

Advertencia sobre la impresión:

Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.



Grado 3 Lectura

Paquete 2 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar tiene dos partes, Sección 1 y Sección 2, cada una de las cuales incluye 10 lecciones. Se recomienda que el estudiante complete una lección cada día.

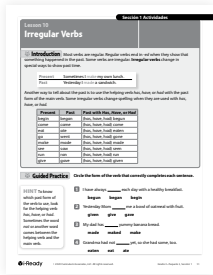
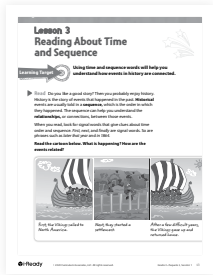
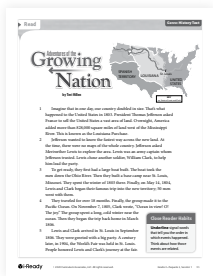
La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a los estudiantes a que trabajen lo mejor que puedan con este contenido. ¡Lo más importante es que continúen trabajando en su lectura!

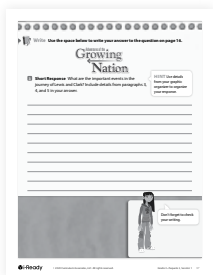
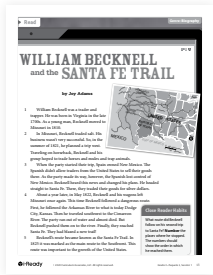
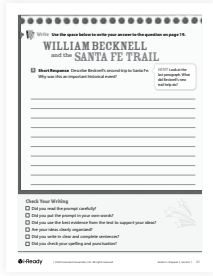
¡Dé vuelta a la página
para ver las actividades
de Lectura del Grado 3
incluidas en este paquete!



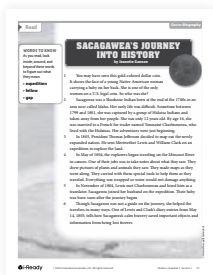
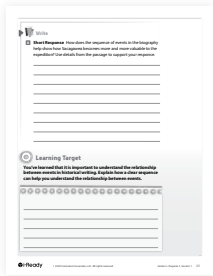

Grado 3 Actividades de lectura en la Sección 1

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
1	<p>Grade 3 Ready Language Handbook, Lesson 10</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete Guided Practice. (<i>Completa la Práctica guiada.</i>) • Complete Independent Practice. (<i>Completa la Práctica independiente.</i>) 	11–12
2	<p>Grade 3 Ready Reading Lesson 3 Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete the Think and Talk activities. (<i>Completa las actividades Think y Talk.</i>) 	13–14
3	<p>Grade 3 Ready Reading Lesson 3 Part 2</p> 	<p>Modeled and Guided Instruction</p> <ul style="list-style-type: none"> • Read “Adventures of the Growing Nation.” (<i>Lee “Adventures of the Growing Nation.”</i>) • Complete the Think and Talk activities. (<i>Completa las actividades Think y Talk.</i>) 	15–16

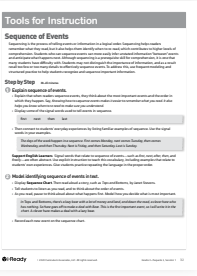
Grado 3 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
4	<p>Grade 3 Ready Reading Lesson 3 Part 3</p> 	<ul style="list-style-type: none"> • Reread “Adventures of the Growing Nation.” (Vuelve a leer “Adventures of the Growing Nation.”) • Complete the Write activity. (Completa la actividad Write.) 	17
5	<p>Grade 3 Ready Reading Lesson 3 Part 4</p> 	<p>Guided Practice (Práctica guiada.)</p> <ul style="list-style-type: none"> • Read the passage, “William Becknell and the Santa Fe Trail.” (Lee el pasaje “William Becknell and the Santa Fe Trail.”) • Complete the Think and Talk activities. (Completa las actividades Think y Talk.) 	18–19
6	<p>Grade 3 Ready Reading Lesson 3 Part 5</p> 	<ul style="list-style-type: none"> • Reread “William Becknell and the Santa Fe Trail.” (Vuelve a leer “William Becknell and the Santa Fe Trail.”) • Complete the Write activity. (Completa la actividad Write.) 	20

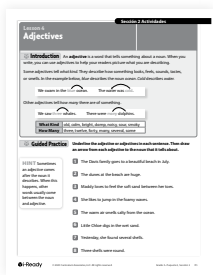
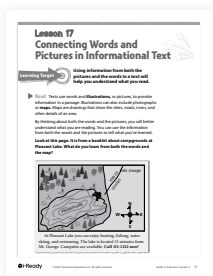
Grado 3 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
7	Grade 3 Ready Reading Lesson 3 Part 6 	Independent Practice (Práctica independiente.) • Read “Sacagawea’s Journey Into History.” (Lee “Sacagawea’s Journey Into History.”) • Complete the Think activity. (Completa la actividad Think.)	21–25
8	Grade 3 Ready Reading Lesson 3 Part 7 	• Reread “Sacagawea’s Journey Into History.” (Vuelve a leer “Sacagawea’s Journey Into History.”) • Complete the Write activity. (Completa la actividad Write.)	26
9	Practice Assessment 	• Read “Build the Perfect Sandcastle.” (Lee “Build the Perfect Sandcastle.”) • Complete questions 7-12. (Completa las preguntas 7 a 12.)	27–31


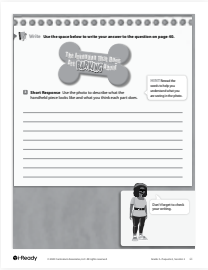
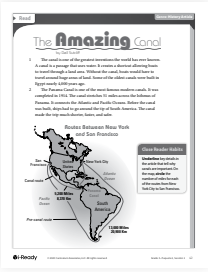
Grado 3 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
10	<p>Tools For Instruction Sequence of Events</p> 	<p>• Parent/Guardian: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.</p> <p><i>(Padre/Tutor: Lea las instrucciones y guíe al estudiante a través de la actividad. Use esto con un texto que el estudiante haya leído en una lección previa.)</i></p>	32–34

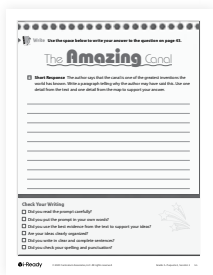
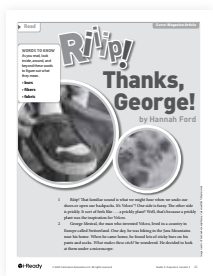
Grado 3 Actividades de lectura en la Sección 2

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
1	<p>Grade 3 Ready Language Handbook, Lesson 4</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete Guided Practice. (<i>Completa la Práctica guiada.</i>) • Complete Independent Practice. (<i>Completa la Práctica independiente.</i>) 	35–36
2	<p>Grade 3 Ready Reading Lesson 17 Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lea la introducción.</i>) • Complete the Think and Talk activities. (<i>Completa las actividades Think y Talk.</i>) 	37–38

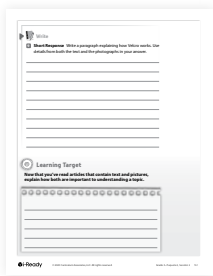

Grado 3 Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
3	Grade 3 Ready Reading Lesson 3 Part 2 	Modeled and Guided Instruction <ul style="list-style-type: none"> • Read “The Invention That Dogs are Barking About.” (Lee “The Invention That Dogs are Barking About.”) • Complete the Think and Talk activities. (Completa las actividades Think y Talk.) 	39–40
4	Grade 3 Ready Reading Lesson 3 Part 3 	<ul style="list-style-type: none"> • Reread “The Invention That Dogs are Barking About.” (Vuelve a leer “The Invention That Dogs are Barking About.”) • Complete the Write activity. (Completa la actividad Write.) 	41
5	Grade 3 Ready Reading Lesson 3 Part 4 	Guided Practice (Práctica guiada) <ul style="list-style-type: none"> • Read the passage, “The Amazing Canal.” (Lee el pasaje “The Amazing Canal.”) • Complete the Think and Talk activities. (Completa las actividades Think y Talk.) 	42–43

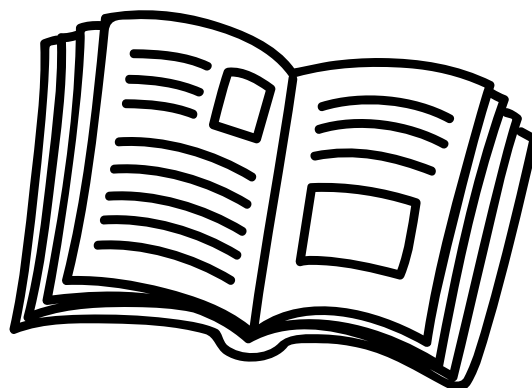
Grado 3 Actividades de lectura en la Sección 2 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
6	<p>Grade 3 Ready Reading Lesson 3 Part 5</p> 	<ul style="list-style-type: none"> • Reread “The Amazing Canal.” (Vuelve a leer “The Amazing Canal.”) • Complete the Write activity. (Completa la actividad Write.) 	44
7	<p>Grade 3 Ready Reading Lesson 3 Part 6</p> 	<p>Independent Practice (Práctica independiente)</p> <ul style="list-style-type: none"> • Read “Riiip! Thanks, George!” (Lee “Riiip! Thanks, George!”) • Complete the Think activity. (Completa la actividad Think.) 	45–49

Grado 3 Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
8	<p>Grade 3 Ready Reading Lesson 3 Part 7</p> 	<ul style="list-style-type: none"> • Reread “Riiip! Thanks, George!” (<i>Vuelve a leer “Riiip! Thanks, George!”</i>) • Complete the Write activity. (<i>Completa la actividad Write.</i>) 	50
9	<p>Practice Assessment</p> 	<ul style="list-style-type: none"> • Read “Surprise Letter.” (<i>Lee “Surprise Letter.”</i>) • Complete questions 23-26. (<i>Completa las preguntas 23 a 26.</i>) 	51–53

Independent Reading!



See pages
54 and 55
of this
packet.



Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com


www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 10

Irregular Verbs

 **Introduction** Most verbs are regular. Regular verbs end in *-ed* when they show that something happened in the past. Some verbs are irregular. **Irregular verbs** change in special ways to show past time.

Present	Sometimes I make my own lunch.
Past	Yesterday I made a sandwich.

Another way to tell about the past is to use the helping verb *has*, *have*, or *had* with the past form of the main verb. Some irregular verbs change spelling when they are used with *has*, *have*, or *had*.

Present	Past	Past with <i>Has, Have, or Had</i>
begin	began	(has, have, had) begun
come	came	(has, have, had) come
eat	ate	(has, have, had) eaten
go	went	(has, have, had) gone
make	made	(has, have, had) made
see	saw	(has, have, had) seen
run	ran	(has, have, had) run
give	gave	(has, have, had) given

 **Guided Practice** Circle the form of the verb that correctly completes each sentence.

HINT To know which past form of the verb to use, look for the helping verb *has*, *have*, or *had*. Sometimes the word *not* or another word comes between the helping verb and the main verb.

- I have always _____ each day with a healthy breakfast.
begun began begin
- Yesterday Mom _____ me a bowl of oatmeal with fruit.
given give gave
- My dad has _____ yummy banana bread.
made maked make
- Grandma had not _____ yet, so she had some, too.
eaten eat ate

Independent Practice

For numbers 1–5, read each sentence. Then choose the word that replaces the underlined verb and makes the sentence correct.

1 Mom and I go to the store last week.

- A** gone
- B** goed
- C** went
- D** goned

2 We had ran out of healthy snacks.

- A** run
- B** runned
- C** ranned
- D** rund

3 At the store, we see a lot of cookies and candy.

- A** seen
- B** seened
- C** sawed
- D** saw

4 Mom has never give me snacks like those.

- A** gave
- B** gaven
- C** given
- D** gived

5 We come home with carrots and raisins.

- A** camed
- B** came
- C** camen
- D** comed

Lesson 3

Reading About Time and Sequence



Learning Target

Using time and sequence words will help you understand how events in history are connected.

- **Read** Do you like a good story? Then you probably enjoy history. History is the story of events that happened in the past. **Historical** events are usually told in a **sequence**, which is the order in which they happened. The sequence can help you understand the **relationships**, or connections, between those events.

When you read, look for signal words that give clues about time order and sequence. *First*, *next*, and *finally* are signal words. So are phrases such as *later that year* and *in 1864*.

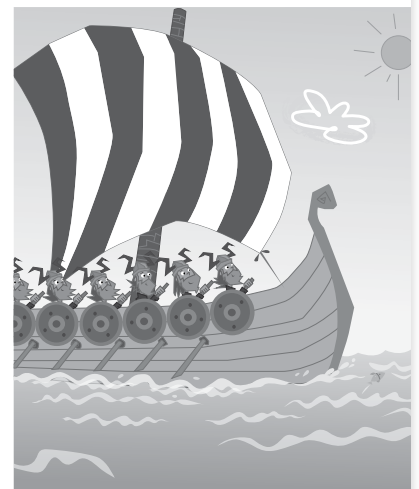
Read the cartoon below. What is happening? How are the events related?



First, the Vikings sailed to North America.



Next, they started a settlement.



After a few difficult years, the Vikings gave up and returned home.

- **Think** Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened.

The Vikings Sail to North America		
First	Next	After a Few Years

- **Talk** Think about the second and third things that happen in the cartoon.
- What is the relationship between those two events?
 - Was the third event what you expected?



Academic Talk

Use these words to talk about the text.

- **sequence** • **relationships** • **historical**

Adventures of the Growing Nation

by Teri Hillen



- 1 Imagine that in one day, our country doubled in size. That's what happened to the United States in 1803. President Thomas Jefferson asked France to sell the United States a vast area of land. Overnight, America added more than 828,000 square miles of land west of the Mississippi River. This is known as the Louisiana Purchase.
- 2 Jefferson wanted to know the fastest way across the new land. At the time, there were no maps of the whole country. Jefferson asked Meriwether Lewis to explore the area. Lewis was an army captain whom Jefferson trusted. Lewis chose another soldier, William Clark, to help him lead the party.
- 3 To get ready, they first had a large boat built. The boat took the men down the Ohio River. Then they built a base camp near St. Louis, Missouri. They spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark began their famous trip into the new territory; 50 men went with them.
- 4 They traveled for over 18 months. Finally, the group made it to the Pacific Ocean. On November 7, 1805, Clark wrote, "Ocean in view! O! The joy." The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.
- 5 Lewis and Clark arrived in St. Louis in September 1806. They were greeted with a big party. A century later, in 1904, the World's Fair was held in St. Louis. People honored Lewis and Clark's journey at the fair.

Close Reader Habits

Underline signal words that tell you the order in which events happened. Think about how those events are related.

Explore

What happened after the United States bought land from France?



Sometimes you need more than signal words to understand how events are related. Ask questions such as “Why did this happen?”

Think

- 1 Reread the text to find out the events of Lewis and Clark’s journey. List those events in the graphic organizer.

Lewis and Clark’s Exploration	
First	President Jefferson asks Meriwether Lewis to explore the new land.
Winter 1803	
May 1804	
November 1805	
September 1806	

Talk

- 2 Reread paragraphs 2, 3, and 4. Talk with a partner about how the events in those paragraphs are related.



Write

- 3 **Short Response** What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer. Use the space provided on page 17 to write your answer.

HINT Use details from your graphic organizer to organize your response.



Write Use the space below to write your answer to the question on page 16.

Adventures of the Growing Nation

- 3 Short Response** What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer.

HINT Use details from your graphic organizer to organize your response.



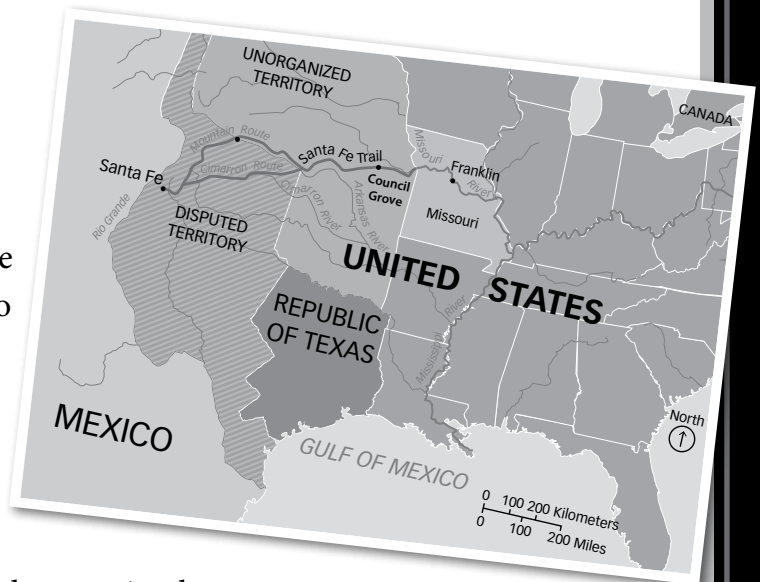
Don't forget to check your writing.

WILLIAM BECKNELL

and the SANTA FE TRAIL

by Joy Adams

- 1 William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.
- 2 In Missouri, Becknell traded salt. His business wasn't very successful. So, in the summer of 1821, he planned a trip west. Traveling on horseback, Becknell and his group hoped to trade horses and mules and trap animals.
- 3 When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.
- 4 About a year later, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!
- 5 Becknell's route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the growth of the United States.



Close Reader Habits

What route did Becknell follow on his second trip to Santa Fe? **Number** the places where he stopped. The numbers should show the order in which he reached them.

► Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What important event happened soon after Becknell set off on his trip to the West?

- A Becknell decided to trade horses instead of salt.
- B Traders were told they couldn't go to Santa Fe.
- C The Spanish lost their power in New Mexico.
- D Becknell's group ran out of water and almost died.

Part B

Underline the sentence in this paragraph that supports your choice in Part A.

When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.



When two events are near each other in a sequence, think about how they might be related.

► Talk

- 2 Discuss with a partner Becknell's second trip to Santa Fe. Use sequence words to describe the events of that journey.

► Write

- 3 **Short Response** Describe Becknell's second trip to Santa Fe. Why was this an important historical event? Use the space provided on page 20 to write your answer.

HINT Look at the last paragraph. What did Becknell's new trail help do?



Write Use the space below to write your answer to the question on page 19.

WILLIAM BECKNELL

and the **SANTA FE TRAIL**

- 3 Short Response** Describe Becknell's second trip to Santa Fe. Why was this an important historical event?

HINT Look at the last paragraph. What did Becknell's new trail help do?

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **expedition**
- **fellow**
- **gap**

SACAGAWEA'S JOURNEY INTO HISTORY

by Jeanette Cannon



- 1 You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?
- 2 Sacagawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.
- 3 In 1803, President Thomas Jefferson decided to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.
- 4 In May of 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.
- 5 In November of 1804, Lewis met Charbonneau and hired him as a translator. Sacagawea joined her husband on the expedition. Their baby was born soon after the journey began.
- 6 Though Sacagawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark's diary entries from May 14, 1805, tells how Sacagawea's calm bravery saved important objects and information from being lost forever.

7 One day, a terrible storm caused Sacagawea's canoe to tip over. All the men were trying to get the canoe upright. Sacagawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.

8 Later that year, the explorers came to Shoshone territory. Sacagawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.

9 A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.

10 In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacagawea helped the two groups speak to each other. On the way back east, Sacagawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.

11 The journey ended for Sacagawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.

12 In 2000, two centuries after Sacagawea was born, a special U.S. dollar coin was created. It honors a brave young woman who helped explore a new nation.



Lewis and Clark's winter camp at Fort Clatsop is now a National Historic Park near Astoria, Oregon.



The U.S. Postal Service issued this stamp in honor of Sacagawea in 1994.



Timeline of Some Events in the Life of Sacagawea

1788 Sacagawea is born.

1799-1801 Sacagawea is captured by Hidatsas.

Lewis and Clark Expedition

1804 **November 1804** Sacagawea and her husband Charbonneau join the Lewis and Clark expedition.

May 1805 Sacagawea saves important information during a storm.

1805 **August 1805** Sacagawea helps Lewis and Clark trade for Shoshone horses.

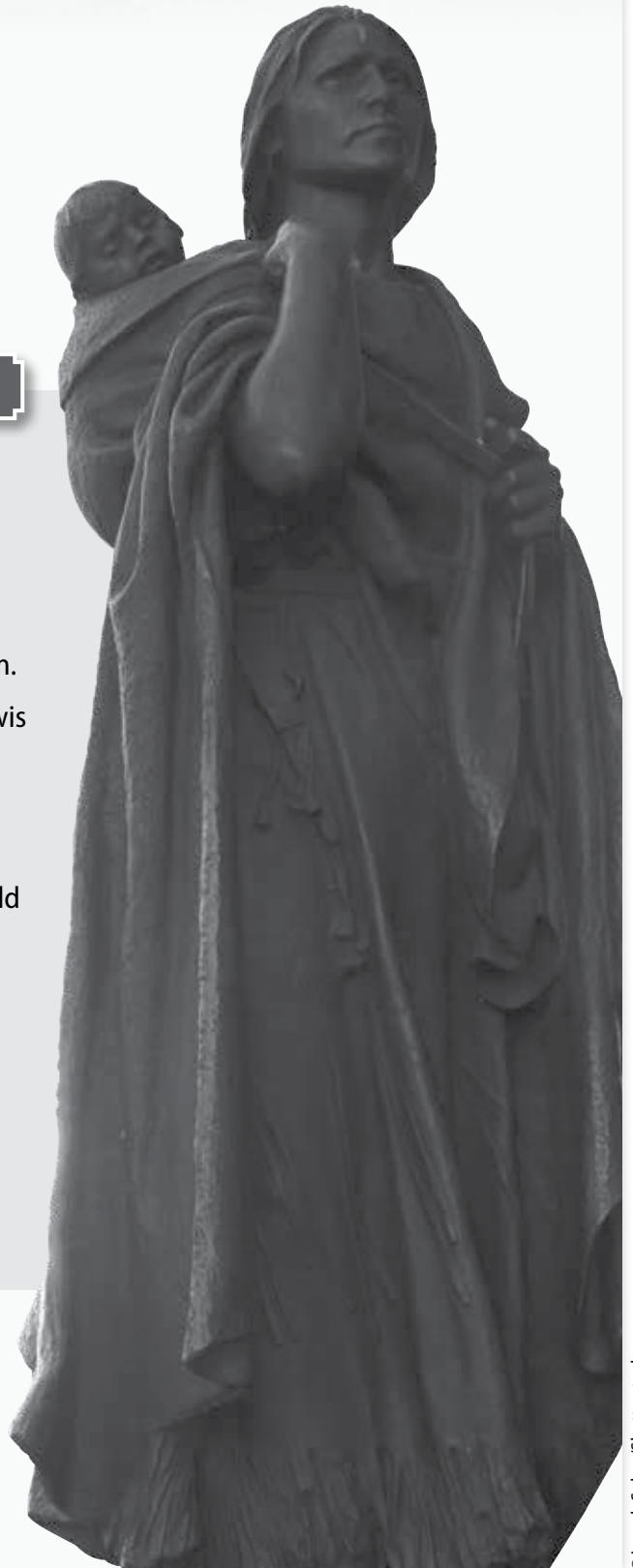
November 1805 The company reaches the Pacific Ocean.

December 1805 The explorers build Fort Clatsop and camp there for the winter.

1806 **May 1806** The group meets up with several Nez Perce chiefs. Charbonneau and Sacagawea translate.

July 1806 Sacagawea and the group reach Yellowstone River.

1811 **March 1811** Sacagawea and Charbonneau move to South Dakota.



© Joseph Sohm/Shutterstock



Think Use what you learned from reading the selection to respond to these questions.

- 1** Look again at the time line. Based on the sequence shown there, which **two** statements are true?

- A** Lewis and Clark spoke with the Nez Perce chiefs at Fort Clatsop.
- B** Sacagawea met Charbonneau during the expedition.
- C** Lewis and Clark reached the Yellowstone River near the end of their journey.
- D** Sacagawea helped prepare for the journey by buying horses.
- E** The group faced a dangerous storm early in their journey.
- F** Sacagawea was captured by the Hidatsa Indians after moving to South Dakota.

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What event happened **first** after Sacagawea helped the explorers buy horses from the Shoshone?

- A** The group stayed at Fort Clatsop for the winter.
- B** The group met with Nez Perce Indians.
- C** Sacagawea married Toussaint Charbonneau.
- D** Sacagawea remembered a gap in the mountains.

Part B

Where did you find the specific information needed to answer Part A?

- 3** Look at the sequence words and phrases in the first column. They show the order of events. Write the letter of the event that belongs with each one.

Sequence	Event
_____ In 1803	A Sacagawea and Charbonneau join the expedition.
_____ In May of 1804	B Sacagawea remembers trails that lead to the Yellowstone River.
_____ In November of 1804	C The explorers build a camp to stay in over the winter.
_____ In May of 1805	D Sacagawea saves important information from being lost.
_____ Later that year	E The explorers begin their journey to the American West.
_____ A few months after they cross the mountains	F Jefferson asks Lewis and Clark to explore the new land.
_____ Before beginning the journey home	G Sacagawea helps find a route through the mountains.
_____ On their way back east	H The explorers reach the Pacific Ocean.

- 4** What important sequence information does paragraph 5 include?

- A** It explains why the expedition was necessary.
- B** It describes Sacagawea's husband as a brave man.
- C** It tells when Sacagawea joined the expedition.
- D** It shows that the baby was born in the winter.

- 5** Read this sentence from paragraph 8.

Sacagawea helped them find a route through the mountains.

What is the meaning of *route* in this context?

- A** wide tunnel to travel through
- B** train tracks in the mountains
- C** way of getting from place to place
- D** paved road for wagons to use



Write

- 6 Short Response** How does the sequence of events in the biography help show how Sacagawea becomes more and more valuable to the expedition? Use details from the passage to support your response.



Learning Target

You've learned that it is important to understand the relationship between events in historical writing. Explain how a clear sequence can help you understand the relationship between events.

Read the passage. Then answer the questions that follow.

Build the Perfect Sand Castle

by Greg Mission

The beach isn't just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

Tools and Supplies

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can't be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

Step 1: Draw a Plan

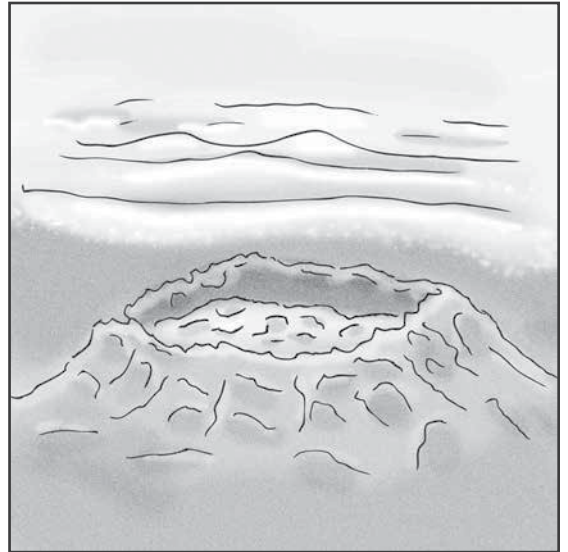
First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.

Step 2: Make A Sand Bowl

Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a “bowl” shape in the middle of the pile.

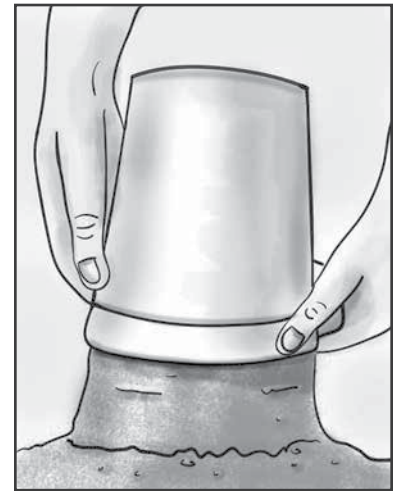
Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)



Step 4: Creating Towers

First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.



Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It's up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks

- Use a funnel to make a pointy roof.
- Use a spray bottle to keep sand wet.
- Use egg cartons to make small towers.
- Use an ice cube tray to make bricks.

Go On

7 What is the main reason to shape the pile of sand like a bowl?

- A** to give the sand castle a round shape
- B** to help get the entire pile of sand wet
- C** to form a wall around the castle
- D** to make it easier to stack the sand

8 What does the illustration next to Step 4 help you understand?

- A** why the sand pile needs to be shaped like a bowl
- B** how large the base of the sand castle should be
- C** where to build the base of the sand castle
- D** how the sand stays in the shape of the container

9 According to the Tips and Tricks sidebar, what is one way the funnel can be used?

- A** to pour water onto the sand pile
- B** to draw an outline in the sand
- C** to form a pointed roof on the castle
- D** to make round shapes in the sand

10 Which of the following tells how this passage is organized?

- A** It compares building sand castles to building real castles.
- B** It gives steps to follow to create your own sand castle.
- C** It explains what happens when water is added to sand.
- D** It describes different activities you can do at the beach.

11 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the meaning of the word “container” in Step 4?

- A** a type of funnel
- B** a type of tower
- C** a place to hold things
- D** a tool for packing down sand

Part B

Which sentence from the passage best supports the answer to part A?

- A** “First, fill a bucket with sand.”
- B** “Then, turn the bucket upside down and place it on top of the base.”
- C** “Your sand tower should now be on top of your base.”
- D** “Use shells or colorful pebbles to decorate the roof and walls.”

Go On

12

Copy the words from the word box into the correct location on the graphic to show the steps for creating a base for a sand castle as described in "Build the Perfect Sand Castle."

wet sand
pile sand
pack sand
outline shape
dig bowl

1.



2.



3.



4.



5.

Tools for Instruction

Sequence of Events

Sequencing is the process of telling events or information in a logical order. Sequencing helps readers remember what they read, but it also helps them identify when to re-read, which contributes to higher levels of comprehension. Students who can sequence events can more easily infer unstated information “between” events and anticipate what happens next. Although sequencing is a prerequisite skill for comprehension, it is one that many students have difficulty with. Students may not distinguish the importance of information, and as a result recall too few or too many details to effectively sequence events. To address this, use frequent modeling and structured practice to help students recognize and sequence important information.

Step by Step 30–45 minutes

1 Explain sequence of events.

- Explain that when readers sequence events, they think about the most important events and the order in which they happen. Say, *Knowing how to sequence events makes it easier to remember what you read. It also helps you know when to re-read to make sure you understand.*
- Display some of the signal words used to tell events in sequence.

first next then last

- Then connect to students’ everyday experiences by listing familiar examples of sequence. Use the signal words in your examples.

The days of the week happen in a sequence. First comes Monday, next comes Tuesday, then comes Wednesday, and then Thursday. Next is Friday, and then Saturday. Last is Sunday.

Support English Learners Signal words that relate to sequence of events—such as *first, next, after, then,* and *finally*—are often abstract. Use explicit instruction to teach this vocabulary, including examples that relate to students’ own experiences. Give students practice repeating the language in the proper order.

2 Model identifying sequence of events in text.

- Display **Sequence Chart**. Then read aloud a story, such as *Tops and Bottoms*, by Janet Stevens.
- Tell students to listen as you read, and to think about the order of events.
- As you read, pause to think aloud about what happens first. Model how you decide what is most important.

In Tops and Bottoms, there’s a lazy bear with a lot of money and land, and down the road, a clever hare who has nothing. So Hare goes off to make a deal with Bear. This is the first important event, so I will write it in the chart. A clever hare makes a deal with a lazy bear.

- Record each new event on the sequence chart.

3 Provide guided practice.

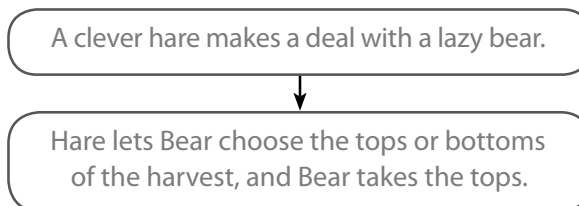
- As you continue reading, pause periodically to ask what has happened. Scaffold students initially with answer choices. For each choice, be sure to use actual details from the text to help students practice thinking about what details are most important.

Question *We know that the first thing that happens is that Hare and Bear make a deal. What happens next?*

Choices 1. Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.
2. Bear is always sleepy, and he yawns when he answers Hare.

Answer (Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.)

- Add each new event to the chart.



4 Provide independent practice.

Once you have finished reading, have students sequence the main events in the story by orally completing the prompts shown.

First, _____.
Next, _____.
Then, _____.
Last, _____.

Connect to Writing Following a read aloud or independent reading, have students sequence the main events by drawing a comic strip of three to six boxes. Remind them to think about the most important events and the order in which they occur. When students are finished, they can cut up their comic strip frames and exchange with classmates to practice sequencing.

Check for Understanding

If you observe...	Then try...
difficulty grasping logical order of events	<p>displaying three pictures of an object at stages of a sequence, such as a birthday cake with unlit candles, lit candles, and smoking candles. Ask the following questions to scaffold sequence.</p> <ul style="list-style-type: none"> • <i>Did [photo 1] happen before or after [photo 2]? How do you know?</i> <p>Have students retell the sequence of events using the words <i>first</i>, <i>then</i>, and <i>last</i>.</p>

Name _____

Sequence Chart

Title _____



Lesson 4

Adjectives

**Introduction**

An **adjective** is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing.

Some adjectives tell *what kind*. They describe how something looks, feels, sounds, tastes, or smells. In the example below, *blue* describes the noun *ocean*. *Cold* describes *water*.

We swam in the *blue* ocean. The water was *cold*.

Other adjectives tell *how many* there are of something.

We saw *three* whales. There were *many* dolphins.

What Kind	old, calm, bright, damp, noisy, sour, smoky
How Many	three, twelve, forty, many, several, some

**Guided Practice**

Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

HINT Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

- 1 The Davis family goes to a beautiful beach in July.
- 2 The dunes at the beach are huge.
- 3 Maddy loves to feel the soft sand between her toes.
- 4 She likes to jump in the foamy waves.
- 5 The warm air smells salty from the ocean.
- 6 Little Chloe digs in the wet sand.
- 7 Yesterday, she found several shells.
- 8 Three shells were round.

Independent Practice

For numbers 1–3, choose the word in each sentence that is an adjective.

- 1** The cottage they stay in is two blocks from the ocean.
- A** two
 - B** cottage
 - C** stay
 - D** ocean
- 2** Father takes the happy children to the beach.
- A** to
 - B** happy
 - C** beach
 - D** children
- 3** The children like the smell of the tangy air.
- A** The
 - B** like
 - C** smell
 - D** tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

- 4** The hot sand burns in the sun.
- A** how the sand looks
 - B** how the sand sounds
 - C** how the sand smells
 - D** how the sand feels
- 5** The water is salty.
- A** how the water feels
 - B** how the water looks
 - C** how the water tastes
 - D** how the water sounds

Lesson 17

Connecting Words and Pictures in Informational Text



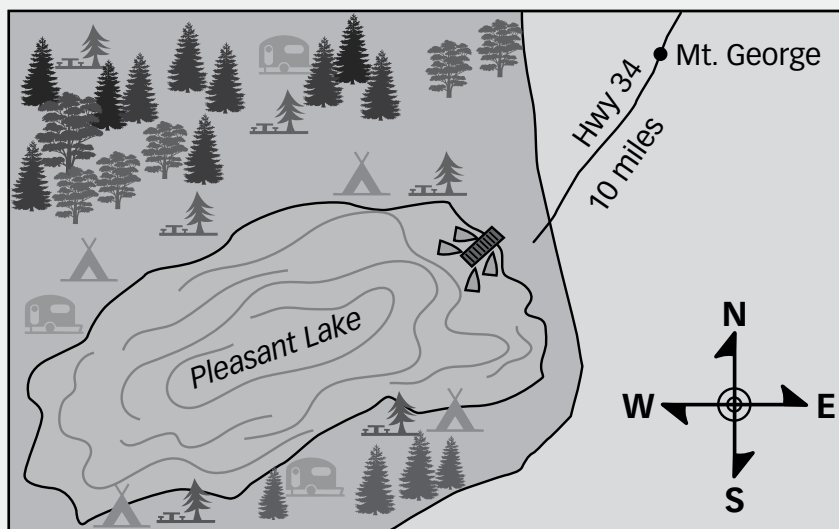
Learning Target

Using information from both the pictures and the words in a text will help you understand what you read.

► **Read** Texts use words and **illustrations**, or pictures, to provide information in a passage. Illustrations can also include photographs or **maps**. Maps are drawings that show the cities, roads, rivers, and other details of an area.

By thinking about both the words and the pictures, you will better understand what you are reading. You can use the information from both the words and the pictures to tell what you've learned.

Look at this page. It is from a booklet about campgrounds at Pleasant Lake. What do you learn from both the words and the map?



At Pleasant Lake you can enjoy boating, fishing, water skiing, and swimming. The lake is located 15 minutes from Mt. George. Campsites are available. **Call 111-1212 now!**

- **Think** Look again at the page from the booklet. Complete this chart to show what you learn from both the words and the map.

What the Words Tell	What the Map Shows
<ul style="list-style-type: none">• <i>what you can do at Pleasant Lake</i>	

- **Talk** What do you learn from the words that was not on the map?
What details did you learn from the map that were not in the words?



Academic Talk

Use these words to talk about the text.

- **illustrations**
- **maps**



© Junko Kimura / Getty Images

The Invention That Dogs Are **BARKING** About

- 1 Do you know what your dog is saying when it barks? Now you can find out. A toy company in Japan has invented a tool that can tell you! One part of the device “listens” to the dog’s bark. Then it sends the information to the owner’s handheld speaker. The speaker plays a message telling how your dog is feeling. It can show six different feelings, including joy, sadness, excitement, and fear.
- 2 The gadget comes with some “extras,” too. For example, it has dog-training tips and a health checklist. It also has a “Bow Wow Diary.” It can even record barks when the dog is home alone!

Close Reader Habits

Underline sentences that describe the two parts of the device. Then **circle** the two parts of the device in the photo.

Explore

How do the words and the photograph help you understand how the device works?



Illustrations can help you understand the words in the article. Combine information from both as you read.

Think

- 1 Complete the chart with details from the words and the photo.

What the Words Tell	What the Photograph Shows

Talk

- 2 Paragraph 2 says that the device comes with “extras.” What extras does this device come with? Tell which of these you think dog owners would find most useful, and why.



Write

- 3 **Short Response** Use the photo to describe what the handheld piece looks like and what you think each part does. Use the space provided on page 41 to write your answer.

HINT Reread the words to help you understand what you are seeing in the photo.



Write Use the space below to write your answer to the question on page 40.



- 3 Short Response** Use the photo to describe what the handheld piece looks like and what you think each part does.

HINT Reread the words to help you understand what you are seeing in the photo.



Don't forget to check your writing.

The Amazing Canal

by Dell Sutcliff

- 1 The canal is one of the greatest inventions the world has ever known. A canal is a passage that uses water. It creates a shortcut allowing boats to travel through a land area. Without the canal, boats would have to travel around huge areas of land. Some of the oldest canals were built in Egypt nearly 4,000 years ago.
- 2 The Panama Canal is one of the most famous modern canals. It was completed in 1914. The canal stretches 51 miles across the Isthmus of Panama. It connects the Atlantic and Pacific Oceans. Before the canal was built, ships had to go around the tip of South America. The canal made the trip much shorter, faster, and safer.



Close Reader Habits

Underline key details in the article that tell why canals are important. On the map, **circle** the number of miles for each of the routes from New York City to San Francisco.

Think

- 1 According to the map and the text of the passage, what does the Panama Canal connect?
 - A Atlantic Ocean and Pacific Ocean
 - B North America and South America
 - C Egypt and the United States
 - D New York City and the tip of South America
- 2 Based on the map and the text, what did you learn about canals?
 - A After the Panama Canal was built, most people still traveled around the tip of South America.
 - B The Panama Canal created a shorter but more dangerous route.
 - C Canals help people and goods get from one place to another more easily.
 - D Portions of canals stretch across large bodies of water.



Read the title and labels on a map to understand what information it shows.

Talk

- 3 Why are canals such a great invention? Find details in the text and map that help you understand this. Talk about your ideas with your partner.

HINT Look at the map for details that support the text.



Write

- 4 **Short Response** The author says that the canal is one of the greatest inventions the world has known. Write a paragraph telling why the author may have said this. Use one detail from the text and one detail from the map to support your answer. Use the space provided on page 44 to write your answer.



Write Use the space below to write your answer to the question on page 43.

The **Amazing** Canal

- 4 Short Response** The author says that the canal is one of the greatest inventions the world has known. Write a paragraph telling why the author may have said this. Use one detail from the text and one detail from the map to support your answer.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



WORDS TO KNOW

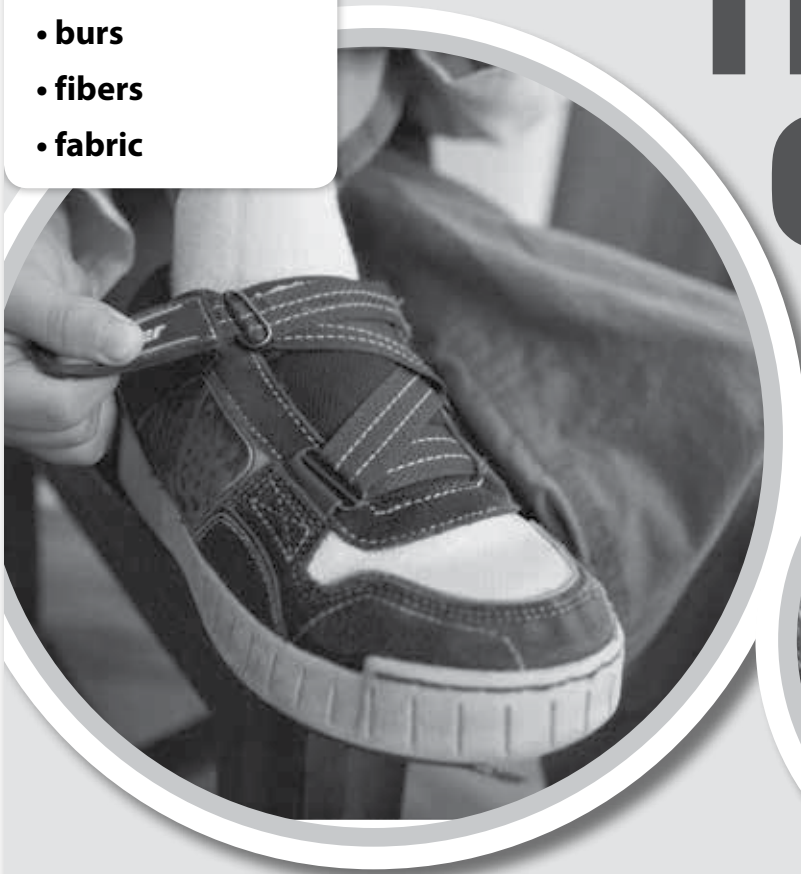
As you read, look inside, around, and beyond these words to figure out what they mean.

- burs
- fibers
- fabric

Riiip!

Thanks, George!

by Hannah Ford



- 1 Riiip! That familiar sound is what we might hear when we undo our shoes or open our backpacks. It's Velcro™! One side is fuzzy. The other side is prickly. It sort of feels like . . . a prickly plant? Well, that's because a prickly plant was the inspiration for Velcro.
- 2 George Mestral, the man who invented Velcro, lived in a country in Europe called Switzerland. One day, he was hiking in the Jura Mountains near his home. When he came home, he found lots of sticky burs on his pants and socks. *What makes these stick?* he wondered. He decided to look at them under a microscope.

3 Close up, George saw that each little spike on the bur ended in a hook. When he looked at the fibers of his pants and socks, he noticed they were little loops. The hooks from the burs got caught on the little loops. That got George thinking. *These things have real sticking power. Imagine if they could stick things together in a useful way!*

4 After many years of experimenting, George was able to re-create the sticking power of the little burs. He made two pieces of fabric: one piece that was covered in prickly hooks, the other covered in soft, fuzzy loops. Put them together and they hung on tight! With a hearty tug, riiip! They came apart!


5 George was eager to share his invention. A lot of people told him it was silly. George knew better. He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed. In 1951, he patented his invention. He named it “Velcro,” a combination of the words *velour* (“velvet”) and *crochet* (“hook”). He began manufacturing it, sure that it would have thousands of uses. He was right.

6 Velcro’s first big fan was NASA. Astronauts had lots of bulky equipment to put on and take off. Velcro proved to be a strong, easy-to-pull-off fastener for space suits. It could hold tools in place so they wouldn’t float away. Skiers also wore bulky suits. They liked how Velcro fasteners held tight and opened easily. Sneaker makers saw Velcro straps as kid-friendly. Even toddlers could fasten and unfasten their straps!

7 From something most people find annoying, George Mestral gave us a wonderful convenience. The next time you hear that riiip, thank him!



Image credits: ©Richard Choy/Getty Images; ©stocknapper/Shutterstock; ©NASA

 **Think** Use what you learned from reading the selection to respond to these questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

How did George Mestral come up with the idea for Velcro?

- A** He looked at the unusual fasteners used on hiking clothes.
- B** He saw special fabrics that were fuzzy on one side and prickly on the other.
- C** He had been asked to invent a new kind of fastener.
- D** He noticed that burs were sticking to his pants and socks after a hike.

Part B

Which sentence from the passage **best** supports your answer to Part A?

- A** "Close up, George saw that each little spike on the bur ended in a hook."
- B** "After many years of experimenting, George was able to re-create the sticking power of the little burs."
- C** "He named it 'Velcro,' a combination of the words *velour* ('velvet') and *crochet* ('hook')."
- D** "Even toddlers could fasten and unfasten their straps!"

- 2** According to both the photographs and the text of the passage, how is a bur similar to Velcro?

- A** Both grow on a plant.
- B** Both are brownish in color.
- C** Both have tiny hooks on the ends.
- D** Both are shaped like tiny zippers.

3 Reread paragraph 4 and look again at the photographs. Which **two** of the following details explain how Velcro is made?

- A** It is made with spikes and hooks pulled from burs.
- B** It uses two different pieces of fabric.
- C** It uses the same fibers that socks are made from.
- D** It has prickly hooks on one side and loops on the other.
- E** It is made from velvet.
- F** It has special fasteners that act like laces.
- G** It uses hooks called “crochets.”

4 What is one reason that astronauts first started to use Velcro?

- A** It held tools in place so they wouldn’t float away.
- B** It allowed astronauts to wear sneakers.
- C** It allowed astronauts to walk inside a spaceship.
- D** It helped astronauts walk safely on the moon.

5 Why was Velcro popular with skiers?

- 6 Read these sentences from paragraph 5.

He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed.

What are **two** ways to figure out the meaning of *fasteners*?

- A Use the meaning of *invention*, which means something similar.
 - B Use the examples in the next sentence, which are all objects used to join things together.
 - C Think about the meaning of *fasten*, which means “to hold in place.”
 - D Think about the meaning of *fast*, which means “quick.”
 - E Break the word *fasteners* down into two smaller words.
- 7 Why would Velcro be **most** useful on clothing meant for children?
- A Children usually wear bulky clothing.
 - B Velcro makes a ripping sound that children enjoy.
 - C Velcro straps are easy to fasten and unfasten.
 - D It can be used to hold caps and gloves in place.
- 8 Which sentence does the photograph of the astronaut on page 46 help you understand?
- A “He knew that his invention could take the place of many fasteners.”
 - B “Velcro’s first big fan was NASA.”
 - C “It could hold tools in place so they wouldn’t float away.”
 - D “Astronauts had lots of bulky equipment to put on and take off.”



- 9 Short Response** Write a paragraph explaining how Velcro works. Use details from both the text and the photographs in your answer.



Learning Target

Now that you've read articles that contain text and pictures, explain how both are important to understanding a topic.

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Surprise Letter

Imagine my surprise when I received a letter. I never get mail. Sure, I get birthday cards, but it was nowhere near my birthday. I tore open the envelope and read the letter inside. It seemed to be for me since it started with “Dear Matt,” but nothing in the letter made sense. It was signed “Grandma” and mentioned an upcoming family trip to visit her in Florida. My grandmothers don’t lives in Florida.

The address on the envelope was 35 East Main Street Raleigh North Carolina 27603. And that *is* our address. Puzzled, I showed the letter to Mom. “That is odd,” she agreed. “Let’s look at the return address.” The Florida address didn’t look familiar.

“Why don’t we get a phone number for that address?” I suggested. Thinking that was a great idea, Mom did just that.

Go On

When I called the number, a kind voice answered. It belonged to a woman with our last name, Washington, but she wasn't my grandmother. Mrs. Washington had misplaced her son's new address and phone number. Knowing he lived in Raleigh, she attempted to look him up in the phone book. Her son has the same first name as my father, so she thought ours was the right address. Not only does her son have the same name as Dad, and her grandson is named Matt!

She was nice, and I enjoyed our conversation. She even said that I would be welcome to visit her in Florida!

23 Read this sentence from the story.

My grandmothers don't lives in Florida.

Which word or words should replace the underlined verb so that it agrees with the subject?

- A** will live
- B** live
- C** have lived
- D** living

24 Read this sentence from the story.

The address on the envelope was 35 East Main Street Raleigh North Carolina 27603.

Which of the following shows the underlined part written correctly?

- A** 35 East Main Street, Raleigh North Carolina
- B** 35 East Main Street, Raleigh, North Carolina
- C** 35 East Main Street Raleigh, North Carolina
- D** 35 East, Main Street, Raleigh, North Carolina

25 Read this sentence from the story.

Mrs. Washington had misplaced her sonses new address and phone number.

Circle the noun in the sentence that is spelled incorrectly. Then write a corrected sentence on the lines below.

26 Read this sentence from the story.


Not only does her son have the same name as Dad, and her grandson is named Matt!

Which word should replace the underlined conjunction to make the sentence correct?

- A** for
- B** but
- C** or
- D** so

Go On

Reading Discourse Cards

UNDERSTANDING LITERATURE 


How does a character change in the story?

First, the character ____.

Then, the character ____.

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5

UNDERSTANDING LITERATURE 

If the story were told by a different character, which details might be different?

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11

UNDERSTANDING LITERATURE 

How do the illustrations help you understand the characters, setting, or events in the story?

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14

UNDERSTANDING INFORMATIONAL TEXTS 

What is the main topic of this text?
How do you know?

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16


KNOWLEDGE BUILDING 

What does this text help you understand?

Now I know ____.

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32


KNOWLEDGE BUILDING 

What does this part of the text make you want to learn more about?

The text makes me want to know ____.

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33


KNOWLEDGE BUILDING 

What do you already know about this topic?
Where have you learned about this topic?

I already know ____
from ____.

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
37

KNOWLEDGE BUILDING 

What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC


40

ACADEMIC TALK 

I'm curious about ____.

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70


ACADEMIC TALK 

Can you tell me more about ____?

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Tarjetas de discusión


TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

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TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

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ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

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ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

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ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

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
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LENGUAJE ACADÉMICO 

Siento curiosidad por _____.

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LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre _____?

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