant needs to dance or act out a famous scene from a movie of their choice. Then, the audience votes to give the contestant another chance. All the contestants dread hearing a boo from the audience.

The first round began and Angie faced off with another contestant, Harvey. The crowd cheered as Angie answered question after question correctly. Harvey didn't even get a chance to answer any questions before Angie got 3 correct answers and eliminated him. He practically ran off the set with a relieved look on his face.

Alexis anxiously stepped up to the contestant table during the third round. Angie had dominated the competition in round one and two. Now it was his turn to face off with her. Everyone in the room could see his smile when the host announced the last category would be about the water cycle. Alexis grabbed the buzzer. He was ready to answer the first question.

1. Who won the first round of the competition?

2. What was the topic of the third round?

3. In what round did the contestants answer all the questions correctly?

4. What do contestants need to do when they answer a question incorrectly?

5. How many total rounds did they have to play?

6. How did Harvey feel when he was eliminated?

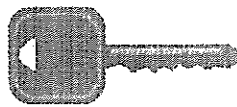
Reading Comprehension: Game Show Story

[illegible][illegible]

Name: _____

Date: _____

Pair the Cause and Effect

Cause and effect are connected events. A cause is the <i>first event</i> and the effect is the <i>second event</i> , or resulting action, that happens after the cause.	First:	Then:
	Emilio forgot his house key at school. 	So, he went to his friend's house while he waited for his parents to come home.

Directions: Read the events. Draw a line connecting the cause to the effect. Then, copy them in the correct location on the T-chart.

1. Sasha had to do school work during lunch

2. I wanted to go back home

3. Since I knew my friends were performing their poetry,

4. Because the mail was late

5. The reason I didn't go to practice is

A. Joshua didn't get his birthday card on his birthday.

B. because she didn't bring her homework to school.

C. I went to the auditorium to hear the show.

D. because I needed to finish my homework.

E. since I did not feel welcomed at the party.

Cause	Effect
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Reading for Comprehension: Cause and Effect

A **cause** is something that makes something else happen. It is the reason for the effect.

It answers the question, "Why did this happen?"



An **effect** is the result of the cause. It happens because of the cause.

It answers the question, "What happened?"



Directions: Read the passage below. Then, answer the questions that follow.

School starts in a week and today is the day we go shopping for school supplies! I told my mom that I didn't need new supplies this year. I loved my backpack from last year because it had a picture of Topaz, my favorite rock singer. It even had her autograph across the bottom of her picture! I couldn't wait to get it out and check my supplies.

When I pulled out my backpack from the back of my closet, I was horrified at how dirty it was. Somehow, over the summer, I had forgotten that the backpack wasn't in good shape. A strap was broken, the color was faded, and the zipper was stuck. There was a dark spot right on Topaz's chin and you could hardly read her signature any more.

When I looked inside, I found papers that were stuck together from an open glue bottle. I wondered who took the cap off of my glue bottle. There was a library book I borrowed and forgot to return. My markers had escaped from the box and the caps were mysteriously missing. My lucky pencil was too short to write with anymore. How did this happen?

I discovered the dark spot on Topaz's chin was from the cupcake I packed away from the end-of-the-year picnic. The frosting melted all over my notebooks and scissors. I decided it was time to make my list of new school supplies.

1. Why did the main character think she could use her old school supplies?

2. What caused the main character to change her mind about getting new school supplies?

3. What caused the dark spot on the backpack?

4. Why were the papers stuck together in the backpack?

5. Why was there a library book inside the backpack?

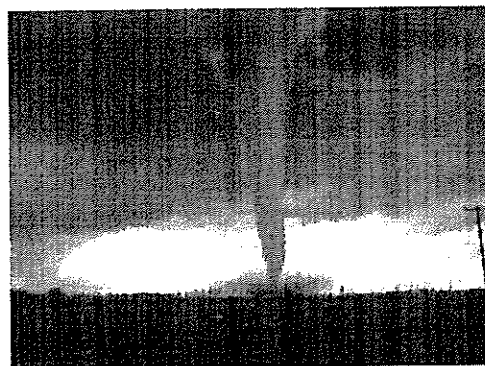
Nonfiction Text Features: Wild, Wild Weather

Text features help a reader navigate the text. They give more information about the text.
Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents, side bar

Directions: Read the passage and answer the questions that follow.

"It's raining! It's pouring! The old man is snoring!" Have you ever heard that song? It is a famous tune about the weather. Weather is something that affects all of us daily. Extreme weather is something that affects most people only a few times in their lives.

Extreme weather includes flooding rains, tornadoes, blizzards, and hurricanes. People study weather so they can inform us. These are the people who give us the information we need so that we can remain safe in the case of extreme weather.

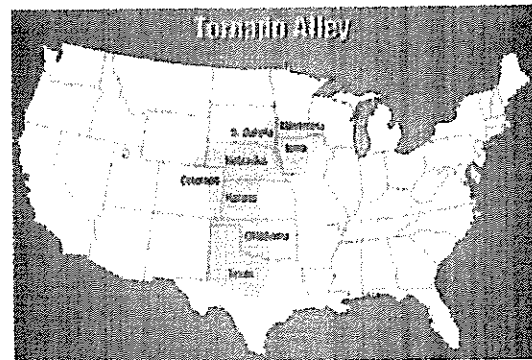


Usually a tornado is in the form of a funnel-shape. Sometimes it looks like a rope.

Tornadoes

A tornado is a storm that can cause destruction in its path. Winds can reach up to 300 mph! Tornadoes form from thunderstorms. They are most common in an area of the United States called Tornado Alley. This area is where many tornadoes form because of the way the air moves.

Cool, dry air from the north and warm, moist air from the south meet. This causes thunderstorms, which can become severe. When the atmosphere is not stable, the winds can increase and produce a tornado.

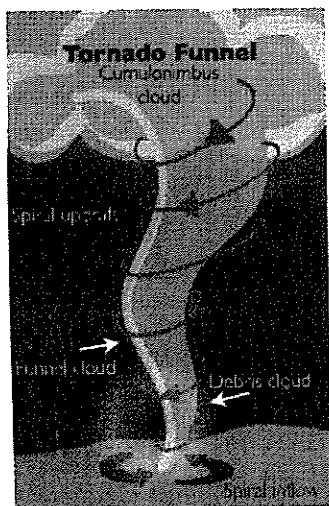


Waterspouts

A waterspout is a weak tornado. It forms over water. It can happen on the ocean. It can happen on smaller bodies of water, such as lakes.

Waterspouts are most common in the Gulf of Mexico. They have occurred in the tropics as well. Waterspouts can pick up things, such as animals or tree limbs, and drop them in other places. If a waterspout moves onto land, it becomes a tornado and can cause damage.

Wild weather comes in many forms. Tornadoes and waterspouts are directly related and look alike. Both weather events require attention because they can be dangerous to humans and animals. Wild weather is fascinating, and it is completely unpredictable sometimes!



Name: _____

Date: _____

Nonfiction Text Features: Wild, Wild Weather

Text features help a reader navigate the text. They give more information about the text.

Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents, side bar

Directions: Read the passage and answer the questions that follow

1. What information does the map show?

2. What does the diagram show?

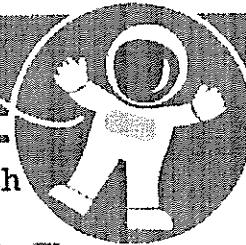
3. What information can you gather from the caption under the picture?

4. Complete a T-Chart to record information about the two types of wild weather.

Tornado	Waterspout

5. Why does the author use headings in this nonfiction text?

The First All-Female Spacewalk



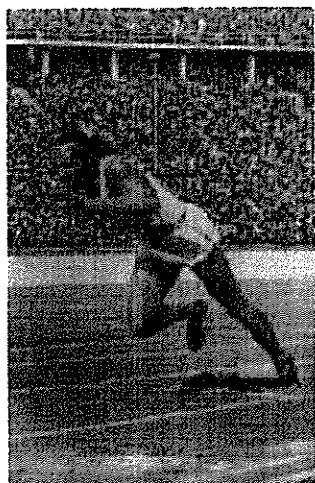
The first all-female spacewalk happened on October 18, 2019. Christina Koch and Jessica Meir traveled to the International Space Station. Though other women have done spacewalks before, this was the first all-female spacewalk. The spacewalk took about 7 hours. When they were on the spacewalk, Koch and Meir could see the Earth underneath them. Koch described seeing the Earth from space as “bright and an absolutely beautiful blue.”

Now that you’ve learned about this historical event, answer the questions below.

1. Why was Christina Koch and Jessica Meir’s spacewalk important?
2. Imagine that you were on a spacewalk. What would you like to see?
3. What do you think the Earth would look like from space? Draw a picture below.

Famous Olympic Athletes

Jesse Owens



Jesse Owens in the 1936 Olympics in Berlin, Germany

Born in 1913 in Alabama, Jesse Owens' family moved to Ohio when he was young. He began running in junior high school. In high school, Jesse tied the world record for the 100 yard dash and the long jump.

Jesse attended Ohio State University. He was a track and field star there. In one meet in 1935 he broke three world records and tied another.

During the 1936 Olympics in Germany, Jesse won four gold medals. He broke the Olympic record for the 100 meters and broke the world record for the 200 meters. The 4x100 meters relay team, which included Jesse, also broke the world record.

Jesse's wins in 1936 also proved to the world that African American athletes could compete and win against the best in the world. German leader Adolf Hitler and his Nazi Party had wanted the Olympics to show that white German athletes were better than everyone else. Jesse and his teammates proved this wrong.

Olympic Achievements

Country: United States

Sport: Track and field

Year: 1936 Summer Olympics
Berlin, Germany

Total of 4 gold medals:

100 meters

200 meters

Long jump

4x100 meters relay

Secret Code Word

Use the secret code to find a word about Jesse Owens. Write the letter in the blank that matches the number from the code.

18 5 3 15 18 4

Secret code

1 = A	7 = G	13 = M	19 = S	25 = Y
2 = B	8 = H	14 = N	20 = T	26 = Z
3 = C	9 = I	15 = O	21 = U	
4 = D	10 = J	16 = P	22 = V	
5 = E	11 = K	17 = Q	23 = W	
6 = F	12 = L	18 = R	24 = X	

Q&A

Where was Jesse born?

What year did Jesse participate in the Olympics?

What Olympic record did Jesse break?

How many gold medals did Jesse win at the Olympics?

Name _____

Date _____

Historical Heroes: Jesse Owens

Directions: Read the passage below, then answer the questions that follow.

James Cleveland Owens was born in Oakville, Alabama, in 1913. He was nine years old when his family moved to Cleveland, Ohio. That is where he got the nickname Jesse. His new teacher asked his name. He shared that his name was "J.C." He had a Southern accent, and the teacher did not hear him correctly. She heard him say "Jesse." The nickname stuck.



As a boy, Owens was on the track and field team. He also took what odd jobs he could find. He had an after-school job. Owens's coach let him practice before school. That way, he could keep his job at a shoe repair shop.

After high school, he went to Ohio State University. He was on the track team, where he set three world records and tied a fourth. Even though he was a star on the track team, he still faced racism that was everywhere. He was forced to live off campus with other African American athletes. When the team traveled, he was made to stay in hotels designated as "black only."

Despite those circumstances, he focused on his training and competition. He went on to win four gold medals in the 1936 Olympic Games in Germany.

Questions

1. Jesse Owens was on the _____ team in school.

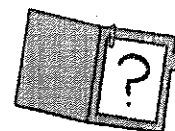
2. Why did Jesse Owens practice track and field before school?

3. What college did Jesse Owens attend?

4. How many records did Jesse Owens set when he was in college?

5. How did Jesse Owens show that he was a hard worker?

The Ant and the Grasshopper



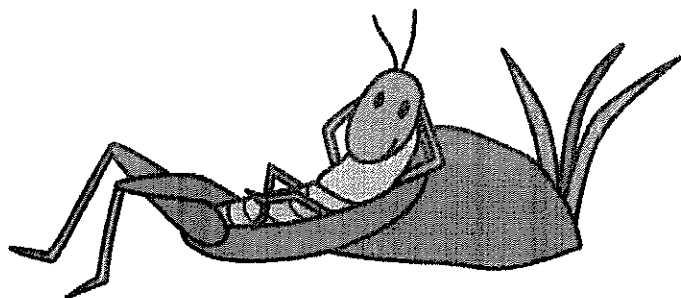
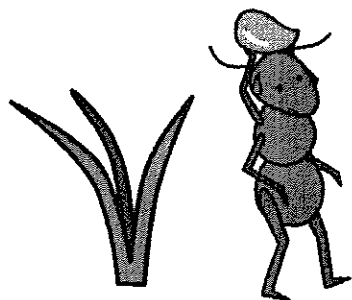
Mission:

Read the story below. Can you predict what will happen next?

Once there was an ant and a grasshopper who lived in a field.

Every day, Ant got up early and walked far to gather seeds. She balanced one seed on her head at a time, walked it back to her home, and then went again to the field to gather more. She was very small, so the walk was very long. She worked the whole day, without ever stopping to rest.

As Ant worked, Grasshopper spent his days playing music, lazing in the sun. "Why do you work so hard, Ant?" he laughed. "Summer is here! Why waste the sunshine gathering seeds."



What do you think Ant will do?

What do you think Grasshopper will do? Why?

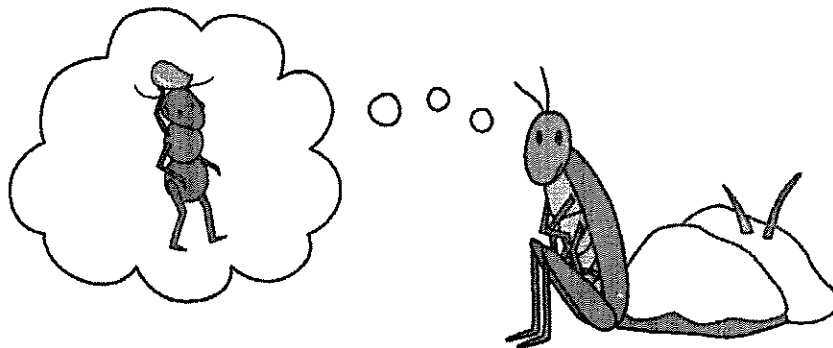


Keep reading...

Ant ignored Grasshopper's teasing and continued gathering, which only made Grasshopper laugh even more. "You are a silly little ant," he said.

Autumn came, and then winter. The days were short. Snow fell on the farmer's field, burying the plants and seeds that had been so easy to get.

Grasshopper had no food to eat. "What will I do? I am hungry," Grasshopper said to himself. Then, he remembered how many seeds Ant had stashed away during the summer.



Grasshopper hurried to Ant's home. He knocked on her door. "Ant," he said, "Give me some seeds?"

Ant looked at Grasshopper. "I worked hard all summer long, while you laughed at me," Ant said. "You should have worked in the summer instead of singing and dancing. Then you would have a full belly now."

What was the moral of the story?

Read & Review

Read the story and fill in the best answer for each question below.

GRANDPA'S BOAT

Jamie spent a beautiful Saturday with her grandpa on his fishing boat. He picked her up at her house very early in the morning. They stopped for breakfast on the way to his favorite fishing spot, Lake Francisco.

Once they arrived at the lake, Grandpa put a worm on Jamie's hook, then showed her where to cast her line. While they waited for the fish to bite, Grandpa told Jamie stories about his childhood in Italy.

Suddenly, Jamie's fishing pole bobbed down sharply. She quickly began reeling in her catch as Grandpa reached for the net. A few moments later, Jamie lifted the trout out of the water into the net. Grandpa was so proud of Jamie that he took a picture of her holding her prize!

On what day did Jamie and Grandpa go fishing?

- ☐ Sunday
- ☐ Monday
- ☐ Saturday

Where did Grandpa spend his childhood?

- ☐ France
- ☐ Italy
- ☐ Lake Francisco

What is the name of Grandpa's favorite fishing spot?

- ☐ Lake Francis
- ☐ Lake Francisco
- ☐ Lake Franco

What kind of fish did Jamie catch?

- ☐ A trout
- ☐ A bass
- ☐ A salmon



COMPARING TWO STORIES

Directions: Read the two stories below. Then complete the graphic organizer.

Story 1

Pierre changed into his track clothes and laced up his shoes. He left the locker room to meet the rest of the kids outside on the field. It was the first day of track tryouts. The coach walked up and greeted the athletes.

"I see you are all interested in being on Town Creek Middle School's track team," the coach stated. "Let's see if you have what it takes."

The boys began to complete the tryout drills. The coach wanted to see who could run the farthest, who could run the longest, and who could run the fastest. Pierre liked to run and he knew he was talented, but he didn't know how well the other boys ran. Would he be good enough to make the team?

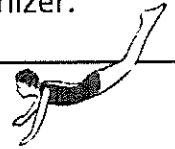
Each time it was Pierre's turn to run, he began shaking and it was hard to breathe. He was so nervous! The coach realized Pierre was panicking and pulled him aside. He put his hand on his shoulder and spoke calmly to Pierre.

"Pierre, I've seen your running skills. You have no reason to be nervous! Take a deep breath and join this group. You've got this! I know you can do it," he said.

Taking a deep breath, Pierre lined up with the other boys. As soon as the whistle blew, he took off running. His arms and legs moved faster than they ever had before. He controlled his breathing and stayed focused on the finish line. Sweat dripped down his forehead as he used every muscle in his body to win the race. Pierre knew he had won first place.

Inside, Pierre was grinning from ear to ear. He had successfully turned his first day jitters into the fuel that helped him win the race and make the team.

Story 2



Francesca was the best swimmer on the team. She swam the fastest. She swam long distances. She was chosen as the captain for this season. All the other girls wanted to be like Francesca.

The biggest race of the season was this Friday. The whole school was excited. The team would race against Leeward Middle, the school's rival team. Every year the schools compete against each other. The winner gets a special trophy.

Francesca was always nervous in the days before the big race. She had a hard time eating. She couldn't sleep. It was hard to focus in class. All she could think about was how she would beat the other team.

On Wednesday, Francesca realized that she really wasn't feeling right. This was more than just being nervous and excited. She visited the school nurse who took her temperature and checked her throat. The nurse called Francesca's mom and sent her home from school early.

Francesca was devastated. She was so upset that she came down with a cold right before her big race. The trophy meant so much for her school. What if she could not compete? Would her team stand a chance?

The next morning, Francesca woke up feeling better. Her mom kept her home from school so she could rest more.

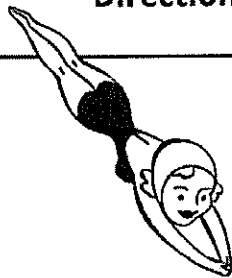
On Friday after school, Francesca and her teammates raced at the swim meet. Her team won in every event at the meet. Francesca even set a school record! All of Francesca's rest from being sick had paid off to help her achieve and lead her team to victory.

Name: _____

Date: _____

COMPARING TWO STORIES

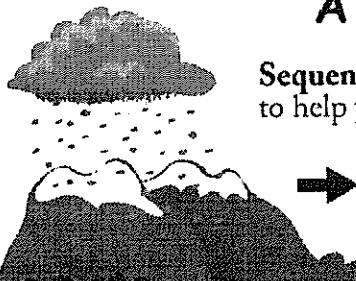
Directions: Read the two stories below. Then complete the graphic organizer.



	Story 1	Story 2
Characters		
Setting	Pierre is at track team tryouts at the middle school.	
Problem		
Events		Francesca has to go home sick from school and rest. She sleeps off the sickness.
Solution		
Theme		

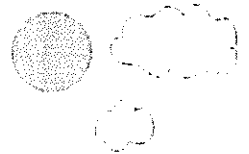


A Series of Events: The Water Cycle



Sequence is the order in which something is done. Use time order words to help you understand the order of events. Some examples include:

- | | |
|---------------------------|-----------------------------|
| • first, second, third | • before, after, next |
| • then, later, soon after | • last, finally, eventually |



Directions: Read the passage below.

The Water Cycle

Have you ever wondered what happens to puddles after a big rainstorm? Each bit of precipitation in our world goes through the water cycle. The water cycle is the movement of all the water on Earth. The water in, on, and above the Earth is always moving and changing states. It changes from liquid to vapor. It changes from vapor to ice, and back again. The cycle continually repeats itself.

First, the sun heats up the Earth's surface and draws water into the atmosphere. This process is called evaporation. This is what makes puddles disappear! The water evaporates, changing from a liquid into a gas.

Then, as the water vapor rises into the sky, it cools down. It turns back into a liquid when it is in the clouds. This part of the water cycle is called condensation.

After the clouds become heavy, precipitation falls. It falls as rain, snow, hail, or sleet. Sometimes precipitation can fall in heavy amounts. This can cause flooding and problems for people and animals on Earth. Mountainous areas, places that typically have snow, experience melting when the temperatures rise. The snowmelt runs down toward sea level.

As the runoff reaches lower elevations, it can end up in lakes and rivers, eventually leading to the ocean. This part of the process is called collection. Water is collected in different places on the Earth. It can be absorbed back into trees and plants. It can return to lakes, rivers, and the ocean. The water can freeze into snow, ice, or glaciers, depending on the climate.

The water cycle is a system in nature that is constantly moving. The steps always occur in the same order, and the cycle always repeats itself.

Directions: Complete the chart with details from the text that show the correct sequence of events.

First,



Next,



After that,



Then,



Finally,

Name: _____

Date: _____

Learning About the Ocean

Directions:

Underline or highlight the main idea in the text. Look back at the text to complete the sentences at the bottom of the page.

The ocean is important to all living things. More than 70 percent of Earth's surface is covered by oceans. If you saw Earth from outer space, it would look similar to a blue marble. That's a lot of water! The ocean is the Earth's largest habitat.



There is only one world ocean and five ocean basins. The water in the world ocean flows between the ocean basins, just like air moves around on land.

About one million types of animals live in the ocean. Different animals live in different parts of the ocean depending on what they need to stay alive.

It's important that humans take care of the ocean so it stays healthy for years to come. One way to help the ocean is to pick up trash on the beach.

The ocean is important to all living things. Over half of the Earth's surface is covered by the ocean. Scientists have only explored part of the ocean. There is still so much left to explore!

The topic of the text is _____.

The main idea of the text is _____.

<u>Key Detail #1</u>	<u>Key Detail #2</u>	<u>Key Detail #3</u>

Name: _____

Date: _____

The Twisted Ankle



Directions: As you read the passage, underline the two **similes**, then answer the questions below.

Ivan and I jogged slowly; Mala zoomed past us like a race car speeding around a curve. As she sped by, I tripped over a rock and fell. "Ouch!" I yelled. "I think my ankle is broken!" Mr. Lee came over to help me up. "I don't think it's broken," he said. "Look, you can walk on it." I still wanted an ice pack, so I leaned on my friends to hop like a one-legged rabbit to the school nurse.

1. Which is the **first** simile?

- A) As she sped by, I tripped over a rock and fell.
- B) "Ouch!" I yelled. "I think my ankle is broken!"
- C) Mala zoomed past us like a race car speeding around a curve.

2. What is the meaning of the first simile?

- A) Mala ran very fast.
- B) The narrator compares his/her ankle to something broken.
- C) The narrator fell down like a rock.

3. Which is the **second** simile?

- A) Mr. Lee came over to help me up.
- B) to hop like a one-legged rabbit
- C) I still wanted an ice pack.

Opinion: Why do you think the author included the **second** simile?

All About Jane Goodall



Jane Goodall was born in London, England in 1934. As a child, she loved animals. She was curious about animals. She spent hours watching the animals in her backyard to learn about them. Jane dreamed of traveling to the continent of Africa. She wanted to learn all about animals. When Jane was 22 years old she traveled to Kenya. There she met and was hired by Dr. Louis Leakey, an archaeologist and paleontologist. She was sent to Gombe Stream National Park in Tanzania to learn about chimpanzees.

Dr. Louis Leakey asked Jane to observe a group of chimpanzees to learn about their behaviors. At first the chimpanzees were very shy, but later Jane was able to observe them closely. She learned that chimpanzees use tools, just like people! She made many other important discoveries about chimpanzees at Gombe. She wrote her first book called *The Chimpanzees of Gombe: Patterns of Behavior* to share what she learned. Jane wrote many books and became an animal conservationist. A conservationist is someone who works to preserve natural resources and environments. She helps to save chimpanzees around the world through research and education.

Name _____

Date _____

All About Jane Goodall

Directions: Answer the questions about the text.

1. What was Jane interested in as a child?

2. What does it mean to be a conservationist?

3. What is one thing that Jane learned about chimpanzees?

4. What else would you like to know about Jane Goodall? Share your ideas with a friend.

Name _____ Date _____

NONFICTION TEXT FEATURES

MARTIN LUTHER KING, JR.

TEXT FEATURES help a reader navigate a text by offering more information about it.

EXAMPLES: illustrations, photographs, captions, maps, charts, graphs, headings, tables of contents.

DIRECTIONS: Read the passage below, then answer the questions on the following page.

MARTIN LUTHER KING, JR. is famous for his role in the civil rights movement. He believed that everyone should be equal. He worked hard for that. He fought against discrimination. Discrimination is when a person or group of people are treated differently.

Martin Luther King, Jr. was born in Atlanta, Georgia, in 1929. He grew up in a time when things were not fair for everyone. The laws said that African Americans did not have the same rights as white people. There were separate schools for African American kids and white kids. They could not go to the same schools. Restaurants also had rules that separated African American people and white people.

BELIEFS AND ACTIONS

King believed that African Americans should have the same rights as white people. He believed that people should be treated equally, no matter what color skin they have.

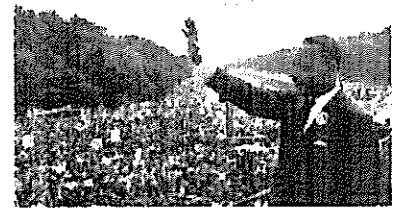
He believed in protests and resistance. He did not believe that violence was the answer. He knew that it was important to stay peaceful so people would listen. Martin Luther King, Jr. boycotted. He refused to buy products or services from places that did not treat him fairly. He marched. His marches made people think about discrimination.

MARCH ON WASHINGTON

In 1963, there was a civil rights march on Washington, D.C., called the March on Washington for Jobs and Freedom. King became very well known after this event. King made a famous speech at this march. It is called the "I Have A Dream" speech. Around 250,000 people marched and heard his speech.

In the speech, he spoke about racism. He wanted it to end. Racism is the poor treatment and violence against people because of their race. Martin Luther King, Jr. talked about things being better for African American people.

Martin Luther King won the Nobel Peace Prize in 1964. That same year, the Civil Rights Act was passed. It banned many types of discrimination. Martin Luther King, Jr. worked hard to bring about change in the United States. Today, people still work for the equality he spoke about.



MARTIN LUTHER KING, JR. QUICK FACTS:

- MLK is the nickname given to Martin Luther King, Jr.
- King graduated from high school at the age of 15.
- King led the Montgomery Bus Boycott in 1955.
- His house was bombed in 1956 by people who disagreed with his civil rights work.
- In 1963, King was arrested for protesting in Alabama.
- King was assassinated in Memphis in 1968.

MARCH ON WASHINGTON



The March on Washington was in the nation's capital, Washington, D.C.

Name _____ Date _____

NONFICTION TEXT FEATURES

MARTIN LUTHER KING, JR.

TEXT FEATURES help a reader navigate a text by offering more information about it.

EXAMPLES: illustrations, photographs, captions, maps, charts, graphs, headings, tables of contents.

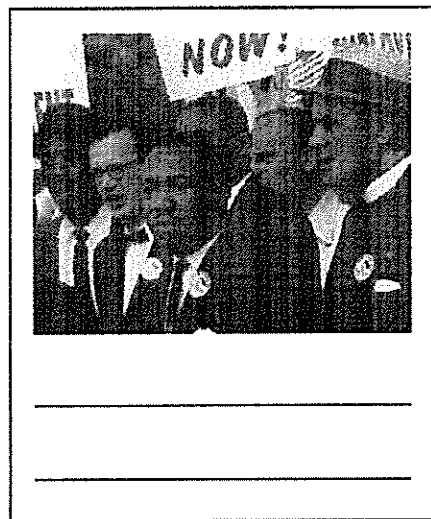
DIRECTIONS: Answer the questions by writing complete sentences.

PART 1:

1. What information does the sidebar show?

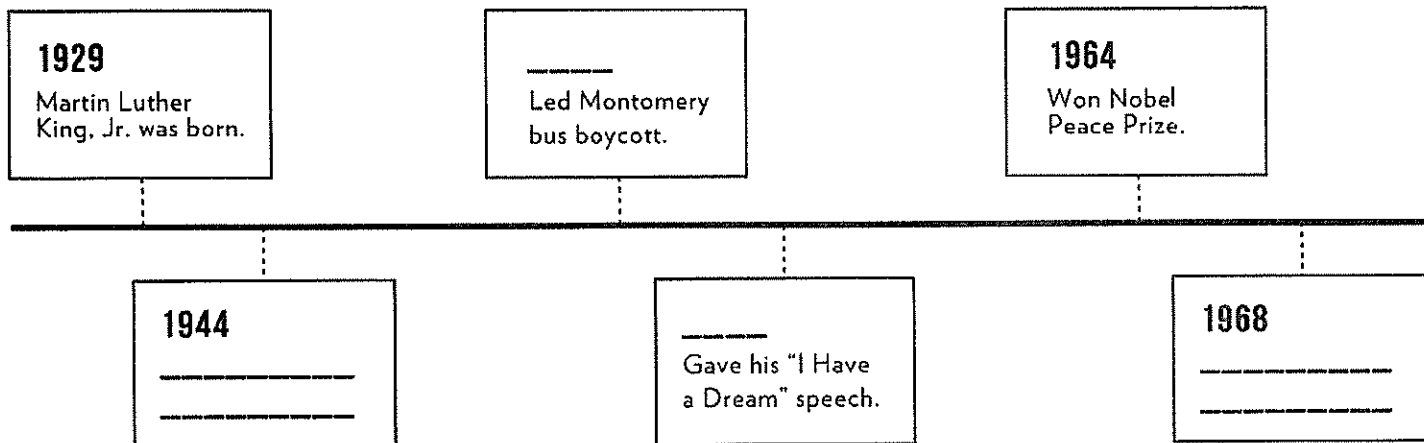
2. Write a caption to accompany this image of Martin Luther King, Jr. →

3. What do the headings tell the reader?



PART 2:

DIRECTIONS: Use the passage and sidebar to fill in the missing information on the timeline below.



Name _____

Date _____

Two Truths and One Lie: MLK, Jr.



Read the three statements about Martin Luther King, Jr. Can you figure out which two statements are true and which one is false? Research using books, articles, or websites to confirm your answer. Circle the lie.

1 Martin Luther King, Jr. was inspired by Gandhi's peaceful protest and Christian values, so he decided to preach about nonviolent protests for social change.

2 In the speech, "Strength to Love", Martin Luther King, Jr. said, "Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that."

3 Martin Luther King, Jr. Day, celebrated on the last Monday of January, is about celebrating the life and successes of Martin Luther King, Jr.

Answer these questions after doing some research.

1. Fix the false statement so that it is now true.

2. Choose a fact about Martin Luther King, Jr. you think is important.

3. Explain why you chose that fact to share.

4. On a separate sheet of paper, write a paragraph about Martin Luther King, Jr. using more than two sources for information (like a website and an article).

Name _____

Date _____

Martin Luther King Jr. Cut-and-Paste Timeline

Directions: Read the passage below. Then cut the events and place them in the correct order on the timeline.

Martin Luther King Jr. was born on January 15th, 1929. He was born in Atlanta, Georgia. At that time, the country was segregated. Segregation is when people are separated according to groups, like racial groups. Martin was not allowed to go to the same school as white kids. He was not allowed to sit near them at restaurants. He did not like segregation, and he wanted to see a change. He became a leader.

One way that he was a leader was during the Montgomery Bus Boycott. In December of 1955, the boycott began. A boycott is when people refuse to buy or use something, or go somewhere. The purpose of a boycott is to protest, or ask for something to change. This boycott began when Rosa Parks refused to give up her seat to a white person on a bus. Dr. Martin Luther King Jr. helped organize the boycott.

Martin Luther King Jr. is known for his "I Have a Dream" speech. It was made in 1963. He was at the "March on Washington for Jobs and Freedom" where people wanted to show support for equal rights. They wanted jobs and freedom. His speech gave people hope. The march was successful. In 1964, the Civil Rights Act was passed. The law said that there would be no more racial segregation.

In 1968, Martin Luther King Jr. went to Memphis, Tennessee, to help workers who wanted changes in their jobs. While he was there, he was shot and killed. The person who killed him did not like Martin Luther King Jr.'s message.

Martin Luther King Jr. was an important leader in the United States. People all over the country were sad when he died. Now, we celebrate Dr. King in January each year. This holiday gives us the chance to honor his hard work for civil rights.



--	--	--	--



1963	1968	1929	1955
Martin Luther King Jr. gave his "I Have a Dream" speech.	Martin Luther King Jr. was shot and killed in Memphis, Tennessee.	Martin Luther King Jr. was born in Atlanta, Georgia.	Martin Luther King Jr. led the Montgomery Bus Boycott.

The Crow and the Pitcher

by Aesop

From "Aesop's Fables"

In a spell of dry weather, when the Birds could find very little to drink, a thirsty Crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the Crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

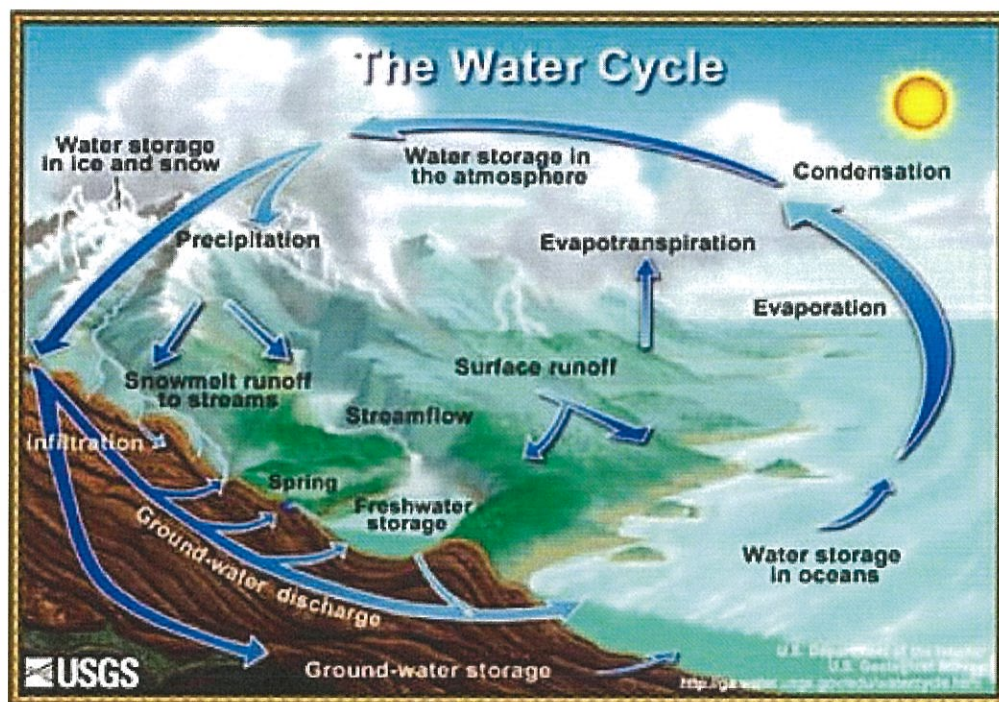
In a pinch a good use of our wits may help us out.

We Need Water!

Every living thing needs water to live. People need clean, fresh water for drinking, washing, and having fun. How do you use water?

Watch the Water Cycle

Water is found nearly everywhere. It is in the ground we walk on and in the air we breathe. Water moves from land to sky and back again. That journey is called the water cycle. Did you ever wonder where that glass of water comes from? Take a look!



The water cycle.

1. The sun warms the water in rivers, lakes, and oceans. Soon the warm water changes into a gas. That change is called evaporation. The gas floats up and forms clouds in the sky.

2. The gas in clouds cools. Soon the cool gas turns back into water. That change is called condensation.
3. Water falls from the clouds to Earth as raindrops or snowflakes. That process is called precipitation.
4. Rain soaks into the ground. The water flows back into the rivers, lakes, and oceans. That process is called collection. Soon the water cycle starts all over again.

Protect Water!



Turn off the faucet while brushing your teeth.

Here are some tips you can follow to protect Earth's water.

- Pick up trash and do not litter. Trash can let harmful poisons flow into the water.
- Don't waste water. Save water by turning off the faucet while brushing your teeth.

Name: _____ Date: _____

1. Water changes into a gas because

- A. Clouds pull the liquid into the air.
- B. Cold air freezes the water.
- C. There is too much water in rivers, lakes, and oceans.
- D. The sun warms the water which changes it into a gas.

2. Which is the correct order of the water cycle?

- A. precipitation, condensation, evaporation, collection
- B. evaporation, condensation, precipitation, collection
- C. evaporation, collection, condensation, precipitation
- D. condensation, evaporation, precipitation, collection

3. Why is the process that happens to water called the water cycle?

- A. So the graph can be a circle.
- B. The process only ever happens once.
- C. The steps can happen in any order.
- D. Because water goes through the same steps over and over again.

4. What happens if we don't pick up trash and litter?

- A. You won't get any candy.
- B. Birds will make nests.
- C. The water cycle won't work
- D. Harmful poisons can leak into the water supply.

5. If we turn off the faucets while brushing our teeth, we will:

The Hen That Laid Golden Eggs

by ReadWorks



Once there was a man who had a special hen. She laid golden eggs. The man thought there was a huge piece of gold inside her. He believed this piece was where the golden eggs were coming from.

The man killed his hen and made a discovery. Her body was no different from that of any other hen.

The man had hoped for a lot of money at once. He had been in a hurry to get it. In his hope and hurry to get a lot, he robbed himself of the ability to get a little.

Note: This story is a fable from Ancient Greece.

Name: _____ Date: _____

1. What does the hen in this story lay?

- A. glass eggs
- B. silver eggs
- C. golden eggs

2. What action does the man take in the story?

- A. The man thinks there is a huge piece of gold inside his hen.
- B. The man kills his hen.
- C. The man hopes to get a lot of money at once.

3. Read these sentences from the text:

Once there was a man who had a special hen. She laid golden eggs.

Based on this evidence, what can you conclude about hens?

- A. Hens do not normally lay golden eggs.
- B. Hens normally lay golden eggs.
- C. Hens normally lay silver eggs.

4. Why does the man kill his hen?

- A. to prove that she is the same as other hens on the inside
- B. to cook and serve her as a meal for his family
- C. to get the gold that he thinks is inside her

5. What is the theme of this story?

- A. Animals should be treated the same way that people are treated.
- B. Wanting a lot of money at once can lead to someone getting less money, not more.
- C. If someone has an idea, that person should carry out an experiment to test the idea.

6. Read these sentences from the text:

The man killed his hen and made a discovery. Her body was no different from that of any other hen.

What words could replace "that" without changing the meaning of the second sentence?

- A. the body
- B. the man
- C. the discovery

7. Read these sentences from the text:

The man had hoped for a lot of money at once. He had been in a hurry to get it. In his hope and hurry to get a lot, he robbed himself of the ability to get a little.

What does the phrase "robbed himself of the ability" mean here?

- A. forgot about the ability
- B. gave himself the ability
- C. took away his ability

8. What had the man hoped for?

9. Explain whether the man finds any gold when he kills the hen.

Support your answer with evidence from the text and images.

10. How does the man probably feel at the end of the story?

Support your answer with evidence from the text and images.

The Invention of Paper

by Cecilia Na



Did you know that paper was first invented in China? Before paper was invented, people used to write on bones, turtle shells, and bamboo.

Paper was first invented in China around 100 B.C. People used a plant called hemp and silk to make paper. The paper made with these materials was not very good. It was also expensive.

Then around A.D. 105 a man in China named Cai Lun came up with a better and cheaper way to make paper. He is known as the inventor of the paper we use today.

Cai Lun used tree bark, hemp, silk, and fishing nets to invent this paper. This paper was easier and cheaper to make than the paper made back then. His

process also made it possible to make a lot of paper at once.

Cai Lun was an official who worked for the emperor of China. When he told the emperor about the new paper he had made, the emperor was very happy. People started using Cai Lun's papermaking process throughout China. Soon enough, his process started to spread to other countries around the world.

Name: _____ Date: _____

1. Where was paper first invented?

- A. China
- B. Japan
- C. Egypt

2. The text describes a sequence of a few important events in the history of making paper. What happened in 100 B.C.?

- A. Cai Lun came up with a better and cheaper way to make paper.
- B. Cai Lun's improved papermaking process spread throughout China.
- C. Paper was first invented in China.

3. Read the following sentences from the text:

Paper was first invented in China around 100 B.C. People used a plant called hemp and silk to make paper. The paper made with these materials was not very good. It was also expensive.

Then around A.D. 105 a man in China named Cai Lun came up with a better and cheaper way to make paper. He is known as the inventor of the paper we use today.

Cai Lun used tree bark, hemp, silk, and fishing nets to invent this paper. This paper was easier and cheaper to make than the paper made back then. His process also made it possible to make a lot of paper at once.

Based on this information, what can you _____ conclude about the papermaking process Cai Lun invented?

- A. His papermaking process was worse than the papermaking process people used before it.
- B. His papermaking process was better than the papermaking process people used before it.
- C. His papermaking process was more expensive than the papermaking process people used before it.

4. When Cai Lun told the emperor about the new paper he had made, the emperor was very happy. Based on the text, why might the emperor have been very happy?

- A. He was pleased that Cai Lun was able to invent paper that was easier and cheaper to make.
- B. He was pleased that Cai Lun had used some of the same things people had been using to make paper, including hemp and silk.
- C. He was in a very good mood the day Cai Lun told him about the new paper he had made.

5. What is the main idea of this text?

- A. Paper was first invented in China around 100 B.C. People used a plant called hemp and silk to make paper. The paper made with these materials was not very good and it was also expensive.
- B. People started using Cai Lun's papermaking process throughout China. Soon enough, his process started to spread to other countries around the world.
- C. Cai Lun came up with a way to make paper that was better, easier, and cheaper than the process people had been using to make paper. He is known as the inventor of the paper we use today.

The Paper Airplane Contest

by ReadWorks

One time, the teachers at a school wanted to teach the students about airplanes. While all airplanes can fly, some are able to fly farther than others. This is because not all airplanes are built the same. For example, a fighter plane looks very different from a plane that people fly in when they want to go on a holiday. The teachers wondered how they could make students understand this.

Then, the science teacher, Mr. Moose, decided that the school should have a paper airplane contest. Every student would design a paper airplane. They would stand in a line in the playground behind the school. The students would take turns throwing their airplanes. The student whose airplane went the farthest would win.

When Mr. Moose announced the paper airplane contest to the students, they were very excited. A student named Paul, who was on the wrestling team, bragged to everyone else that his airplane would win. "I am the strongest," Paul said. "So I will be able to throw my airplane the farthest."

However, while Paul was saying this, another student, Brian, was thinking how he could win. Brian did not play any sports and was not very strong. But he loved airplanes and really wanted to win the contest.

Brian realized what he had to do. He went to the store and bought a big stack of paper. When he got home, he took the paper into his backyard. He took a piece of paper and folded an airplane. It didn't go very far, so Brian took another sheet and folded another airplane and threw it. This airplane went a little farther. Brian kept folding different kinds of airplanes and throwing them. Some went very far and some did not. Finally, when Brian had used all the paper, he walked up to the airplane that had flown the farthest and picked it up.

The next day was the contest. All the students lined up. Everyone took turns. After a while, everyone had thrown except Paul and Brian. Paul went first. With a mighty yell, he launched the airplane into the sky. It went farther than every other airplane. Everyone clapped.

Finally, it was Brian's turn. Brian took the airplane that he had picked up the day before. He walked up to the line and, with all his strength, he threw the plane. It went flying, farther and farther, until finally it landed - 10 feet past Paul's plane! The whole school cheered. Brian was the winner. Mr. Moose gave him a prize: a toy airplane.

Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the design that worked best - the paper airplane that flew the farthest - he used it. Because Brian tried a lot of designs, he was able to make up for his lack of strength and beat Paul.

Name: _____ Date: _____

1. What is the paper airplane contest?

- A. a contest to see which student is the strongest
- B. a contest to see which paper airplane flies the farthest
- C. a contest to see which student can build a fighter plane

2. A problem in this passage is how to make a paper airplane that flies far. What is Brian's solution to this problem?

- A. testing different paper airplane designs to figure out which one works best
- B. letting out a mighty yell as he walks up to the line and launches his paper airplane
- C. asking his science teacher for help before he starts building his paper airplane

3. Paul is stronger than Brian, but his paper airplane does not fly as far Brian's airplane.

What can be concluded from this information?

- A. Paul built a paper airplane with a better design than Brian's airplane.
- B. If Paul had thrown his paper airplane earlier in the contest, it would have flown farther.
- C. How far a paper airplane flies depends on more than just strength.

4. Based on the events of the story, what has a big effect on how far a paper airplane flies?

- A. the design of a paper airplane
- B. the color of a paper airplane
- C. the kind of paper the airplane is made out of

5. What is a theme of the story?

- A. the importance of building strength through sports like wrestling
- B. the importance of trying different ways to solve a problem
- C. the importance of always paying attention in science class

6. Read these sentences: "Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the **design** that worked best - the paper airplane that flew the farthest - he used it."

What does the word **design** mean above?

- A. the way something has been built
- B. the distance that something can travel
- C. the amount of time it takes to do something

7. Choose the answer that best completes the sentence below.

Brian wins the paper airplane contest _____ he tried out different kinds of planes.

- A. because
- B. before
- C. so

8. Who expects to win the paper airplane contest because he is strong?

9. What do the teachers want to make students understand about airplanes?

10. Does the paper airplane contest teach students anything about how real airplanes fly? Explain why or why not, using evidence from the story.

Painting a Bus

by Kyria Abrahams



Last week, Kaitlyn's refrigerator stopped working. When Kaitlyn and her sister Lydia came home from school, they found pink water all over the floor.

"Why on earth is this water pink?" Kaitlyn asked.

"Because it's not water!" Lydia said. "It's strawberry ice cream!"

"Oh no!" Kaitlyn cried. Everything in the freezer had melted.

Kaitlyn and Lydia always had ice cream or a Popsicle for dessert. Now dessert was liquid. This was a disaster!

Quietly, Kaitlyn opened a Popsicle and dumped orange liquid into a cup. When no one was looking, she drank it.

"I won't tell on you," Lydia said. Then, she secretly drank a Popsicle, too.

A week later, the new refrigerator arrived. It was big and silver. One of the doors had a special compartment to dispense ice.

The best part about the new refrigerator wasn't the ice. It was the box it came in. The box was the size of a mansion.

Later, Kaitlyn's friends Lainey and Michael came by to see the box. Lydia was there, too.

"Let's make a house out of it," said Lainey.

"No, let's make a fort," suggested Michael.

"Wait!" said Kaitlyn. "It's *my* refrigerator box. We should make a spaceship."

"Hey! It's my box, too!" said little sister Lydia. "Just because I'm only six doesn't mean I don't get a vote!"

Everyone stared at Lydia. They waited. What would her vote be?

"Well, vote then!"

"I vote..." she paused. "I vote..."

"Come on, Lydia!" Everyone was getting impatient.

Lydia stared at the ceiling. She got nervous when people stared at her. Finally, she made up her mind.

"I vote...to make a bus!" she said.

When Michael and Lainey heard this, they changed their minds.

"Yeah, we want a bus too!"

Now they had three votes for a bus but only one vote for a spaceship. The

bus had the *majority* vote.

"Fine. How should we make this bus, smarty pants?" asked Kaitlyn.

"We could cut holes in the box for windows," said Michael.

"I'm not allowed to use sharp scissors by myself," said Kaitlyn.

"We could use stickers," said Lydia.

"Where would we get enough stickers from?" Kaitlyn asked.

"I have five stickers," Lydia said.

"No way! The box is huge. We'll need hundreds!" said Kaitlyn. "Sometimes you're so...*six years old!*"

Lydia felt angry. Just because she was six didn't mean her ideas were bad!

"Wait!" Lydia said. "Let's paint the box instead."

"That's a great idea!" said Michael and Lainey.

Kaitlyn didn't want to admit this was a good idea.

"Fine! Everybody go get some paint," she said. Kaitlyn always wanted to get her way.

Michael came back with finger paint. Lydia came back with watercolor paint. Lainey brought a box of acrylic craft paint. Poor Kaitlyn could only find crayons.

"What do we do now?" Lainey asked. "We've got so many different kinds of paint."

"And crayons," said Kaitlyn, depressed that she couldn't find paint.

"Which will work the best?" Michael asked.

"I think we just have to experiment," Lydia suggested.

Kaitlyn didn't want to admit her sister had a good idea.

"I don't know about that," Kaitlyn said.

"But that's the best idea," said Michael.

"Yes," Lainey agreed. "We need to try *each kind* of paint. Then we can see what works best."

"Whatever," said Kaitlyn. "She's only six."

Dad helped bring the refrigerator box into the backyard. Then he spread a large piece of plastic on the grass. This kind of plastic is called *tarp*. Dad said it would stop them from getting paint on the grass.

"The grass is already green," he said. "We don't need to paint it purple, too."

Each friend chose a section of the box. They painted on it for the next 15 minutes.

When they finished painting, they looked at all the sections. Together, they decided which paint worked best.

Here's what they saw:

The watercolor paint was too light. The crayons were too thick. The finger paint was too messy.

"The acrylic paint worked the best," Kaitlyn said.

"Sure did!" everyone agreed.

The four friends painted the refrigerator box to look like a bus. It took them all afternoon. They painted windows and doors. They even painted some kids inside the bus.

"It's so colorful!" said Lydia.

"It's beautiful!" Kaitlyn agreed

When they finished, Lydia looked to see what her sister had painted.

On the back of the bus, Kaitlyn had painted a heart. It said: "I love you, little sister."

Lydia couldn't believe her eyes. "I love you, too!" she said.

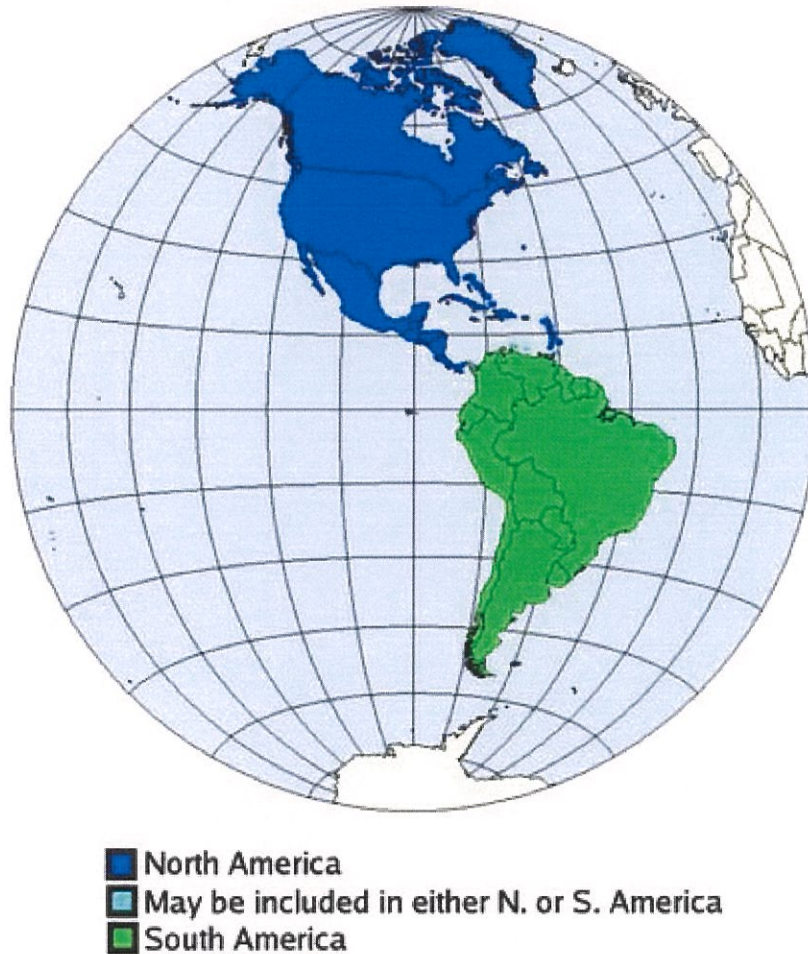
"For a six-year-old, you're not so bad."

"All aboard the Lydia Express!" everyone said. "It was her idea to make a bus!"

They all climbed into the colorful bus. They drove wherever they felt like going. When they returned home, they had ice cream from the brand new refrigerator.

Cindy Goes to Salvador

by ReadWorks



Joanna said, "Cindy is going to Brazil next Friday." Mona and Lydia had come to her house for a play date. Her big sister, Beth, was with them too. Cindy hadn't come yet. Her mother wanted her to get started on packing. They were going to Salvador on the northeast coast of Brazil. Cindy's father had been talking about it for six months. But the girls thought it wouldn't happen. And now she was going. They could not stop her. Cindy was very sad when she came.

She said she didn't want to go. She didn't even know where Salvador was. But she knew it was very far and she wouldn't see her friends every day. How would she get there? How would she take all her books and toys, and clothes? And she could not take her house. Or her dog Biscuit. Where would she live? Cindy wanted to hide in Joanna's house, so her parents couldn't take her away. But wouldn't they find her sometime? How would Cindy find out more about what it would be like?

"It's easy. There are a number of ways to solve problems like this. We can use designs, sketches, or physical models to figure it out," said Beth.

Joanna took the atlas out. It was a book with many maps. Beth helped them find Salvador: "See Cindy! Here we are-in North America. And Salvador is in Brazil; in South America."

"It's not so far," Cindy said, looking at the map.

"No, it isn't," Mona added. "And look here, São Paulo is in Brazil too! They have a pancake festival there every year in the summer."

Cindy was excited now. "I love pancakes!"

Draw a Sketch

Lydia took out a sketch pad and some pencils, and gave them to Cindy. "Now imagine," she said to her. "You will be living in a new house. Isn't that wonderful?"

Joanna said, "Let's see how we want your new home to be."

The girls started drawing. "Well, that's what people do before they build a new house!" said Beth.

They drew many rooms: for Cindy's books, her clothes, and her new dog (who would also be called Biscuit). Cindy looked at the drawing. She decided to take it home for her parents. They needn't worry about the new house now. She had a plan!

Design a Model

"But how will I get there? And will I be able to take all my things?"

The girls knew she would be going in an airplane. But none of them had ever traveled in one. Does a plane have wings? How does it fly? Will it carry all of Cindy's things too?

Now Beth gave them each a colored origami paper. They made their own airplanes! As they were doing that, Beth explained to them how airplanes worked: where the engine was, where the pilot sat, and where Cindy's books and toys would be kept. They saw the wings-just like a bird's! They flew them all around the room. Cindy would be flying too! All the way to Salvador.

"Now wouldn't that be fun?" Lydia asked.

Cindy could imagine São Paulo, the pancakes, the plane, and another Biscuit. She was finally excited!

Just then, Joanna's mother walked in with the phone. Cindy's father wanted to know when he could pick her up.

"Now!" she said.

Name: _____ Date: _____

Use the article "Cindy Goes to Salvador" to answer questions 1 to 3.

1. Near the beginning of the story, Cindy comes to Joanna's house. How does she feel when she gets there?

2. How does Cindy feel at the end of the story?

3. What causes Cindy's feelings to change during the story?

Use the article "Painting a Bus" to answer questions 4 to 6.

4. Near the beginning of the story, Kaitlyn, Lydia, Lainey, and Michael decide to make a bus out of a box. How does Kaitlyn feel when they decide to make a bus? Support your answer with information from the story.

5. How does Kaitlyn feel at the end of the story? Support your answer with information from the story.

6. What causes Kaitlyn's feelings to change during the story?

Use the articles "Cindy Goes to Salvador" and "Painting a Bus" to answer questions 7 to 9.

7. Compare how Kaitlyn feels near the beginning of "Painting a Bus" to how Cindy feels near the beginning of "Cindy Goes to Salvador."

8. Compare how Kaitlyn feels at the end of "Painting a Bus" to how Cindy feels at the end of "Cindy Goes to Salvador."

9. What can cause a character's feelings to change in a story? Support your answer with evidence from "Painting a Bus" and "Cindy Goes to Salvador."

Be a Poet

Celebrate Poetry!

April is National Poetry Month.

It is time to celebrate poetry. Poetry is a type of writing that lets people express, or show, their emotions. Some poems rhyme, and some do not.

This month, everyone can take part in the fun. Many people will go to poetry readings to hear poets read their work. Kids will read and write poems in school too.

In this issue, you will learn about three types of poems. Then write a poem of your own!

A Two-Line Poem

A couplet is a poem that has only two lines. The last words in each line rhyme.

Spring Blossoms

When rain comes down in drippity drops,
Umbrellas go up with poppity pops.
-Marie E. Cecchini

An Acrostic Poem

In an acrostic poem, each line describes a topic word. Each letter of the word starts a new line. This poem about spring uses the letters in the word *spring* to begin each line.

Spring

Sunny days are coming.
Pretty birds chirp early in the morning.
Rain falls from the sky.
Insects buzz and crawl.
New baby animals take their first steps.
Green grass grows, and flowers bloom!
-Nicole Diaz

A Four-Line Poem

A quatrain is a poem that has four lines. The last words in the second and fourth lines must rhyme. Write the

two words in the poem that rhyme.

Sunflower

Leaves of green,
Petals so bright,
It grows quite tall.
A beautiful sight!
-Rachelle Kreisman

Name: _____ Date: _____

1. When is National Poetry Month?

2. How many lines are in a couplet?

3. Is the poem below an acrostic poem? Why or why not?

Movies are fun.

Only in the Dark.

Making popcorn is the best part of a movie.

4. What is this passage mostly about?

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

A couplet has two lines, _____ a quatrain has four.

- A. because
- B. but
- C. so

6. What can people use to express themselves?



Writing



Name _____ Date _____

Fill-in-the-Blank

If I Had a Million...

What would you like one million of?
Fill in the blanks below to show what
you would do with it!

Example: If I had a million cats I would teach them how to fetch and dance. And then, I would open a cat circus, the first in the world, for all my friends to see. I would give Sasha 15 cats, and she would open a cat cafe so people who didn't have cats could come and play.



If I had a million _____ I would _____
plural noun

And then, I would _____

I would give _____
name of person a number same plural noun as previous

and they would _____

Name _____

Date _____

Two Truths and One Lie: Research Edition

Conduct research about _____. Then write three statements about the topic in which two statements are true and the third is false.

1

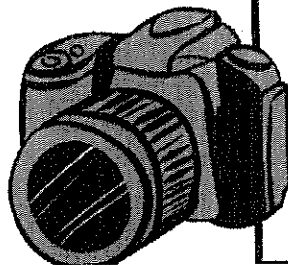
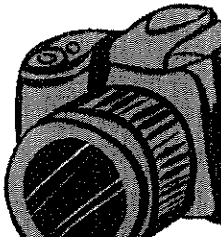
2

3

Write a paragraph about the same topic. Make sure your paragraph contains the correct answer to the lie.

Give your worksheet to another learner so they can determine which statements are true and which is the lie, using your paragraph as help! You get to be the teacher when they are done. Did they get the right answer?

MAKE UP YOUR OWN SCARY STORY

[illegible]

Working with

Words



Plural Nouns



Noun ending in:	Make plural by:
<i>ch, sh, ss, x, zz</i>	adding <i>-es</i>
<i>y</i>	dropping the <i>y</i> and adding <i>-ies</i>
<i>f</i> or <i>fe</i>	dropping the <i>f</i> and adding <i>-ves</i>

Using the rules in the chart, write the plural form of each noun.

- | | |
|-----------------|-------------------|
| 1. sky _____ | 15. beach _____ |
| 2. fly _____ | 16. box _____ |
| 3. party _____ | 17. bush _____ |
| 4. roof _____ | 18. buzz _____ |
| 5. wife _____ | 19. fox _____ |
| 6. wolf _____ | 20. library _____ |
| 7. class _____ | 21. pony _____ |
| 8. canary _____ | 22. mess _____ |
| 9. spy _____ | 23. shelf _____ |
| 10. loss _____ | 24. calf _____ |
| 11. berry _____ | 25. half _____ |
| 12. story _____ | 26. life _____ |
| 13. lunch _____ | 27. loaf _____ |
| 14. fish _____ | 28. knife _____ |

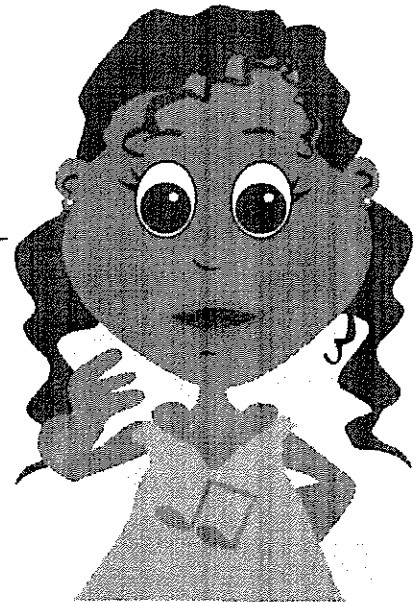
Subject / Verb Agreement

With Gabriella Grammar

Hi! I'm Gabriella Grammar. Let's learn about subject and verb agreement together! The subject and verb must agree in number: both must be singular, or both must be plural. For example:

Singular --> The dog chases the cat

Plural --> The dogs chase the cat



Circle the verb that correctly completes each sentence.

1. The four aliens _____ green goo inside their spaceship.
2. My dinosaur _____ onto the trampoline.
3. Those cars _____ a loud sound as they race around the track.
4. One of his sisters _____ the trombone.
5. I _____ milkshakes to cool down on hot summer days.
6. Our hamburgers _____ so delicious!
7. Mrs. Lane, my teacher, _____ us to finish our homework before the big game.

eat eats

leap leaps

make makes

play plays

drink drinks

taste tastes

want wants

Circle the correct verb and complete the sentence.

1. The elephant (bring/brings) _____
2. Sarah (win/wins) _____
3. All the princes and princesses (eat/eats) _____

Context Clues

Finding Word Meanings

Name: _____

Date: _____

Read the sentences below. Read the underlined word in the sentence. Circle the answer choice that has the same meaning as the underlined word.

1. The student replied to the teacher with a witty answer and the class laughed.
A. funny B. mean C. word
2. I looked at my brother with a glare after he broke my toy.
A. confusing B. dirty look C. difficult
3. Fireworks on the 4th of July give off a beautiful glimmer in the sky.
A. glow B. bright C. look
4. When we go camping, my father will ignite the fire so we can roast marshmallows.
A. start B. call C. see
5. He chose to delete the unhealthy foods from his meal and make better choices.
A. include B. make more C. remove
6. My grandpa will doze during television shows he watches when he is tired.
A. cheer B. nap C. discuss
7. The curious puppy emptied the bag while he sniffed around looking for something to chew.
A. problem B. interested C. happy
8. Each day during the spring there is a slight increase in temperature until summer arrives.
A. small B. increase C. bright
9. The tower will topple if it has too much weight at the top.
A. pounds B. grow C. fall over
10. The students who put in the best effort will be included in the celebration.
A. attitude B. hard work C. completion

Compound Sentences

A **compound sentence** is made up of two or more complete sentences connected by a conjunction (a joining word) such as **and**, **but**, or **so**.

Tom walked through the haunted house, but he wasn't scared at all.

Create your own compound sentences on the lines below by combining a sentence from column A with one from column B and connecting them with a conjunction. You can use sentences more than once.

A

Jan went to the carnival.

Jan wanted to ride the roller coaster.

Jan played arcade games.

Jan tried to win a stuffed bear.

Jan started to get hungry.

B

She had a great time.

She rode on all the rides.

She didn't have enough money.

She didn't stay for long.

She stood in a long line.

It started to rain.

She won a kewpie doll.

She bought a hot dog.

example Jan went to the carnival, but she didn't stay for long.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Its or It's?

Circle the correct word in each sentence.

Its is a **possessive** pronoun.

It's is a **contraction** that means it is.

The tiger licked **its** **it's** paw.

I wonder if **its** **it's** going to rain tomorrow.

Its **It's** time to go to school.



My cat and **its** **it's** kittens are taking a nap.

Its **It's** going to be a long walk to the train.

That dress is beautiful! **Its** **It's** color is perfect for you.

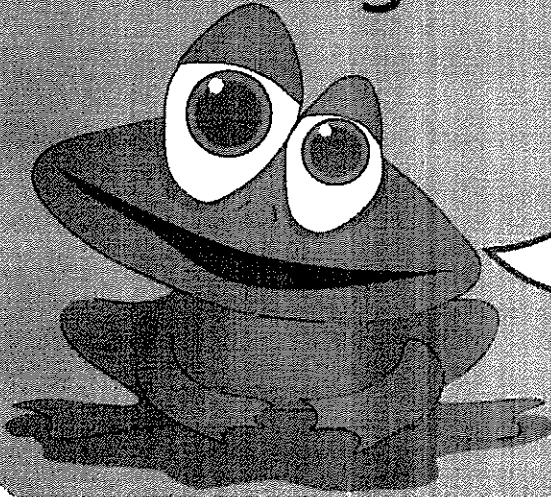
I'm glad **its** **it's** sunny outside today.

Your puppy is so cute, what's **its** **it's** name?

Hurry up and catch the train! **Its** **It's** coming!

Have you seen my toy? **Its** **It's** not in **its** **it's** box.

Learning about Verbs with "ing"



You've probably seen a lot of verbs with "ing" at the end. Verbs are action words and a verb ending with "ing" is one that is used to talk about an ongoing action. Here is an example:

My friend Kitty is reading a story about a princess and a frog.

Add "ing" to the verbs so that they describe the continuing actions in the following sentences. Sometimes you may have to leave off the "e" on the end of the verb before you add the "ing."

1. I am _____ for the bus with my friend.
2. My cousin is _____ for the airport in an hour.
3. My mom is _____ my favorite song.
4. He is _____ a surprise birthday party for his father.
5. Our class is _____ a book drive.
6. My brother is _____ to find his sweater.
7. The girl is _____ a picture.
8. Do you need help _____ your room?
9. The children are _____ a fun game.
10. They are _____ a tree house.
11. My teacher is _____ our tests right now.

wait

leave

sing

throw

organize

try

draw

clean

play

build

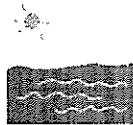
grade

See the Sea

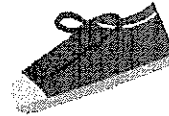
Circle the correct **homophone** to complete the sentence.

Homophones are words that sound the same but have different spellings and meanings.

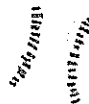
1. The (sea / see) is very salty.



2. I have a giant (not / knot) in my shoelace.



3. Kelly (threw / through) the ball to John.



4. The flower has a wonderful (sent / scent).



Use the lines below to write two sentences using two of the words you did not circle.

Same Sounds

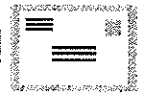
Circle the correct **homophone** to complete the sentence.

Homophones are words that sound the same but have different spellings and meanings.

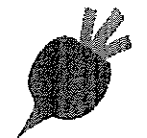
1. I just (eight / ate) a lot of (meat / meet) for dinner.



2. I can't (wait / weight) to receive your letter in the (male / mail)!



3. My mom bought (two / to) pounds of delicious (beats / beets).



4. Jack is spending the (weak / week) with his (aunt / ant).



5. We (won / one) (hour / our) first basketball game!



6. Would you like to (where / wear) a (pear / pair) of my mittens?



7. Mr. Smith's (son / sun) is an (l / eye) doctor.



8. (Their / There) is an (acts / ax) over by the tree.



There, Their, or They're?

Complete each sentence with *there*, *their*, or *they're*.

The words *there*, *their*, and *they're* are often confused.

There is used to refer to a place. Example: Fred is over *there*.

Their means belonging to them. Example: This is *their* cat.

They're is a contraction meaning they are. Example: I hope *they're* coming.

They went to visit _____ aunt.

Please put your coats _____.

Kim likes eggs only when _____ hard-boiled.

_____ house is almost one hundred years old!

Have you been _____ yet?

_____ looking for _____ lost cat.

Tomorrow, _____ throwing a graduation party.

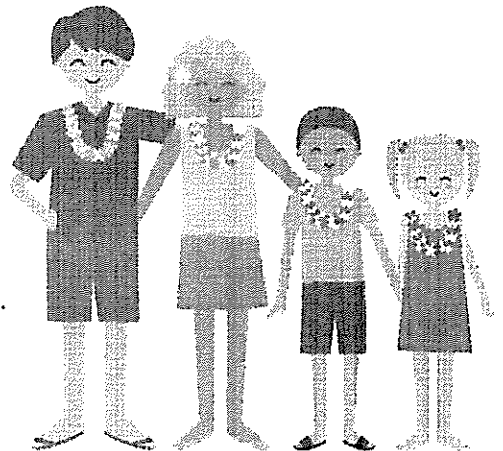
_____ going to Hawaii for summer vacation.

_____ is no more milk left.

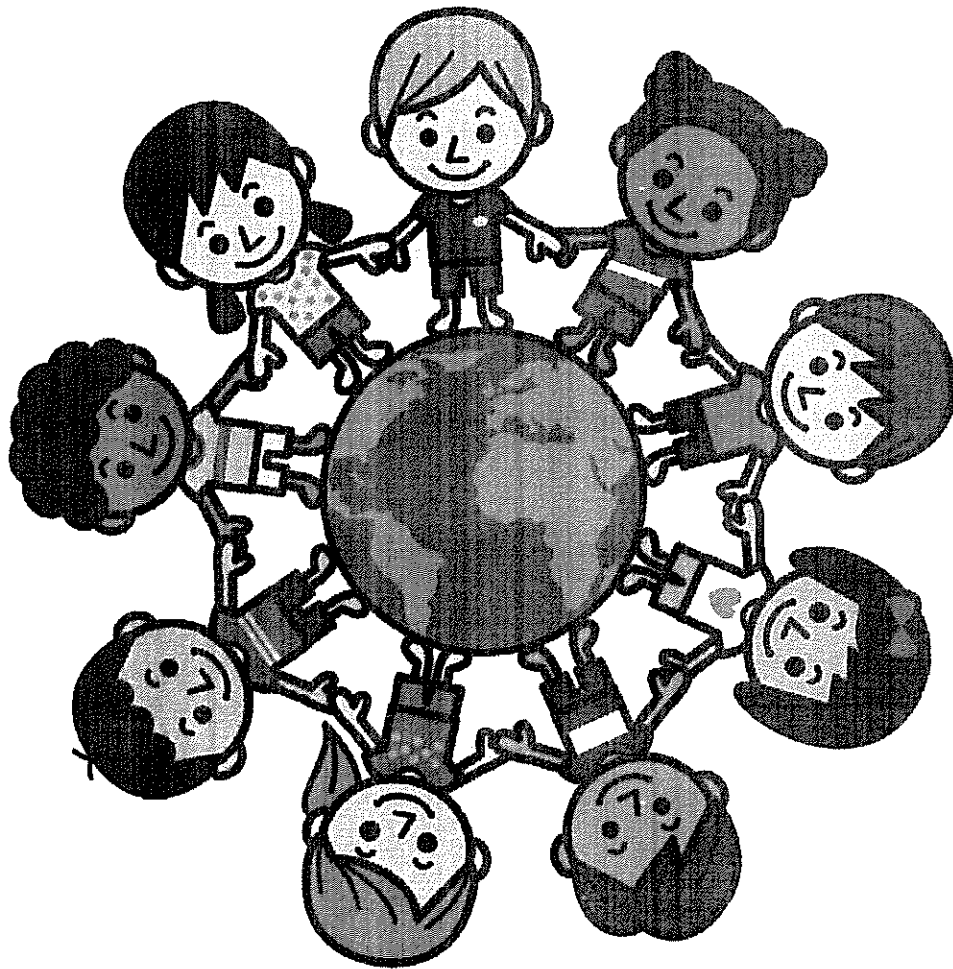
What did you see over _____?

On Sunday, _____ family plays tennis.

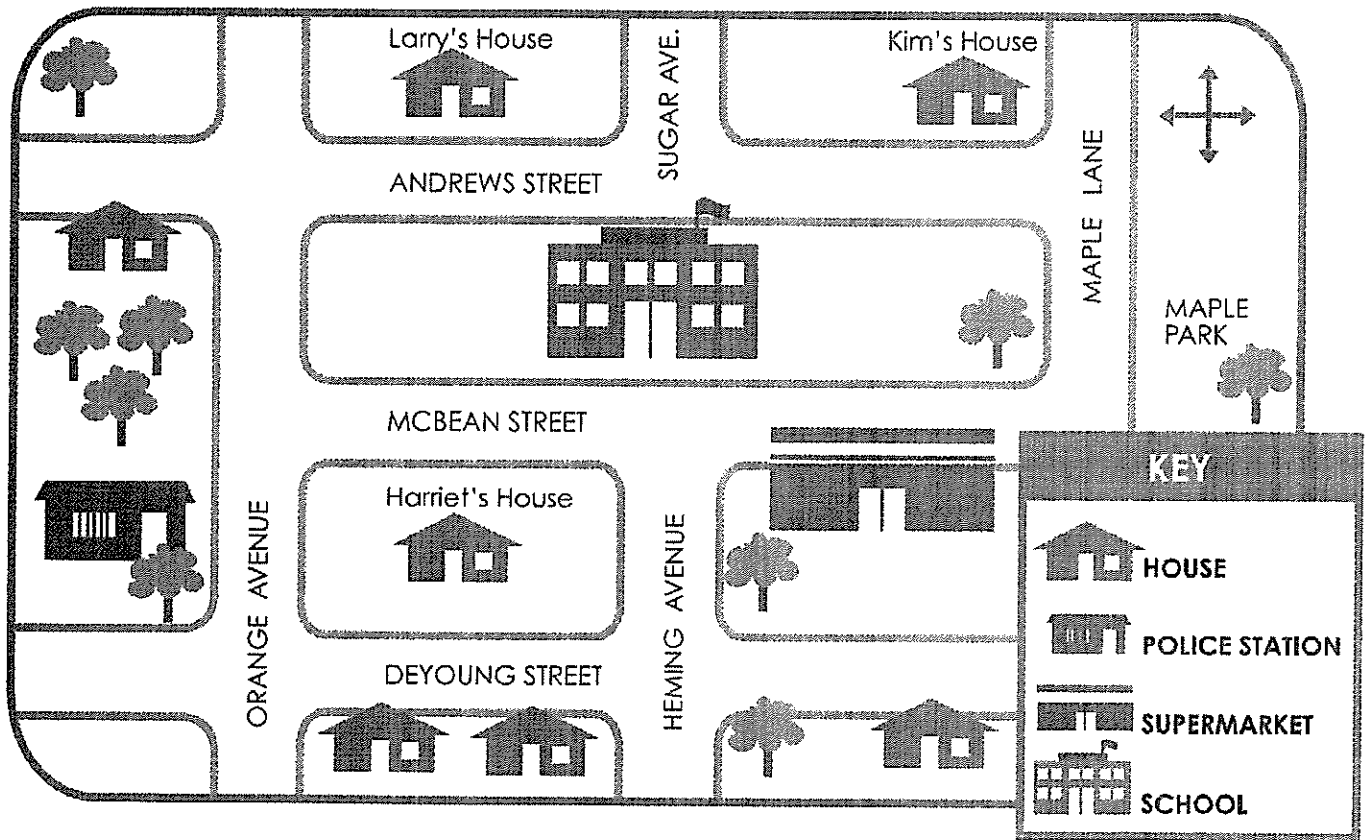
Eva played with _____ new puppy.



Reading & Social Studies/Science



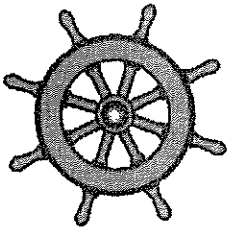
TOWN MAP



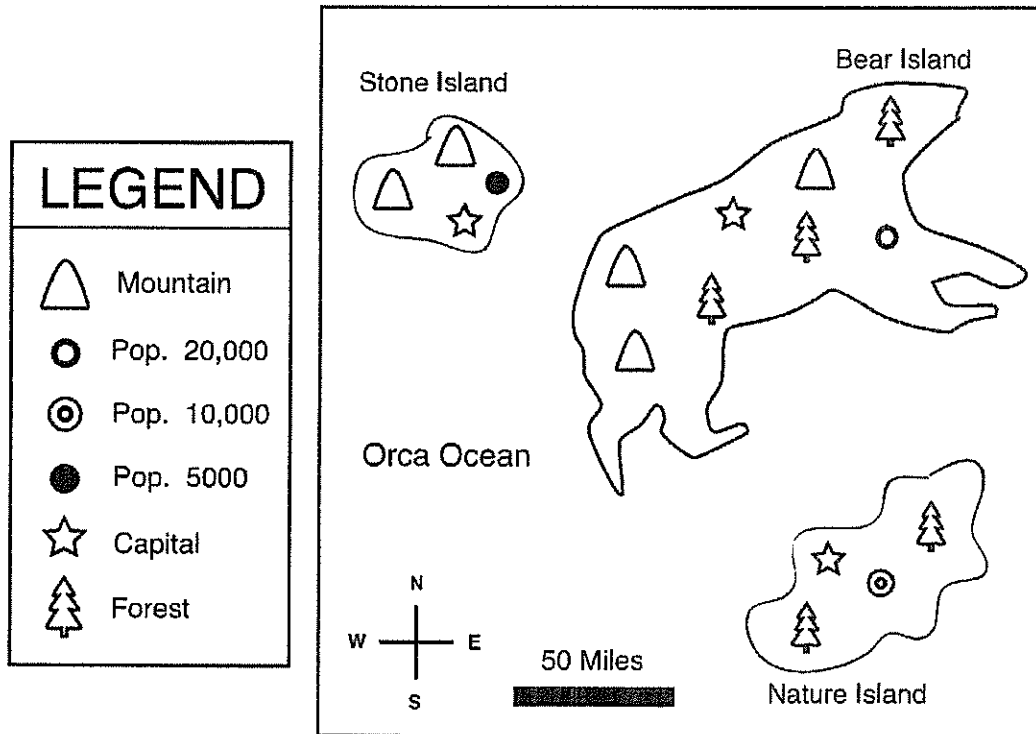
LABEL the compass rose with N, S, E, W.

Write NORTH, SOUTH, EAST OR WEST to complete each sentence.

1. Harriet heads _____ to go to school.
2. Larry goes _____ to go to Harriet's house.
3. Kim heads _____ to go to the supermarket.
4. A police officer would go _____ to the supermarket.
5. Kids at school head _____ to play at the park.
6. Harriet's dad is a police officer. He heads _____ to work.
7. Larry heads _____ to go to school.
8. Kim heads _____ to visit Larry.



Find Your Way Around a Map!



Color it in!

Color the mountains purple.
Color the water blue.

Color the capitals yellow.
Color the forests green.

Use the map and legend to answer the questions below.

1. What is the population of Bear Island?
2. What is the population of Stone Island?
3. Use the compass on the map to find out which direction you would travel to go to Bear Island from Nature Island.
4. Use the distance meter on the map to find out how many miles you have to travel to go from the capital of Bear Island to the capital of Nature Island.
5. How many more mountains are there on Bear Island than Stone Island?
6. Are there more forests on Bear Island or Nature Island?

How to Separate Salt from Water

Salt, a mineral with the main component being **sodium chloride**, or **NaCl**, has been used for millennia to help preserve food (and make it tasty!). In ancient times, salt was used as a form of currency in some cultures. During the period when the ancient Phoenicians controlled the salt trade in the Mediterranean, salt was as expensive as gold! In this lab, we will learn how to separate salt from water through a solar process—you can use the sun to evaporate water, leaving behind the salt.

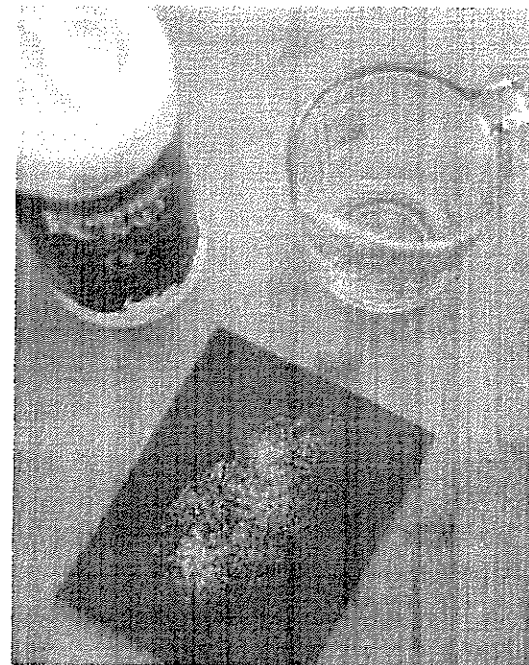
Objective: Evaporate water to form salt crystals.

Materials

- Baking sheet
- Black paper
- Salt
- Water
- Cooking pot

Procedure

1. If you do not have a source of salt water (such as water from the ocean), then mix salt and water in a cooking pot until all the salt has dissolved. Your goal is to make a fairly concentrated solution of salt and water.
2. Lay the black paper on the baking sheet. *Why is it important to use black paper?*
3. Pour the salt water into the baking sheet, making sure to cover the black paper.
4. Set the baking sheet somewhere warm, like outside in the sun or on a table by a window.
5. Record your observations over a number of days until all the water is gone.



Results

Salt crystals will be left over once all the water has evaporated.

Why?

The color black absorbs all frequencies of visible light, which will help the light energize the water molecules which evaporate when they get hot. It is important that the pan is somewhere warm, because the water will evaporate into the air more quickly. As the water evaporates, the salt doesn't leave with it! Therefore, the concentration of salt in the water left behind increases. Eventually, the concentration gets so high that the water becomes supersaturated, and the salt will begin to recrystallize into a solid. When all of the water is gone, you will have salt!

The same process is done on a very large scale, worldwide. A common method involves allowing seawater to flow into shallow flat beds through channels that are then sealed off. The sun heats the water until all of it evaporates, leaving mountains of salt behind. The salt is then collected and cleaned. Salt's a particularly important mineral because it isn't just used for cooking—it's an essential ingredient in agriculture, science, and countless industrial products.