

Text Planner - Explanation Text



Introduction – Clearly identify your subject.

- Explain the topic to your audience in simple language.
- Written in third person e.g. their, they, the
- Classify if necessary e.g. 'eagles are birds of prey'

Description – The Key Facts

- Use timeless present tense.
- Try to include more than one related fact in each sentence where possible.
- Use paragraphs and / or subheadings to separate different facts.
- Include technical language such as scientific terms.
- If possible use a labelled diagram to support your text.

Conclusion – summarize

- Summarize your key facts in a single paragraph
- Feel free to add a short comment or question that remains unanswered or unknown.

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Introduction – Clearly identify your subject.

Description – The Key Facts

Conclusion – summarize

Verbs

Name _____

Grammar Worksheet Verbs

Read each word. Decide if it is a noun or a verb. Color the nouns blue. Color the verbs red.

| | | | | |
|-------------|-------------|----------|-----------|------------|
| marshmallow | blueberries | cucumber | found | grow |
| desert | mammals | hunts | Aunt Rose | discover |
| organize | visit | lawyer | rocks | hides |
| Earth Day | groundhog | write | born | invited |
| costumes | covered | think | sleep | climb |
| swim | slice | learn | sew | trampoline |
| brother | spider | circus | monkey | ride |
| filmed | traded | stood | tickets | August |
| Olympics | borrowed | sing | read | platter |

Addition Strategies: Counting On (CO), Doubles (D), Near Doubles (ND), Friends of 10 (F10), Jump (J), Bridge to 10 (B10) Split Strategy 1 & 2 (SS 1&2)

Subtraction Strategies: Counting Back (CB), Doubles (D), Tens Facts (TF), Number Line (NL), Bridge to 10 (B10), Split Strategy (SS), Related facts (RF)

Solve using one strategy:
(Show all working out)

Solve using another strategy:

Equation: (e.g. $35 + 8 =$)

Solve using a different strategy:

Turn the sentence into a worded story

Independent Reading - Comprehension Strategy Questions

| | | |
|--|---|--|
| <p>A. Making Connections:</p> <ol style="list-style-type: none"> 1. This reminds me of... 2. An experience I have had like that... 3. This reminds me of the book _____ because... 4. How can I live differently because this book has been a part of my life? | <p>B. Asking Questions:</p> <ol style="list-style-type: none"> 1. I wonder... 2. How come... 3. Why... 4. I'm confused... 5. What if... 6. I don't understand... | <p>C. Visualizing/Sensory Images:</p> <ol style="list-style-type: none"> 1. In my mind I picture _____ when I read _____... 2. I visualized... 3. I can see... 4. I can taste/hear/smell/feel... |
| <p>D. Inferring/Predicting:</p> <ol style="list-style-type: none"> 1. I think... 2. Maybe this means... 3. I'm guessing... 4. This allows me to assume... 5. I predict _____ because... | <p>E. Summarizing:</p> <ol style="list-style-type: none"> 1. So far this book is mostly about... 2. The main ideas in this book are... 3. Some important events are _____ because... 4. First....Next....Then....Finally | <p>F. Synthesizing:</p> <ol style="list-style-type: none"> 1. I'm thinking that... 2. At first I thought _____ but now I'm thinking _____ because... 3. I'm changing my thinking again because... 4. I think the lesson or theme is _____ because... 5. These events have caused me to believe... |
| <p>G. Author's Message:</p> <ol style="list-style-type: none"> 1. What is this story really about? 2. What does this story say about the world? 3. Whose story is being told? 4. What are the themes I have been identifying so far? 5. What is the lesson of this book? | <p>H. Evaluating:</p> <ol style="list-style-type: none"> 1. I agree with _____ because... 2. I don't think ... | <p>I. Setting (Time and Place):</p> <ol style="list-style-type: none"> 1. This story takes place... 2. Something I noticed about the setting... 3. I would/would not like to live during this time period/in this place because... 4. The author used _____ to describe the setting... |
| <p>J. Characters:</p> <ol style="list-style-type: none"> 1. If I were (character's name) I would... 2. The character that interests me most is _____ because... 3. A character that really changed in the story was _____ because he/she ... 4. I like/don't like (character's name) because... | <p>K. Plot:</p> <ol style="list-style-type: none"> 1. I think a problem in this story is... 2. I think (character's name) will try to solve this problem by... 3. An event that I think might happen next is... 4. Another way this story could have ended is... 5. Predict how the character might overcome an obstacle. | <p>L. Language:</p> <ol style="list-style-type: none"> 1. I like the way the author described... 2. _____ is a new word for me. I think it might mean _____ because... 3. An interesting (word, phrase, or sentence) that I noticed ... 4. _____ is one of my favorite passages because... <p>*Record page numbers where you noticed language!</p> |
| <p>M. Author:</p> <ol style="list-style-type: none"> 1. I think the author wrote this book because... 2. It's interesting how the author ... 3. Something I noticed about the author's style... 4. I'd like to read another book by this author because... 5. I do/don't like this author's writing style because... | <p>N. Illustrator:</p> <ol style="list-style-type: none"> 1. If I were the illustrator of this book I would change/draw... 2. I could draw _____ as a symbol for _____ because... 3. Illustrations would/wouldn't make this story more interesting because... | <p>O. Non-Fiction Prompts:</p> <ol style="list-style-type: none"> 1. Something that interests me about this topic is... 2. Something new I learned... 3. I want to learn more about... 4. Some questions I still have about the topic... 5. The author made the topic interesting by.... 6. An illustration or picture that interested me the most was _____ because... 7. Something I don't understand... 8. I think the genre of this selection is _____ because... |
| <p>P. Open-ended Prompts:</p> <ol style="list-style-type: none"> 1. If I could change one part of the selection, I would change _____ because ... 2. I wish... 3. Something that surprised me was... | <ol style="list-style-type: none"> 4. As I read this selection, I felt _____ because... 5. I liked/didn't like when _____ because... 6. My favorite part was when _____ because... | |

Adverbs

An adverb is a word that describes an action verb.

An adverb can describe how an action happens.

example: Jason quickly read the book.

How did Jason read? Quickly.



An adverb can describe when an action happens.

example: Emma left early.

When did Emma leave? Early.



An adverb can describe where an action happens.

example: Lily and Ben played here.

Where did Lily and Ben play? Here.



**An action verb is underlined in each sentence.
Circle the adverb that describes the verb.**

1. My grandpa snores loudly.
2. Chloe played on the beach yesterday.
3. I will visit my friend tomorrow.
4. George, will you come here?
5. My sheepdog sat lazily in the pool.
6. Neil slowly placed a card on the card house.

Write the number of the sentence that matches each picture.



Adverbs

An action verb is underlined in each sentence.
Circle the adverb that describes the verb.

7. Neil stopped suddenly and listened.
8. Nathan stamped his feet angrily.
9. I carefully glued the last piece onto the model.
10. Sam accidentally slipped on the ice.
11. Yesterday, they played a game.
12. The truck grumbled loudly.
13. We will go to the concert soon.
14. Jen waited patiently for the computer to load.
15. Kayla finally arrived at the park.
16. My mother nicely reminded me to do my homework.
17. The astronaut easily fixed the problem.
18. I usually hug my mother when I get home.
19. My dog always barks.
20. Peter neatly wrote a shopping list.

Write the number of the sentence that matches each picture.



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Verbs

Name _____

Grammar Worksheet

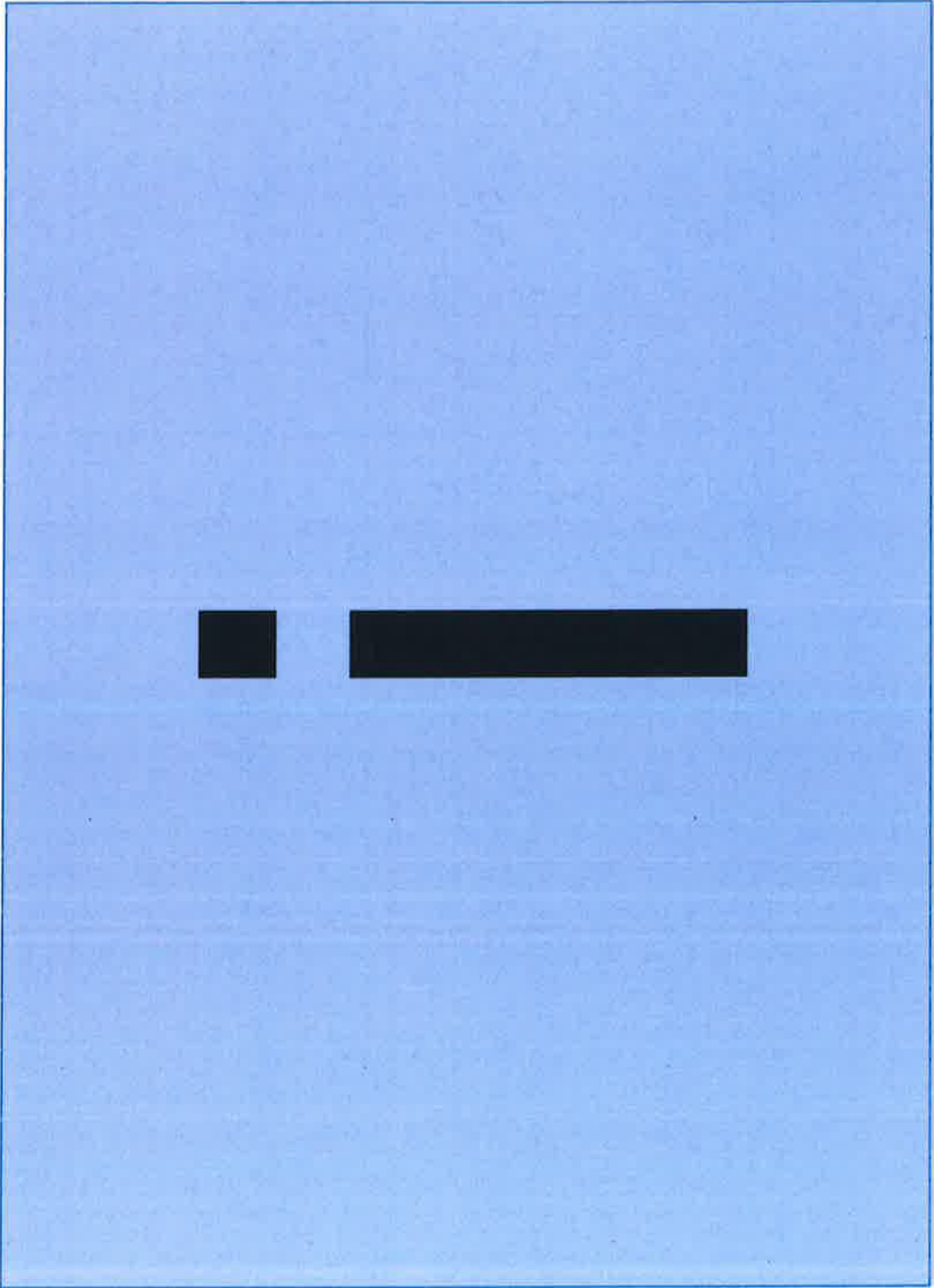
Verbs

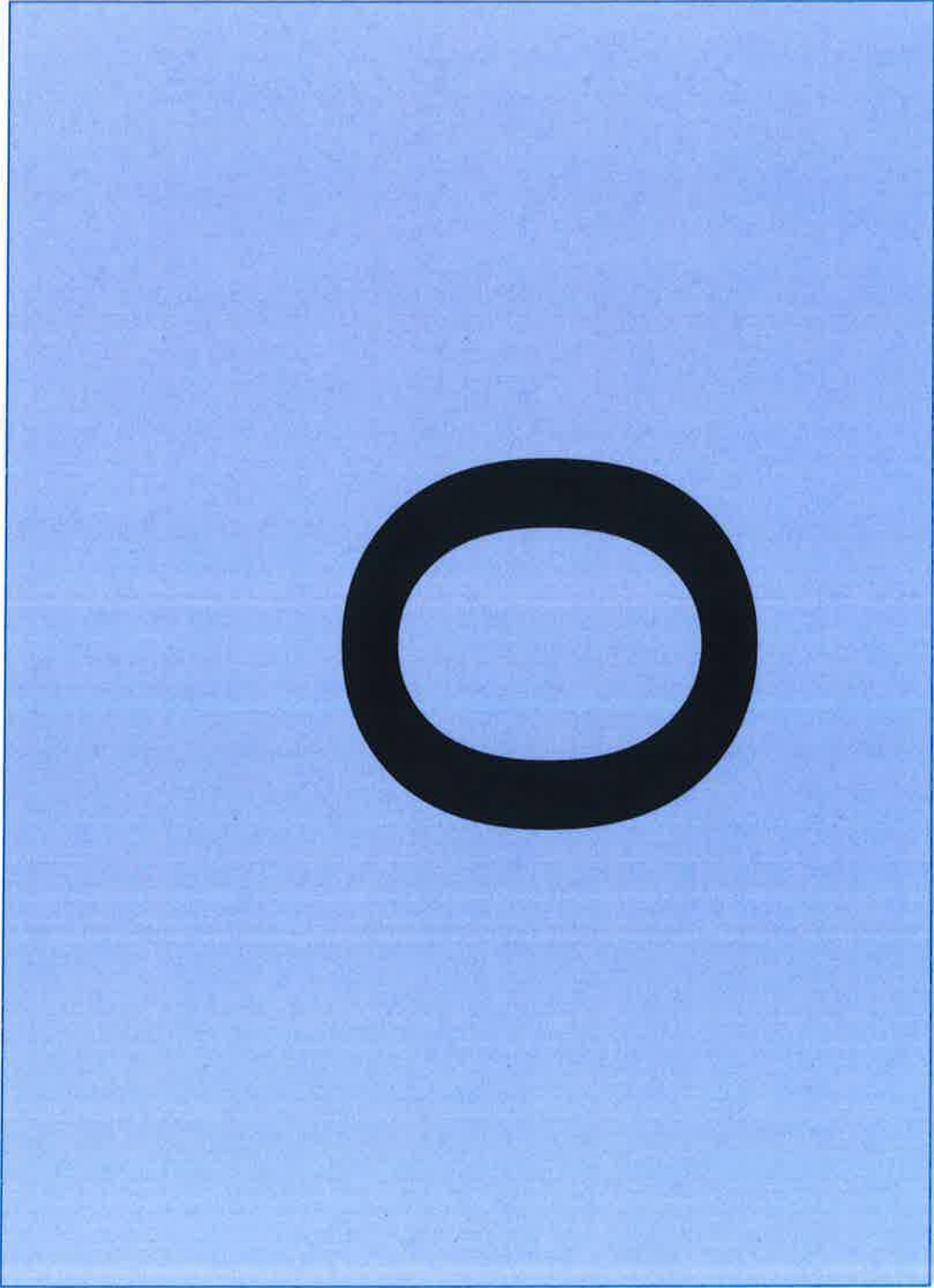
Read each word. Decide if it is a noun or a verb. Color the nouns blue. Color the verbs red.

| | | | | |
|-------------|-------------|----------|-----------|------------|
| marshmallow | blueberries | cucumber | found | grow |
| desert | mammals | hunts | Aunt Rose | discover |
| organize | visit | lawyer | rocks | hides |
| Earth Day | groundhog | write | born | invited |
| costumes | covered | think | sleep | climb |
| swim | slice | learn | sew | trampoline |
| brother | spider | circus | monkey | ride |
| filmed | traded | stood | tickets | August |
| Olympics | borrowed | sing | read | platter |

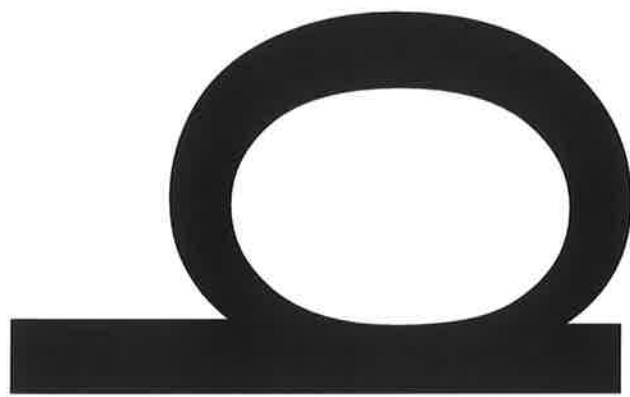
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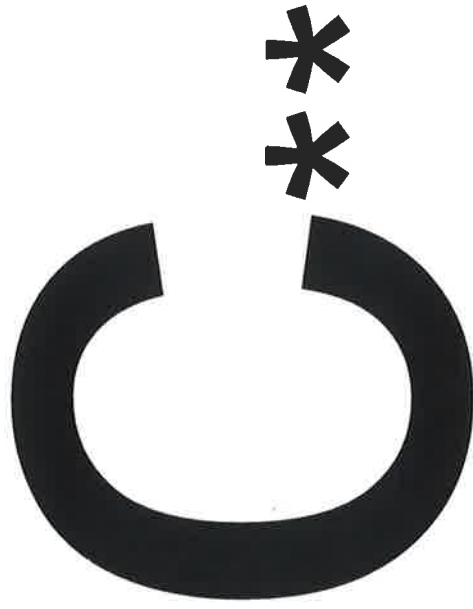






U





First sound /k/

Second sound /s/ when c is followed by e, i or y

၇

f

g

**

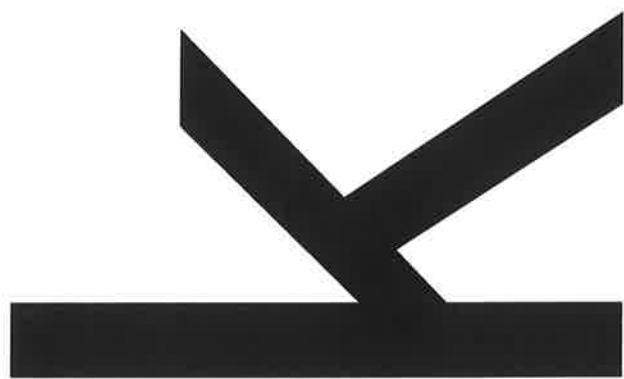
First sound /g/

Second sound /j/ when g is followed by e, i or y

U

j

No English word ends with a j



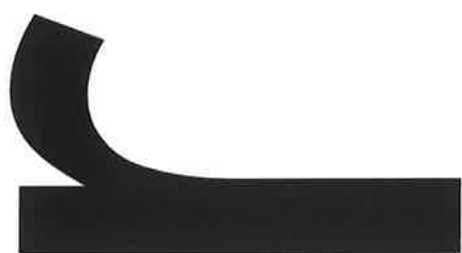


m

U



DU
OR



S**

First sound /s/

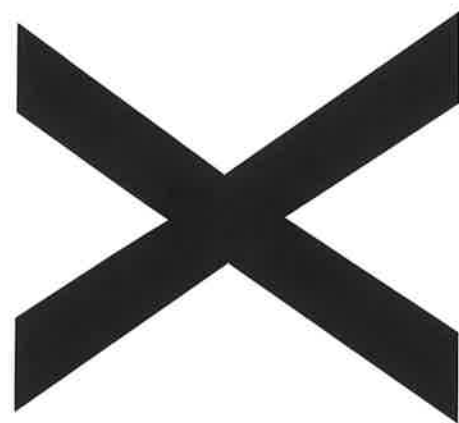
Second sound /z/ buzzy s

+

V

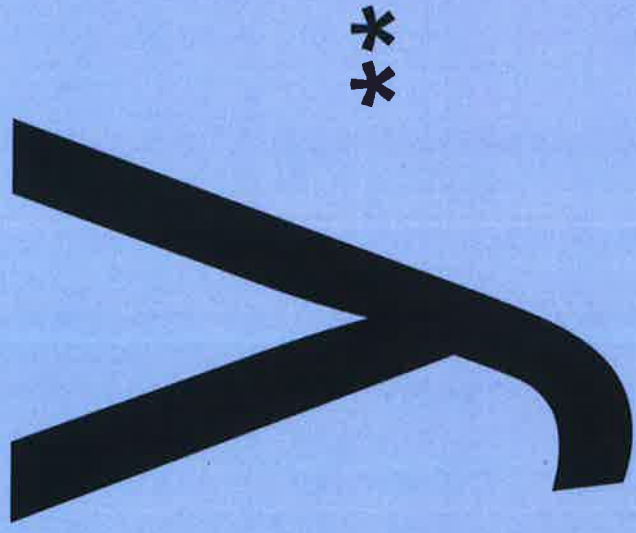
No English word ends with a V

W



Y

N



y**

Y on the end of a word makes a vowel sound.

Y makes the **long /i/** sound in a **one syllable** word - sky

Y makes the **long /e/** sound in a **two syllable** word - happy

Weekly Spelling Sheet

Focus: ng & nk

Name:

*Students will choose 10 words on the set list to learn and 2 other Red Words to learn

| Say the word, write the word | Monday | Tuesday | Wednesday | Thursday |
|---|--------|---------|-----------|----------|
| Purple Spelling Words Teach explicitly | | | | |
| hung | | | | |
| sink | | | | |
| wing | | | | |
| monk | | | | |
| rock | | | | |
| drink | | | | |
| Orange Spelling Words | | | | |
| sprung | | | | |
| trunk | | | | |
| shrink | | | | |
| fling | | | | |
| strong | | | | |
| throng | | | | |
| Blue Spelling Words | | | | |
| mongoose | | | | |
| bungalow | | | | |
| strengthen | | | | |
| bankrupt | | | | |
| phantom | | | | |
| anguish | | | | |
| *RW | | | | |
| *RW | | | | |
| *RW red words are words that students are getting wrong in their writing or could be words they need to learn by heart, because they can't be decoded | | | | |

Independent Reading - Comprehension Strategy Questions

| | | |
|---|---|---|
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_____ I think I know... _____

Predict

I think we will learn...

| | | |
|--|--|--|
| | | |
|--|--|--|

Word Pops

I think this is about...

(discuss with your shoulder partner)

Clarify

I didn't get...

(discuss with partner and write on sticky notes)

As a group: clarify all items that we didn't get using tools such as a glossary, context clues, etc.

Question

I wonder...

Wonders



from the book



inference

Summarize

This is about...

5 finger summary that includes important details.



Discuss:
Which strategy helped you the most?

What is a Prediction?



Predicting

Predicting is a useful reading strategy as it helps us think about what to expect when we read. What we know already (our prior knowledge) helps us to predict.

When we predict we can use the

- title
- front and back covers
- blurb
- pictures or diagrams
- table of contents

We can think about the

- topic
- author
- text form – is it a narrative?
factual report? recount?

Good readers keep making predictions and adjusting them all through their reading.



From the way
Bylan is acting in
the story, I think
he is going to
get into trouble
pretty soon.

Welcome!
Today we are going to use art to practice
making predictions.
Are you ready?



A Prediction Lesson

When readers use
information from the text
and what they already know
to figure out what may
happen next, it is called
predicting.



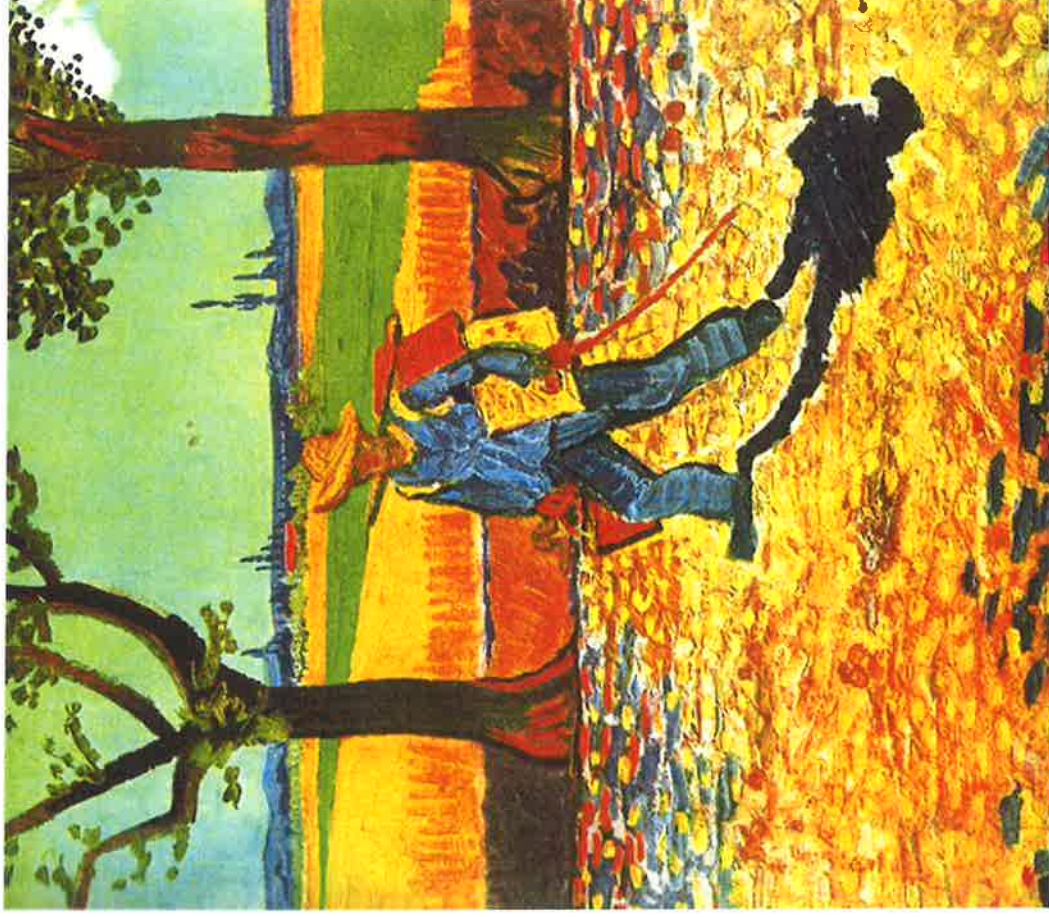
Let's practice making
predictions by looking at some
art.

You are going to "read" the
pictures and think about
what you know, to make
predictions.



To make a good prediction, we can “read” this picture *and* think about what we already know about what’s happening in it.

In your Remote Learning book draw a sketch of the picture and write down what you think is happening in the painting and what the next scene would be.



Painter on the Road to Tarascon by Vincent van Gogh



Turn and
Talk

Now, make a prediction
about this picture.

Look closely at this picture.

What is going on?

What will happen next?

How do you know?

In your Remote Learning book
draw a sketch of the picture and
write down or draw your
prediction of what might
happen next.



[The Sad Juggler by Lauren Gallegos](#)

What is happening
in this picture?

In your Remote Learning book
draw a sketch of the picture and
write down what you think will
happen next?

Also write

How do you know?
what is your evidence?



Fog Warning by Winslow Homer, Museum of Fine Arts, Boston



Take 1 photo
of your best response
and upload it to google classroom
for your teacher to see.



Take out a book
you are reading independently.
What predictions can you
make about it?



Recap

What is a Prediction?

Making Predictions

A prediction is a guess about what will happen next in the story. You can use pictures or text clues to help you make your predictions.

Here are some ways to start your predictions:

- I predict that...
- I think ----- will happen because...
- When I read -----, it makes me think ----- will happen.
- I bet the character will...
- I wonder if ----- will happen next.

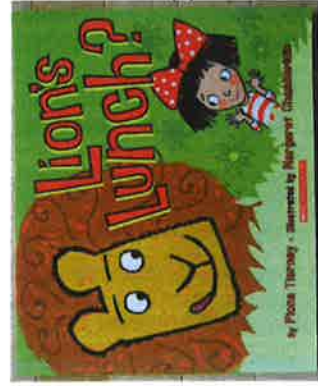
When can I make a prediction?

| | |
|----------------|--|
| Before Reading | Look at the title and the pictures to help you make predictions. |
| During Reading | Stop every few pages to make a prediction about what will happen next. |
| After Reading | Think: Did I make accurate predictions? What clues helped me predict what would happen next? |

Read this story

Sarah was walking through the jungle, singing happily, when a big lion pounced from behind a bush. “What are you doing in my jungle?” he roared.

“P-please, Mr. Lion,” whispered Sarah. “I was only going for a walk.”



In your Remote Learning book
draw your prediction of
what may happen next?

Read the full Story on the next pages to see if you were
correct.

Lion's Lunch?

By Fiona Tierney

Sarah was walking through the jungle, singing happily, when a big lion pounced from behind a bush.

"What are you doing in my jungle?" he roared.

"P-please, Mr. Lion," whispered Sarah. "I was only going for a walk."

"A WALK! Nobody here just walks. We run, sprint, prowl, creep, swing, lumber, slither, sloop, gallop, and scuttle. You shouldn't be here, this is my jungle."

"I'm sorry, I didn't mean to bother you," said Sarah.

"And what was that sound?" snapped Lion.

"I was s-singing," said Sarah.

"SINGING! Nobody here just sings. We roar, yowl, grunt, chatter, buzz, trumpet, hiss, growl, pant, and harrumph."

"I'm sorry said Sarah. "I didn't mean to bother you."

"Since you shouldn't be here, I'm going to eat you," said Lion.

"Please don't eat me," pleaded Sarah. "I love the jungle. Tell me what I can do to stay."

"Let me see," jeered Lion, ticking off his sharp claws one by one.

"You can't run like Cheetah or climb like Monkey or swim like Crocodile or stalk like Tiger or leap like Gazelle or hide like Chameleon or reach like Giraffe or wallow like Hippopotamus or float like Butterfly or wriggle like Snake.

"Now I'm out of claws, and it looks to me like you're LUNCH!"

Lion licked his lips and got ready to leap.



"Wait!" said Sarah. "If I can do something that nobody else in the jungle can do, will you let me stay?"
"What can you possibly do that we can't do better?" asked Lion.

"I can draw," said Sarah.

"Draw!" said Lion. "What can you draw?"

"You!" replied Sarah. She took out her paper, pencils, and paints. "Because you are King of the Jungle."

As she drew, the other animals gathered behind her.

"Finished," said Sarah at last, and she showed Lion her picture.

Lion looked.

Lion saw...

A Great Big Angry Lion!

"That's not me," he growled. "I'm handsome, but you've made me look mad and mean. I will eat you because you can't draw."

"OH YES SHE CAN," chorused the other animals. "You're bad-tempered and bossy. Let her draw us and you'll see."

So, while Lion sulked, Sarah drew all the other animals.

"See!" said the animals. "Sarah only draws it like it is."

Lion looked at his picture and the other drawings. Then he looked at Sarah and the other animals. "Sarah, you are free," he said in a voice that was quiet and thoughtful. "It's getting late. Let me walk you safely out of the jungle."

"NO," said the other animals. "You are too grumpy and bossy. We will go with Sarah."

And they all set off in a merry, noisy, happy bunch, with Lion following far behind.

When everybody had said good-bye, Lion came up to her and said, "I don't like the way I look. Sarah, I wish I could change."

"You are a big, strong, and wonderful lion," said Sarah. "Maybe you could try helping everybody instead of bullying them.

I'm sure that will change the way you look!"

"Please come back and draw me again. You'll see a difference, I promise," said Lion.

"I'll come again next month," said Sarah.

And guess what she drew next time?

A GREAT BIG HAPPY LION!

Lion smiled when he saw the new picture. "Thank you, Sarah," he said.

"You are welcome to walk and sing and draw in OUR jungle whenever you like!"



Read this non-fiction text

What would happen if an alligator had a fight with a python?

Wow—these are two deadly reptiles.

Who is the toughest?

Who do you think would win?



In your book make a prediction about who you think would win (write and draw). Also write down reasons why you think it will be either the python or the alligator.

Watch this Book Review to see if your prediction was correct -

<https://www.youtube.com/watch?v=kawmCXFVJns>



Welcome!
Today you are going to
make predictions
Are you ready?

A Prediction Lesson



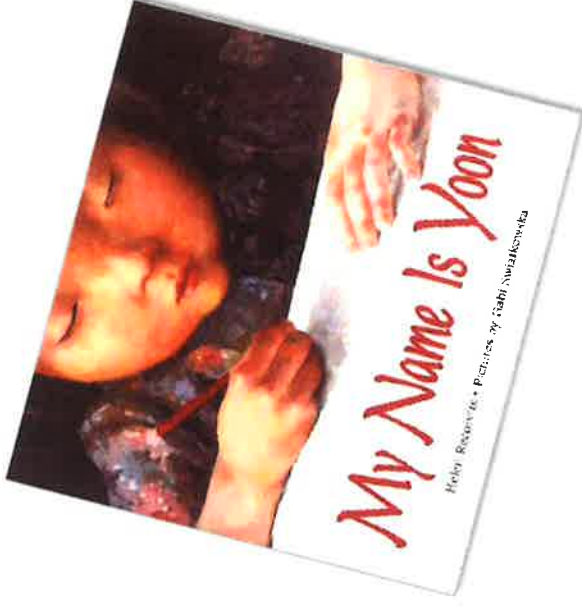
Read this story

My first day at school I sat quietly at my desk while the teacher talked about CAT. She wrote CAT on the chalkboard. She read a story about CAT. I did not know what her words mean, but I knew what the pictures said. She sang a song about CAT. It was a pretty song, and I tried to sing the words, too.

Later she gave me a paper with my name on it.

“Name. Yoon, And she pointed to the empty lines underneath.”

I did not want to write YOON. I wrote CAT instead. I wrote CAT on every line.

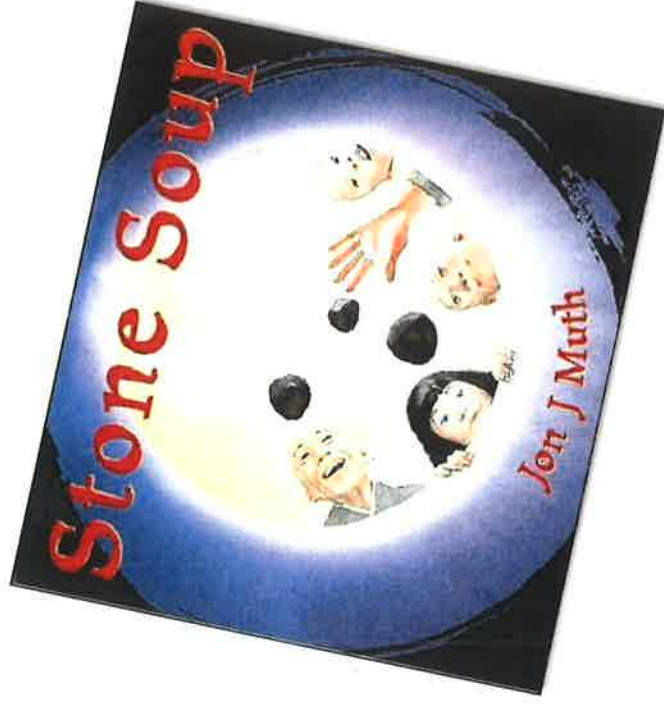


Write down What do you think will happen next? How do you know? watch <https://www.rif.org/literacy-central/material/my-name-yoon-read-aloud> to see if your prediction was correct.



Read this story

Something magical began to happen among the villagers. As each person opened their heart to give, the next person gave even more. And as this happened, the soup grew richer and smelled more delicious.



In your book predict the ending of the story. Why do you think that? watch <https://www.youtube.com/watch?v=U1Avo5FJ250> to see if your prediction was correct.



Make a Prediction !



Fill in your answer -

I see

I already know

I predict that

because

Addition Strategies: Counting On (CO), Doubles (D), Near Doubles (ND), Friends of 10 (F10), Jump (J), Bridge to 10 (B10) Split Strategy 1 & 2 (SS 1&2)

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Solve using one strategy:
(Show all working out)

Solve using another strategy:

$$\text{Equation: (e.g. } 35 + 8 = \text{)}$$

Solve using a different strategy:

Turn the sentence into a worded story