

# children's book

## EMOJI Pictionary

## GUESS THE TITLE OF THE CHILDREN'S BOOK BY USING THE EMOJIS!

1. 🟩 🔍 🔍 🐷
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4. 🌙 🌙 🌙 🌙 🌙 🌙
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# May

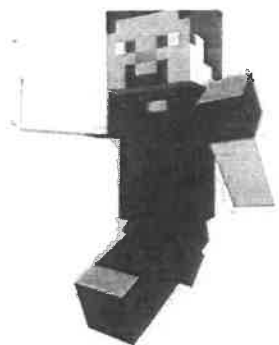
My Goal for the Month of May: \_\_\_\_\_

**5-IN-A-ROW-CHALLENGE:** Complete 5 writing activities in a row. They can be horizontal, vertical, or diagonal.

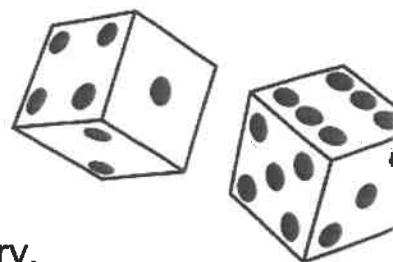
**SUPER WRITER CHALLENGE:** Go for a blackout and complete ALL the writing activities for the month.

If you do one a day you can get them all done!

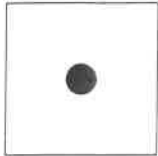
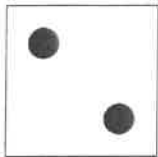

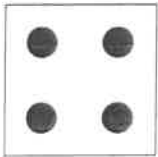

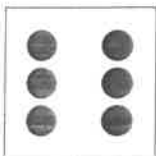
W	R	I	T	E
Interview your teacher, write a biography of his/her life.	Create a fictional story about characters getting stuck on a deserted island.	Make a top ten list of the best books you read this last year. Explain what made each one so great.	Research your favorite author. Write a biography about that person.	Write a personal narrative about a time you learned an important lesson.
Write your mom an acrostic poem using the letters in the word MOTHER.	Create a lapbook sharing your favorite memories from this past school year.	Interview your mom, grandma, or special woman in your life. Write a biography about her life.	Should students be required to take standardized tests at the end of the year? Write an opinion piece stating why or why not.	Write a personal narrative about a time you stood up to a bully.
Write a personal narrative about a time your sports team lost an important game.	Write an expository explaining why your mom is the best mom.	Create a "how to" guide explaining the steps it takes to plant a garden.	Write a thank you letter to the men and women that serve our country.	Create a comic about your mom.
Research your favorite superhero. Write a biography about that person.	What qualities make your teacher wonderful? Write to explain why.	Think about what career you want to have when you grow up. Write to explain why.	Write a personal narrative about the best field trip you went on this year.	Create a top ten list of your favorite memories from this past school year.
Write a poem honoring the brave people who serve in the US army.	Make a list of all the things you want to do over the summer.	Write a personal narrative about a time you were surprised.	Write a book review for a book you are reading this month.	Write a letter to a student in the grade below you. Give them advice on how to be successful in school next year.



# MINECRAFT ROLL-A-STORY



Roll a die three times to generate ideas for a story.  
Use these to write your creative story!

ROLL	1st Roll	2nd Roll	3rd Roll
	The Creeper	Spawned	In the dungeon
	The enderman	Mined with a pickaxe	In the forest
	Steve	Smelted charcoal	Underwater
	Alex	Wore iron armor	In the village
	The Ender Dragon	Stashed the ores	In the cave
	A spider	Spawned	In the farm

First		
<ul style="list-style-type: none"> <li>• At first</li> <li>• At that moment</li> <li>• At the beginning</li> <li>• At the onset</li> <li>• Before</li> <li>• Commence</li> </ul>	<ul style="list-style-type: none"> <li>• Embark</li> <li>• First</li> <li>• First of all</li> <li>• From this point</li> <li>• In the first place</li> </ul>	<ul style="list-style-type: none"> <li>• One day</li> <li>• One evening</li> <li>• One morning</li> <li>• Starting with</li> <li>• To begin</li> </ul>
Next, Before, Sometimes		
<ul style="list-style-type: none"> <li>• A moment later</li> <li>• After</li> <li>• After a few days</li> <li>• After a while</li> <li>• After that</li> <li>• Afterwards</li> <li>• All of a sudden</li> <li>• As soon as</li> <li>• At that very moment</li> <li>• At times</li> <li>• Before long</li> <li>• Consequently</li> <li>• During</li> <li>• Earlier</li> <li>• Eventually</li> <li>• Following</li> <li>• Formerly</li> <li>• From time to time</li> <li>• Gradually</li> <li>• Henceforth</li> <li>• In addition</li> </ul>	<ul style="list-style-type: none"> <li>• In the meantime</li> <li>• In the past</li> <li>• In time</li> <li>• In turn</li> <li>• Later</li> <li>• Later on</li> <li>• Meanwhile</li> <li>• Momentarily</li> <li>• Next</li> <li>• Next week</li> <li>• Not a moment too soon</li> <li>• Not long after</li> <li>• Not long ago</li> <li>• Now</li> <li>• Occasionally</li> <li>• Once</li> <li>• Past</li> <li>• Periodically</li> <li>• Preceding</li> <li>• Presently</li> <li>• Previously</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to</li> <li>• Rarely</li> <li>• Right after</li> <li>• Right after</li> <li>• Second</li> <li>• Seldom</li> <li>• Shortly</li> <li>• Shortly after that</li> <li>• Since</li> <li>• Some of the time</li> <li>• Soon</li> <li>• Soon after</li> <li>• Suddenly</li> <li>• Then</li> <li>• Therefore</li> <li>• Third</li> <li>• Tomorrow</li> <li>• Up until that time</li> <li>• When</li> <li>• When</li> <li>• Yesterday</li> <li>• Yesterday</li> </ul>
Last		
<ul style="list-style-type: none"> <li>• After a long time</li> <li>• Afterward</li> <li>• At last</li> <li>• At the end</li> <li>• Eventually</li> <li>• Final</li> </ul>	<ul style="list-style-type: none"> <li>• Finally</li> <li>• Hereafter</li> <li>• In conclusion</li> <li>• In the end</li> <li>• Last of all</li> <li>• Lastly</li> </ul>	<ul style="list-style-type: none"> <li>• Later on</li> <li>• Thereafter</li> <li>• To conclude</li> <li>• To finish</li> <li>• Ultimately</li> <li>• Until</li> </ul>



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

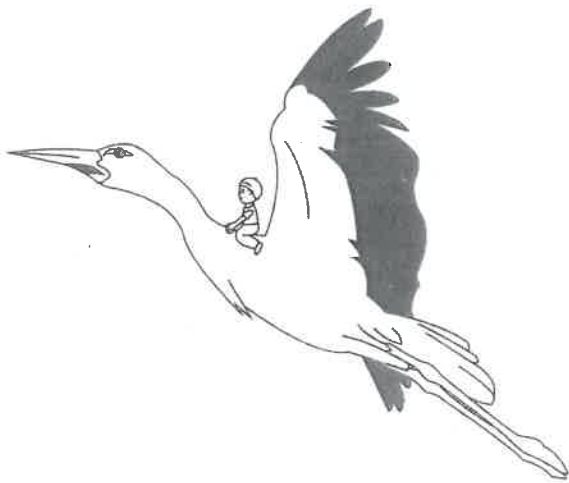
Date: \_\_\_\_\_

## Making Inferences in a Fictional Text

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge. Read the passage below and answer the inference questions that follow.

clues in text + what you know = inference

### The Hazelnut Child



Once upon a time, before the continent of Europe was given that name, there lived a couple who had no children. They wished every day for a child, even if he were no bigger than a hazelnut. At last, their wish was granted, and they had a child who was the size of a hazelnut, just as they had said. They loved the child very much and they took excellent care of him. When the hazelnut child turned fifteen, his parents asked what he would become, now that he was of an age to work. "I would like to be a messenger," said the child. His mother laughed and asked, "How can you possibly be a messenger? Your tiny feet would take an hour to carry

you the distance anyone else could cover in a minute." "Give me a message to carry," said the boy, "and see how quickly I return." So his mother told him to go the house of his aunt in the neighboring village and bring back a comb. "I'll be back before you know," said the boy. His mother held the front door open for her son, and off he went on his journey. He found a man on horseback who was headed for the next town. The boy **crept** up the horse's leg, crawled under the saddle, and began to pinch the horse's back. Rearing up, the horse took off at breakneck speed and wouldn't slow down, no matter how hard the rider pulled at its reins. When they reached the neighboring village, the hazelnut child quit pinching the horse, and it slowed enough that the boy was able to climb back down its leg. His aunt was delighted to see him and gave him the comb he asked for. The hazelnut child returned home on the back of another horse and presented his mother with the comb. "But how did you get home so quickly?" she asked. He did not answer her question, but only said, "You see, I told you messenger was the **profession** for me." Using his newfound skill, the hazelnut child hitched a ride on a stork that was heading south for the winter and landed in a faraway country. There, he met the king, who was **astonished** by this tiny creature who rode storks as if they were horses. The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself. The boy hitched the diamond to his stork and flew home, and he and his parents lived in peace and **prosperity** for the rest of their lives.

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

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

## Making Inferences in a Fictional Text

### Defining Key Vocabulary

Directions: Use context clues to match each vocabulary word to its definition.

<b>crept</b>	a paid occupation or job
<b>profession</b>	wealth or good fortune
<b>astonished</b>	moved slowly and quietly to avoid being noticed
<b>prosperity</b>	greatly surprised or impressed

### Making Inferences

Directions: Complete the chart by writing a quote from the text (on the left) or an inference you can make (on the right).

	The text states...	This most likely means...
<b>1</b>	<p>"They wished every day for a child, even if he were no bigger than a hazelnut."</p>	<p>What can you infer about the couple who later became the hazelnut child's parents?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>2</b>	<p>Write a quote from the story that supports this inference.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The hazelnut child was determined to prove that he could accomplish his goals, despite his small size.</p>
<b>3</b>	<p>"The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself."</p>	<p>What can you infer about the king?</p> <p>_____</p> <p>_____</p> <p>_____</p>

To be used with the March 30, 2020, issue

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## Should You Stand Up to a Bully?

Pages 2-3

1 Which two words have opposite meanings?

- A bystander and upstander
- B adult and bully
- C bully and audience
- D audience and adult

2 Which is an example of bullying?

- A The losing team congratulates the winning team in gym class.
- B One kid pushes another kid every day.
- C Kids disagree on who was first in the line.
- D Students on the bus argue over who gets to sit near the window.

3 Upstanders should consider \_\_\_\_ when deciding how to help a victim of bullying.

- A whether the victim is a friend of theirs
- B how many other people are watching
- C whether others are recording videos
- D the level of danger involved in stepping in

## 5 Big Questions About Coronavirus

Pages 4-5

4 How is the article structured?

- A Each section answers a different question.
- B Facts are presented in chronological order.
- C The sections describe opinions from experts.
- D It compares and contrasts the new coronavirus and the flu.

5 Part A Which statement about the new coronavirus is true?

- A The coronavirus was first detected in Europe.
- B Another name for the coronavirus is the flu.
- C It is named after a city in China.
- D The number of people infected by the new coronavirus grew rapidly.

6 Part B Which detail best supports the answer to question 5?

- A "It's a virus that was first detected in Wuhan, China, late last year."
- B "Within two months, the virus had infected more than 82,000 people ..."
- C "Like the flu, this coronavirus affects the nose, throat, and lungs."
- D "Corona is another word for crown."

## Dino Discovery Page 6

7 Which phrase best shows the meaning of *unearthed*?

- A "belonged to" C "stood about"
- B "dug up" D "recently found"

8 Based on the article, you can infer that \_\_\_\_.

- A no other fossils are left to be discovered
- B fossils don't provide any new information
- C scientists will continue to search for fossils
- D *Brachiosaurus* fossils are very common

## A Rainbow Squirrel Page 6

9 Which best summarizes the article?

- A The Malabar giant squirrel is 3 feet long.
- B U.S. squirrels are not brightly colored.
- C The Malabar giant squirrel has brightly colored fur that is used as camouflage.
- D Some squirrels live in India.

## Count Me In! Page 7

10 Based on the sidebar, you can infer that \_\_\_\_.

- A the census does not affect how the government spends money
- B much work is done to try to count everybody
- C the U.S. population in 2020 will be the same as it was in 2010
- D only people in large states are counted in the census

To be used with the March 30, 2020, issue

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

# Close-Reading Questions

Refer to "Should You Stand Up to a Bully?" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. What is the difference between a bystander and an upstander?

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2. How can being a bystander make a bullying situation worse?

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3. Explain why getting directly involved to help end a bullying situation isn't always a good solution.

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To be used with the March 30, 2020, Issue

Problem/Solution  
Common Core RI.4.5

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



# What Would You Do?



After reading “Should You Stand Up to a Bully?” read the situations below. Use evidence from the article to determine whether bullying occurred in each situation. Then think about a solution and write it below. For the last row, describe a bullying situation that could happen in your school. Then come up with a solution for it.

Situation	Is It Bullying?	Solution
A new student transfers to your school and doesn't have a place to sit at lunch. He wanders the lunchroom looking for a place to sit.		
A few times at recess, a group of girls taunt Ava about her new shoes. They make jokes about the shoes and begin to kick rocks and dirt in her direction.		
In gym class, a group of kids repeatedly keeps James off their team. Michael begins throwing the ball toward James, trying to hit him.		
While riding the bus home, you notice two friends having a disagreement about something that happened at lunch. They both look upset.		
_____		
_____		
_____		
_____		
_____		

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To be used with the March 30, 2020, issue

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

# Close-Reading Questions

Refer to "5 Big Questions About Coronavirus" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. How are people trying to stop the spread of the new coronavirus?

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2. Compare and contrast coronavirus and the flu.

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3. Explain what Dr. Denison means when he says "Viruses are like a big family."

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To be used with the April 13, 2020, issue

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## Fighting Food Waste Pages 2-3

1 "A Big Problem" helps readers understand how \_\_\_\_.

- Ⓐ wasted lunch food harms the environment
- Ⓑ share tables have resulted in less food waste
- Ⓒ the donation program helps the community
- Ⓓ students were inspired to reduce food waste

2 Part A In addition to helping the community, the share table has also helped \_\_\_\_.

- Ⓐ farmers
- Ⓑ students at Lincoln Elementary
- Ⓒ consumers in grocery stores
- Ⓓ the staff of local grocery stores

3 Part B Which detail best supports the answer to question 2?

- Ⓐ "But who's mainly to blame for all the wasted food?"
- Ⓑ "Lincoln Elementary began its program in January."
- Ⓒ "The group uses the food to provide free breakfast to people in need . . ."
- Ⓓ "The program has made students more aware of what they eat—and don't eat."

## Can Kids Save the Planet? Pages 4-5

4 Based on the first paragraph, readers can infer that Alexandria Villaseñor is \_\_\_\_.

- Ⓐ studious
- Ⓑ artistic
- Ⓒ determined
- Ⓓ shy

5 Alexandria urges world leaders to \_\_\_\_.

- Ⓐ transition from fossil fuels to renewable energy
- Ⓑ increase greenhouse gases
- Ⓒ protest with her at Fridays for Future
- Ⓓ use more fossil fuels

6 Alexandria's protests have \_\_\_\_.

- Ⓐ made the U.N. change certain laws
- Ⓑ inspired other kids to take action
- Ⓒ had little impact on others
- Ⓓ resulted in many job offers

## He Grew Up to Start Earth Day Page 6

7 Which detail shows that Senator Nelson was pleased with the success of Earth Day?

- Ⓐ "He developed a lifelong appreciation for nature."
- Ⓑ "He was elected to the U.S. Senate in 1963."
- Ⓒ "It would be 'a national day for the environment.'"
- Ⓓ "'Earth Day achieved what I had hoped for and then some,' Nelson said . . ."

8 How is the text structured?

- Ⓐ problem/solution
- Ⓑ compare/contrast
- Ⓒ question/answer
- Ⓓ chronological

## Turning Trash Into Art Page 6

9 Which sentence best summarizes the article?

- Ⓐ Volunteers build sculptures from trash to educate people.
- Ⓑ Billions of tons of trash ends up in Earth's oceans.
- Ⓒ Volunteers at Washed Ashore are creative.
- Ⓓ Trash in oceans harms marine animals.

## Is It OK to Swim With Manatees? Page 7

10 Which statement would Dr. Martine de Wit likely agree with?

- Ⓐ People can learn about nature only through touching and feeling.
- Ⓑ Nature can be appreciated from a distance.
- Ⓒ Nature should be learned about from textbooks only.
- Ⓓ People should never interact with animals.

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

# Close-Reading Questions

Refer to "Fighting Food Waste" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. Summarize the reasons that throwing food away is wasteful.

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2. Which details support the fact that every year we throw away about 40 percent of all the food grown in the U.S.?

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3. How has the program at Lincoln Elementary changed students?

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

Reading Procedural Text  
Common Core RI.4.3

# Make a Compost Pile

After reading "Fighting Food Waste," study the informational text below to learn how to turn food waste into compost. Ask an adult to help you make a compost pile. Before you dig in, read the instructions below and answer the questions.



## Materials

- "Brown material" like fallen leaves, nut shells, small twigs, shredded newspaper
- "Green material" like grass clippings and food scraps (such as vegetable peelings, eggshells, old bread, or fruit rinds—but NOT meat, oils, or dairy products)
- garden soil
- a garden fork or shovel
- a garden hose or watering can



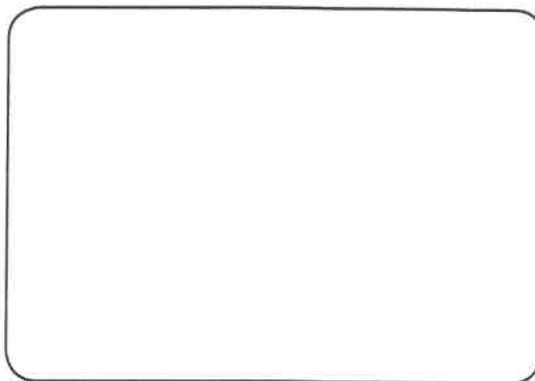
## Steps

1. Find a dry, shady area about 3 feet long.
2. Spread brown material in a layer that's about 6 inches thick.
3. Add a 2-inch-thick layer of green material.
4. Add a 1-inch-thick layer of soil. This layer will help absorb the odor.
5. Add some water. The pile should be moist but not soggy. You may want to cover your pile with a tarp to protect it from rain.
6. Repeat steps 2-5 until the compost pile is about 3 feet high.
7. Every few weeks, mix the compost. This allows air to enter the pile. You may notice your compost steaming. It's normal for an active pile to heat up. It can get as hot as 170°F!
8. In several months, your compost will become cool, crumbly, and dark. Some composters call this "black gold." Add this finished product to garden soil. It's full of nutrients that will help keep your plants healthy.

1. Circle the items you can include in a compost pile:

chicken      dead leaves      yogurt  
eggshells      vegetable oil      onion peels

2. Sketch a diagram that shows the layers of a compost pile. Label each layer.



3. What is the purpose of adding a layer of soil to your compost pile?  
\_\_\_\_\_
4. How can you prevent your compost pile from getting soggy?  
\_\_\_\_\_
5. Why is it beneficial to make a compost pile? Refer to the article for additional support.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

# Close-Reading Questions

Refer to "Can Kids Save the Planet?" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. What is climate change? Why does it matter?

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2. How are fossil fuels different from renewable energy?

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3. According to the sidebar "The Greenhouse Effect," how do greenhouse gases affect the environment?

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



# Your Opinion Counts!

Use this template to write a draft of a letter to a local, state, or national elected official. Once you've planned out your ideas, rewrite or type a final version. Then work with your teacher or a family member to mail it.

Dear \_\_\_\_\_,  
(official's name)

\_\_\_\_\_  
(today's date)

I am \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would like you to consider \_\_\_\_\_

I think this change will help \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Finally, I want to say \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely,

\_\_\_\_\_  
(your name)

\_\_\_\_\_  
(your address)

\_\_\_\_\_  
(your city, state, and ZIP code)

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

**Opinion Writing**  
Common Core W.4.1

## Seeing Both Sides

Read the debate on page 7 of this week's issue about swimming with manatees. Identify reasons that support each side and record them on the chart below.

**YES**

It's OK to swim with manatees.

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

**NO**

People shouldn't swim with manatees.

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

Next, choose which side of the debate you agree with most. Choose four words you might use in a paragraph that aims to convince others of your point of view. Draft your paragraph below.

### Words to Use

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_