

BETTER THAN BASAL:
Complete No Prep
 READING & WRITING UNITS
 for 40 Popular Mentor Texts
 grades 3-5

COMMON CORE ALIGNED

100+ ORGANIZERS
 with Answer Keys!

Name: Possible Answers Date: _____

Do Unto Others

Give evidence from the text to show how "Others" can practice the Golden Rule.

be friendly	say hello, smile, have good eye contact
be polite	say please, say thank you, say excuse me
be honest	keep promises, don't lie, don't cheat
be considerate	be a good listener, ask before borrowing, be patient, show respect, be on time
be kind	cooperate, play fair, share, don't tease others, apologize, forgive

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Name: Possible Answers Date: _____

Do Unto Others

Describe the character traits of an other with good manners.

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Name: Possible Answers Date: _____

Mr. Peabody's Apples

Summarize the story.

Beginning
 Mr. Peabody organized baseball games for the kids to play each Saturday. On his way home, he would stop at Mr. Furtado's fruit market and put an apple in his bag. Tommy saw him one Saturday and told his friends Mr. Peabody took an apple without paying.

Middle
 Tommy and his friends saw Mr. Peabody take another apple the next Saturday and told all of their friends and neighbors. The following Saturday, no one came to the baseball game. Tommy said Mr. Peabody stole everyone's money for the game.

End
 Mr. Peabody took Billy to the fruit stand to explain that he had paid ahead of time. Billy told Tommy, and Tommy went to Mr. Peabody to apologize. Mr. Peabody helped Tommy realize how hard it would be to undo the damage of the rumor.

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Name: Possible Answers Date: _____

Mr. Peabody's Apples

Give evidence to support the theme of the book.

Theme: Injustice

Tommy told his friends Mr. Peabody stole an apple, and his friends told family and neighbors.

Tommy realized he was wrong, but he didn't understand why.

No one came to the baseball game and Mr. Peabody didn't know why.

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Name: Possible Answers Date: _____

Mr. Peabody's Apples

Describe Tommy's character at the end of the story through his thoughts, words, and actions.

traits: remorseful

thoughts: Tommy understood how it would be hard to undo his words.

words: "I am so sorry. What can I do to make things better, now?"

actions: Tommy cut open the pillow just as Mr. Peabody told him to and saw how all of the feathers couldn't be picked up, just as he couldn't undo his words.

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Name: Possible Answers Date: _____

How Spider Got a Thin Waist

What do you think about Spider? Write it in the speech bubble and give evidence to prove your thinking.

evidence: Spider had not done any of the work to clean the fruit.

evidence: He ate more of everyone else's than they ate when friends.

evidence: All day, Spider or slept.

Spider is so lazy!

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Name: Possible Answers Date: _____

How Spider Got a Thin Waist

Describe Spider's character through his thoughts, words, and actions.

traits: greedy

thoughts: He could not decide which feast to go to, so he decided to go to both.

words: "Take that rope and pull on it until the rope is taut!"

actions: He did not help grow or harvest the food for the feast, but he planned to attend anyway.

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Name: Possible Answers Date: _____

How Spider Got a Thin Waist

Compare the written folktale to the video.

Written Folktale

- two sons were told to pull on the rope
- they were eating things they had grown and harvested like rice
- Spider was not invited to the feast

Video

- invited to lunch parties
- like parties like parties like parties
- three strings were tied

Similarities: Spider wanted to attend all feasts.

Differences: All the strings were pulled at the same time, making him more of a thin waist.

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Name: Possible Answers Date: _____

The Keeping Quilt

Give evidence to show tradition is important to Anna's family.

Gold, bread, and salt were used to represent the wishes for their life.

The quilt is passed down through the family.

The quilt was used as the huppah at all the family weddings.

The quilt wrapped all the babies when they were born.

The quilt was used as a tablecloth at all the important events.

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Name: Possible Answers Date: _____

The Keeping Quilt

Give evidence to show tradition is important to Anna's family.

Gold, bread, and salt were used to represent the wishes for their life.

The quilt is passed down through the family.

The quilt was used as the support for the family weddings.

The quilt wrapped all the babies when they were born.

The quilt was used as a tablecloth at all the important events.

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Name: Possible Answers Date: _____

The Keeping Quilt

Give evidence to support the theme of the book.

Theme: Family/Tradition

The quilt is passed down through the family.

The quilt is used at important events like weddings, births, and birthdays.

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Name: Possible Answers Date: _____

The Keeping Quilt

Compare the two stories and what the quilts represent.

The Keeping Quilt

- Anna left Russia to come to America
- Anna's mother and the neighbors made a quilt to remember family
- The quilts are to remember the past
- Both leave a place to love

Oma's Quilt

- Oma is moving to a retirement home
- Oma is sad about leaving her home
- Emily and her mother make Oma a quilt

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Name: Possible Answers Date: _____

My Rotten Redheaded Older Brother

What would Tricia say about her brother? Give evidence to prove it!

evidence

evidence


evidence

He picked more blackberries than Tricia.

He ate more rhubarb than Tricia and laughed at her when she couldn't eat dinner.

He could run faster than Tricia, the bravest, and spit the farthest.

My brother is rotten and awful because he does everything better than me and then laughs about it!



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Name: Possible Answers Date: _____

My Rotten Redheaded Older Brother

Compare Tricia and Richie. Show how their relationship changes.

Tricia	Richie
younger sister	older brother (by 4 years)
wants to be better than her brother	faster and better than his sister at almost everything
thought the older brother was better than her in everything	outsmarted his sister because he actually liked rhubarb.
made Tricia to be better than her brother	didn't ride the merry-go-round as long as his sister

Richie saved his sister by carrying her home after she passed out. He told her she did something special.



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Name: Possible Answers Date: _____

My Rotten Redheaded Older Brother


Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

Author's Language

Then an inspired thought comforted me like a fresh breeze on a hot summer day.

Helps Me Understand

Tricia was having a hard time thinking of ways to be better than her brother. The breeze felt good when it's hot. It also came to her mind and she felt excited.



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Name: Possible Answers Date: _____

Dear Juno

Give evidence to show Juno and his grandmother have a close relationship, despite living far away.

Evidence	+ What I Know	= My Inference
Juno's grandmother wrote him letters to keep in touch.	People share things they love with people who are close to them.	Juno and his grandmother have a close relationship.
Juno's grandmother included photographs in her letter.	Children show others things they love.	
Juno showed his class his grandmother's picture and flower.		
Juno drew pictures for his letter to show things he loved.		

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Name: Possible Answers Date: _____

Dear Juno

Summarize the story.

Beginning

Juno receives a letter from his grandmother in Korea. It is written in Korean but includes a photograph of her with her cat and a dried flower. So Juno is able to "read" the letter without actually reading the words.

End

Juno receives a package back from his grandmother with colored pencils, another photograph, and a toy plane. He knew she worked more pictures from him, and also that she was coming to visit.

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Name: Possible Answers Date: _____

Dear Juno

Describe Juno's character at the beginning of the story through his thoughts, words, and actions.

thoughts

Juno thought he could figure out what his grandmother had written, so he tried.

words

"I would just read the picture of a strange cat."

"I wouldn't send me a flower from someone else's garden!"

actions

Juno was able to read the letter without reading the words his grandmother wrote.

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Name: Possible Answers Date: _____

Fireboat

Give evidence to show that the Harvey was a hero.

Evidence	+ What I Know	= My Inference
People said the Harvey could never be used to fight a fire.	People probably believed the boat was too old.	The John J. Harvey Fireboat was a hero.
The fire trucks couldn't pump water.	It's difficult to put out a fire without water.	
Firefighters attached their hoses to the Harvey.	Fires could be put out.	
Harvey pumped water for four days and nights.	A lot of water was needed to put out such a big fire.	

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Name: Possible Answers Date: _____

Fireboat

Compare how people felt about the Harvey before and after September 11

BEFORE

In 1995, the Harvey was considered old and useless.

It was fixed up but people believed it could not be used to fight fires.


People loved the Harvey.

People thought the Harvey was a waste (in early days and Sept- 11)

People needed the Harvey to help fight the fires.

People were proud of the Harvey.

AFTER



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Name: Possible Answers Date: _____

Saturdays and Teacakes

Give evidence to show the boy and his Mamma enjoy spending time together.

Evidence	+ What I Know	= My Inference
Every Saturday the boy got up early.	Most kids like to sleep in on the weekend. Also, if someone doesn't want to go to school on Saturday, they must like it a bit.	The boy and his Mamma love spending time together.
He waits for his Mamma at the bus stop.	When you wait for someone, it's usually because you want to see them.	
The boy cuts the grass every Saturday while she works in the garden.	You do things that aren't always very fun for people that you love.	
Every Saturday, Mamma tries to teach him how to make teacakes.	Mamma is patient with the boy and wants to teach him something that is special to her.	

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Name: Possible Answers Date: _____

Saturdays and Teacakes

Write vivid language from the story and draw what you visualize.

Vivid Language	Visualization
"Whoah! I zoomed downhill as fast as I dared!"	Students might draw a picture of a bike riding downhill with "motion" marks to show it's moving fast.
"Pedal... pedal... pedal... up the next hill!"	Students might draw a picture of a boy straining to pedal the bike uphill.
"Mamma was already there with her young slings, ripe tomatoes for our lunch."	Students might draw a lady pointing to red tomatoes.
"From time to time, the grass would tickle my ankles as I walked. Bits of grass that clung to the blades and to my bare legs."	Students might draw a boy with bits of grass on his legs and on the ground.
"I tapped the first egg too hard, making it splatter onto the counter and down the outside of the bowl!"	Students might draw a bowl with egg yolk down the side on and on the counter.

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Name: Possible Answers Date: _____


Saturdays and Teacakes

Summarize the story.

Beginning
The boy rides to his Mamma's house, just as he does every Saturday.

Middle
The boy and his Mamma work in the yard, eat tomatoes, and make teacakes together.

End
The boy and his Mamma eat the teacakes together, then Mamma sends him home with the leftover teacakes.



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Name: Possible Answers Date: _____


Come On, Rain!

Describe Pam through her thoughts, words, and actions.

thoughts
She worries about thunder.

words
"Is that thunder, Tessa?"
"Is there lightning?"
"Stay where I am, please."

actions
She sags over parched plants.
She won't let Tessa put on her bathing suit at first.



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Name: Possible Answers Date: _____

Come On, Rain!


Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

Author's Language

The smell of hot tar and garbage bulges the air.

Help Me Understand

The smell is so overpowering — like a bully.



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Name: Possible Answers Date: _____


Come On, Rain!

Give evidence from the text that shows it's going to rain.

A creeper
"Come on rain!" I whisper.

Tree
away under a swollen sky, the wind grows bold and bolder.

A breeze
blows the thin curtains into the kitchen then sucks them back against the screen again.



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Name: Possible Answers Date: _____

When Lightning Comes in a Jar

Give evidence and explain how you know Aunt Ivah and Gramma were telling tall tales.

Gramma said she had seen a rattlesnake upon a rattlesnake but there weren't any rattlesnakes where they lived.

Aunt Ivah said she put her umbrella in the middle of the snake and flung it away, but that would be too dangerous.

Gramma said Pa's team bolted and dragged her halfway down the field, but she would have been really hurt if that had happened.

Gramma said she saw what looked like a giant dragonfly, growing and roaring. She is exaggerating about the flying machine.



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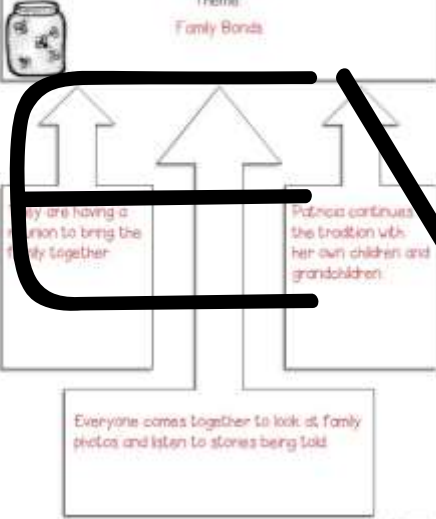
Name: Possible Answers Date: _____

When Lightning Comes in a Jar

Give evidence to support the theme of the book.

Theme: Family Bonds

Everyone comes together to look at family photos and listen to stories being told.



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Name: Possible Answers Date: _____

When Lightning Comes in a Jar

Fill the jar with vivid verbs from the story.

VIVID VERBS

reared
wined
flitted
leap
summon
scraped
flung
raced
hurtled
flittered
howled
skidded
flattered
bolted
snatched
rumbled
puffed
drifted



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Name: Possible Answers Date: _____



Roller Coaster

Record the vivid language that Maria Frazee used.

Amazing Adverbs:
truly
forward
slowly

Vivid Verbs:
jerks
zips
zooms
dips
dives

Onomatopoeia:
clickety, clackety
whoosh
whooooooeeeee!

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Name: Possible Answers Date: _____


Roller Coaster

Summarize the story.

Beginning:
People are waiting in line to ride a big, noisy roller coaster. Some people change their mind.

Middle:
The roller coaster goes up the hill, some people scream and some don't. The ride zips and zooms around.

End:
When the ride is over, some people get back in line to go again.



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Name: Possible Answers Date: _____


Over and Under the Snow

Use the text to talk about animals that live over and under the snow.

Over the Snow:
A great, horned owl keeps watch.

Under the Snow:
A fox pounces on its prey. It is hiding under the snow.
A red squirrel stays safe and warm.
Dear mice doze cuddled together in the grass.
A snowshoe hare watches from a shelter of spruce.
Beavers gnaw on aspen bark.
A black bear snores.

Actual Meaning:
A snow owl stays the snow and an owl where it sleets.
A fox pounces on its prey. It is hiding under the snow.
A red squirrel stays safe and warm.
A queen bumblebee drowzes.



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Name: Possible Answers Date: _____

Over and Under the Snow

Define unknown words in the story.

Actual Meaning:
columns: upright, vertical structure
morsels: a small piece of food
drowzes: chew or bite over and over
sleeps lightly

What I think it means:



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Name: Possible Answers Date: _____

Our Tree Named Steve

How did the author make the tree seem like a person?

Actual Meaning:
Steve got sick and needed a doctor.
Steve got a haircut.
Steve performed a trick and saved the house.

What I think it means:
Steve greets.
The tree is named Steve.



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PREVIEW

Name: Possible Answers Date: _____


Our Tree Named Steve

Summarize the story.

Beginning:
A family was building a house and decided to save a tree that they called Steve.

Middle:
Steve was the center of their lives when they were outdoors. He held things and provided shelter. Steve was like a house.

End:
Steve got struck in a storm and fell, but the family still kept him around by turning him into a treehouse.



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Name: Possible Answers Date: _____

Martin's Big Words

Describe Martin's character through his thoughts, words, and actions.

Thoughts:
Violence was not the answer.
I hope we can live peacefully together.
I have a dream that one day...

Words:
hopeful

Actions:
walked, talked, and prayed with protestors
spoke against segregation



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Name: Possible Answers Date: _____

Martin's Big Words

Write one of the large, bolded quotes from the book, then explain it in your own words.

QUOTE:
"I hate cannot drive, out hate. Only love can do that."

What it means to me:
If everyone would take the time to love and care for each other, there would be less hatred in the world.



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Name: Possible Answers Date: _____

Titanicat

Give evidence to support the inference.

Text Evidence:
4-0-1 kept Jim company on the ship, and kept him out of trouble.
4-0-1 ate the food on the ship.
4-0-1 saved Jim when she got off the ship because Jim got off, too.

Inference:
Cats were good luck and helpful on ships.



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Name: Possible Answers Date: _____

Titanicat

Define unknown words in the story.

Actual Meaning:
superstition: unproven belief
sprawling: making tidy
swabbing: clearing/mopping
glowering: glaring/scowling

What I think it means:



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PREVIEW

Name: Possible Answers Date: _____

Titanicat

Summarize the story.

Beginning
Jim arrived to the Titanic to be a cabin boy. The chef told him he would be in charge of the cat, so Jim went off to find where she went. When Jim found the cat, 4-0-1, he saw she had kittens.

Middle
Jim, 4-0-1, and the kittens spent the time together on the ship while Jim cleaned. Then one day, disaster struck. Southampton, 4-0-1 was taking her kittens off the ship and was taken, so he jumped off the ship, making the voyage.

End
The Titanic sank, and Jim and the kittens had not been on the boat. Jim thanked 4-0-1 for giving him her luck.



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Name: Possible Answers Date: _____


Cherries and Cherry Pits

Choose one of Bidemi's stories to summarize.

Beginning
Bidemi buys cherries out of the back of a truck, and the man fills up her bag with cherries even though it's more than what she paid for.

Middle
She eats the cherries and saves the pits. She puts them in her pocket, where she has lots of 100-pits in her junky old yard.

End
The pits sprout, and grow, and there are more cherries than anyone could ever eat. A whole forest of cherry trees grows right on her block.

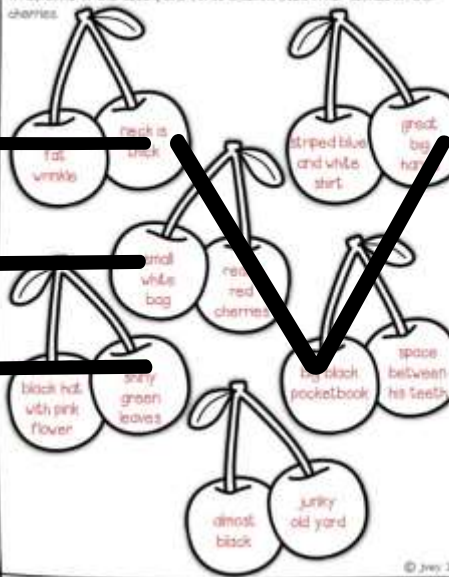


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Name: Possible Answers Date: _____

Cherries and Cherry Pits

Write some of the descriptive words Bidemi used in her stories on the cherries.



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Name: Possible Answers Date: _____

In My Momma's Kitchen

List the evidence the author gives to show the kitchen is a special place to the whole family.

evidence: Nadene celebrated getting a scholarship to the university with her family.

evidence: Momma and all the aunts gather to cook and sing and laugh.

evidence: The kitchen is Momma's momma's old stove.

evidence: The man character and her Daddy dance in the kitchen while he makes corn pudding.

evidence: The whole family gathers there sometimes to tell midnight stories while eating snacks when they can't sleep.

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Name: Possible Answers Date: _____

In My Momma's Kitchen

Give evidence to support the theme of the book.

Theme: Family/Togtherness.

The whole family worked hard to provide for Nadene and her husband, and she got into college.

Gran Lee was a stove that was passed down through generations in Momma's family.

The family shares meals and cooking time to spend quality time together.

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Name: Possible Answers Date: _____

In My Momma's Kitchen


Describe Momma through her thoughts, words, and actions.

traits: sentimental

thoughts: she doesn't want to replace the stove (Gran Lee)

words: "Stand close to Gran Lee and warm the shivers off." "I don't think I'll remind Daddy that the handle is still broken."

actions: she uses a name for a stove (Gran Lee) she jiggles the handle of the stove.



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Name: Possible Answers Date: _____

Hey, Little Ant

Compare the arguments of the ant and the kid using evidence from the text.

Kid: The kid's shoe is going to squish the ant. An ant can feel because they are so small. The kid has a home and a family. The kid's mom says ants are rude because they steal food. All the kid's friends squish ants.

Ant: The ant begs the kid not to make him die. Gerits don't know how it feels to be an ant. The ant has a nest and a whole family. One ant can feed the ant's whole town. The ant wants the kid to think what would happen if the kid was so tiny.



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Name: Possible Answers Date: _____

Hey, Little Ant

Draw one of the images in the book from the ant's point of view and tell how it helps the reader understand the ant's argument.

drawings will vary

Showing the baby ants eating helps the reader see the ant has his own family and others to take care of.

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Name: Possible Answers Date: _____

Verdi

Give evidence to support the theme of the book.

Theme: (Self-Confidence) It's not who you are on the outside, but who you are on the inside that counts.

Verdi tried to be fast when young and green because he was afraid it would make him stand out.

Verdi tried to be fast when young and green because he was afraid it would make him stand out.

Once he had grown up, he made young friends and still made figure eights because it's what he enjoyed doing.

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Name: Possible Answers Date: _____

Verdi

Compare Verdi to the Greens.

Verdi: loves his yellow skin, young, likes to climb, speedy, stays himself even when older.

The Greens: fast when young, crashed, boring, rude, lazy, complainers, helpful.



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PREVIEW

Name: Possible Answers Date: _____

Verdi

Record the vivid language that Janet Cameron used.

Awesome Adjectives


steamy
bold
droopy
frantic
murky

Vivid Verbs

divided
zig-zagged
leaped
slipped
gripped
chirused

Onomatopoeia

Ah-POOH
Whappety, whappety, fwip, fwap, wham!



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Name: Possible Answers Date: _____

The Snow Globe Family

List the evidence the author gives to show you how small the snow globe family is.

evidence

Their cups only hold half a drop of tea.

evidence

They eat a crumb of crumb cake.

evidence


The snowmen they build are the size of Lilliputians.

evidence

Their footprints are smaller than sprinkles.

evidence

They shout, but no one even hears them.



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Name: Possible Answers Date: _____

The Snow Globe Family

Compare the snow globe family to the big family.

Snow Globe Family

Lives in a snow globe on the mantle.

Snow is on the ground all the time.



Big Family

Mama, Papa, baby, get, baby

They hope for a custom car.

They both go sledding.

Lives in a big house high on a hill.

Only snows in winter.

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Name: Possible Answers Date: _____

Somebody Loves You, Mr. Hatch

Give evidence from the text to show how acts of kindness spread.

Mr. Goober delivered Mr. Hatch a giant box of chocolates and it made him laugh and dance and clap, which he'd never done before.

Mr. Hatch watched the stand while Mr. Smith went to the doctor because he noticed Mr. Smith didn't look well.

Mr. Hatch noticed Mr. Todd looked worried, and he helped him by fixing his daughter's bike.

Mr. Hatch baked brownies and lemonade and had a picnic for the neighbors.



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Name: Possible Answers Date: _____

Somebody Loves You, Mr. Hatch

Describe Mr. Hatch's character traits through the story.

Beginning

Mr. Hatch was uncaring or indifferent. He didn't smile or talk to anyone and he ate alone.

Middle

Mr. Hatch was kind and loving. He smiled and talked to people, and shared with others. He also worried about others and helped take care of problems.

End

Mr. Hatch was indifferent again when he thought no one loved him. But when the community came together to make sure he felt loved, he was cheery and kind once again.



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PREVIEW

Name: Possible Answers Date: _____

Enemy Pie

Summarize the story.

Beginning


The boy thinks that Jeremy Ross is his number one enemy. When he tells Dad, Dad decides they should make an Enemy Pie.

Middle

Dad makes Enemy Pie and tells the boy with Jeremy Ross for the plan to work. Dad and Jeremy have a lot of fun doing things like riding bikes and playing on the trampoline.

End

The boy decides that he actually wants to be friends with Jeremy. He tries to stop Jeremy from eating Enemy Pie, but the pie wasn't actually bad. It was all part of Dad's plan to help them become friends.



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Name: Possible Answers Date: _____

Enemy Pie


Give evidence to support the theme of the book.

Theme:
(Friendship)
Never judge someone before you get to know them!

The boy doesn't think Jeremy is his enemy. He has a good friend because he laughed at him and didn't invite him to his party.

The boy didn't think Jeremy was his enemy. He was just a boy who was different from him and he didn't want to ruin the new friendship.

Once the boy played with Jeremy and got to know him, he realized how much he actually liked him and wanted to be his friend.



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Name: Possible Answers Date: _____

Enemy Pie

Describe Dad through his thoughts, words, and actions.

thoughts


Dad understands enemies.

words

"Enemy Pie is the fastest known way to get rid of enemies."

actions

He made Enemy Pie. He wouldn't take the weeds or worms from the boy for the pie. He made the boy spend time with Jeremy. He ate the pie.



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Name: Possible Answers Date: _____

Those Shoes

Summarize the story.

Beginning


Jeremy wishes he could have a new pair of shoes, but his Grandma says they can't afford them. All the other kids in his class get the shoes he wants. Jeremy's shoes come apart, and he has to get Velcro shoes.

Middle

Grandma doesn't really like shopping, but she is too expensive. Jeremy finds the shoes he wants at a thrift store, but they are too small. He buys them anyway and tries to wear them, but they hurt his feet.

End

Jeremy realizes his friend, Antonio, also needs new shoes. His feet are smaller, so he gives his shoes to Antonio even though that means he will have to wear the uncool shoes from the counselor. Snow comes, and Jeremy gets to wear his new boots, so he is happy.



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Name: Possible Answers Date: _____

Those Shoes

Give evidence to show Grandma loves Jeremy very much.


Evidence	+ What I Know	= My Inference
Grandma says they will check out the shoes he has been wanting even though he doesn't really need them.	She knows it is something he wants very badly and she wants to help him happy about the shoes.	Grandma loves Jeremy very much.
Grandma and Jeremy go shopping, but she is too expensive. Jeremy finds the shoes he wants at a thrift store, but they are too small. He buys them anyway and tries to wear them, but they hurt his feet.	Grandma doesn't want to hurt his feelings and maybe she hopes he will learn a lesson.	
Grandma doesn't really like shopping, but she is too expensive. Jeremy finds the shoes he wants at a thrift store, but they are too small. He buys them anyway and tries to wear them, but they hurt his feet.	Grandma knows it is getting older and Jeremy will need snow boots. She is taking care of him.	
Grandma saved her money and bought Jeremy snow boots.		



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Name: Possible Answers Date: _____

Those Shoes




For each of these scenes from the book, write how it would have been different from Antonio's point of view.

Jeremy's Perspective	Antonio's Perspective
When I came back to the classroom, Allen Jacoby takes one look at my Mr. AFrey shoes and laughs... the only kid not laughing is Antonio Parker	Jeremy came to the door of the classroom with Velcro shoes on. I know how it feels to not have shoes, so I don't laugh like the other kids.
We shoot baskets-- a loose piece of tape on Antonio's shoe smacks the concrete every time he jumps. I think, /I'm not going to do it.	Jeremy and I played basketball, but I could see he was distracted. I could feel the tape on my shoes coming off. These shoes are just taking care of me.
Snow is beginning to fall as I run across the street to Antonio's apartment. I put the shoes in front of his door, push the doorbell-- and run.	As I sat watching TV, the doorbell rang. I looked outside and no one was there, but the coolest pair of shoes were sitting on my doorstep!
At school, Antonio is smiling big in his brand new shoes. I feel happy when I look at his face and mad when I look at my Mr. AFrey shoes.	It felt so good to finally have shoes that fit, and shoes that other kids admired! I know Jeremy gave them to me. He really is a good friend.

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Name: Possible Answers Date: _____

If You Find a Rock



Describe the rocks using evidence from the book.

skipping rock	flat, rounded rock, sits in the creek of your finger, bounces across water
chalk rock	soft white rock, feels dusty in your fingers, makes pictures in the pavement
resting rock	big heavy rock, and moss squashes beneath you when you sit on it.
walking rock	big rock by water, water splashes when you kick it the surface
stepping rocks	pile of small, rounded pebbles that help your fingers grip
hiding rock	flat, smooth rock that you can sit on, but it's not really a seat
climbing rock	rock in a grassy field, covered in crabs, crabs are under it, resting out of sight
crossing rocks	tumbling line of rocks spilling out of a creek, leave your feet above running water
fossil rock	rock with a print of some creature, has the shape of something that lived long ago
walking rock	small rounded rock in front of your toe on the sidewalk, leads you home
memory rock	reminds you of a place, feeling, or someone

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Name: Possible Answers Date: _____

If You Find a Rock

Explain the meaning of the personification in the book.

When it hits the surface, the water jumps out of the way, raining back down on your outstretched hands.

I throw a large rock in the water. The water splashes up and falls back onto my hands as I stand by the water's edge.

Water doesn't really jump!

Then you have found crossing rocks, which wait to meet your feet as you pass over the water rushing away all around you.

The rocks poke up out of the water, perfect for my feet to step on as I try not to get into swimming water.

Rocks aren't really wat for anything.

As I walk down the sidewalk, I kick a rock off the way home.


Rocks aren't really lead you anywhere.

You have found a walking rock, and you kick it ahead of you and let it lead you home.

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Name: Possible Answers Date: _____

Animals Nobody Loves



Make an inference about the evidence given in the text.

Text Evidence: Bats are not blind.

Text Evidence: They don't get stuck in people's hair.


Text Evidence: People have many misconceptions about bats because they don't know a lot about them.

Inference: People have many misconceptions about bats because they don't know a lot about them.

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Name: Possible Answers Date: _____

Animals Nobody Loves



Combine information from two texts to show what you learned.

Summarize Text 1: Bats are winged animals that use their eyes as well as echolocation to help them navigate in the dark. There are many different kinds of bats, and they all help people, not hurt them.

Summarize Text 2: Bats eat insects like moths and mosquitoes, as well as fruit. This helps humans because bats keep the insect population down, and they help more fruit to grow when they drop seeds.


What are the common details from both texts? Bats eat fruit and insects, like mosquitoes. Bats use echolocation to find their food as they fly through the night.

Summarize the information using both texts: There are many types of bats. Bats are winged animals that help humans by eating insects and fruit. They use echolocation to find their food as they fly through the night.

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Name: Possible Answers Date: _____

OWLS



Define unknown words in the text.

word: raptor	what I think it means: active meaning birds of prey that eat meat
word: talon	what I think it means: actual meaning sharp claws
word: prey	what I think it means: actual meaning animal being hunted
word: incubation	what I think it means: actual meaning keeping eggs warm

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Name: Possible Answers Date: _____

OWLS




Identify text features in the book and how they helped you learn.

Text Feature	Draw or Describe It	What Did You Learn From It?
caption	(diagram of owl body)	learned that the owl's body is actually upside down
comparison	(pictures of different types of owls)	learned that the owl is one of the largest birds in the world
caption	(sentences describing illustrations of baby owls)	learned that baby owls are called owlets

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Name: Possible Answers Date: _____

Fireflies



Summarize the story.

Beginning: As the boy ate dinner with his parents, he saw that the fireflies were coming out. He asked if he could go catch them.


Hide: The boy ran but didn't join the other children from the neighborhood. He caught so many fireflies that he filled a jar.

End: The boy brought his fireflies home, but soon realized they wouldn't survive in the jar. He let them go with mixed emotions-- and to see them go, but happy they would live.

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Name: Possible Answers Date: _____

Fireflies




Make inferences about the evidence given from the book.

Evidence	+ What I Know	= My Inference
And as quietly as I could, so the night's catch was in the top of my jar with Flannery's lantern.	When I do things quietly to not get caught, it means someone already told me I shouldn't do it.	The child's mother doesn't like him to use lanterns for things other than catching.
"I'm afraid of them," an owl said. "I can see hundreds!"	When I feel joy and about it's because I'm happy.	The child is excited to catch fireflies.
The fireflies weren't going to stay in the jar.	Fireflies aren't going to stay in the jar.	The fireflies are going to stay in the jar.
The wings against the glass and fall to the bottom, and lay there.	Fireflies aren't going to stay in the jar.	The fireflies are going to stay in the jar.
The moonlight and the fireflies swim in my tears, but I could feel myself smiling.	Sometimes it's hard to do things you know you should, so even though you smile, it can still be sad and make you cry.	The child was crying because he didn't want to let go of the fireflies, but he knew it wasn't fair to keep them because they would die.

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Name: Possible Answers Date: _____

Fireflies



Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

Author's Language: The moonlight and fireflies swim in my tears, but I could feel myself smiling.

Helps Me Understand: The moonlight and fireflies aren't really swimming, but it shows that the child has tears in his eyes, making his vision blurry.

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Name: Possible Answers Date: _____

The Empty Pot

Give evidence to support the inference you make about Ping.

Text Evidence

Ping was sure he could grow the most beautiful flower for the emperor.

Text Evidence

The seed very carefully and watered it every day.

Text Evidence

When the seed wasn't sprouting, he started it into new pots with rich soil.

Inference:

Ping was persistent.



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Name: Possible Answers Date: _____

The Empty Pot


Give evidence to support the moral of the story.

Do the right thing, even when no one is looking.

Ping's flower did not grow.

When the emperor gave all of the other children seeds that would not grow, Ping was the only one.

All of the children rushed to the palace with beautiful flowers.



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Name: Possible Answers Date: _____

The Empty Pot

Describe Ping through his thoughts, words, and actions.

traits

honest

thoughts

He was sure he could grow the most beautiful flower.

He thought the other children would laugh at him because he had no flower.

words

"It's just this seed that wouldn't grow."

"I started the seed you gave me and watered it every day, but it didn't sprout... I tended to it of year-long, but nothing grew."

actions

Ping took the emperor his empty pot while all the other children took beautiful flowers.



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Name: Possible Answers Date: _____

The Memory String

Make inferences about the evidence given from the book.

Evidence	+ What I Know	= My Inference
Jane's shoulders were stiff. Laura had pulled out the string and hid it in her pocket.	If something makes someone's shoulders stiff, it can make them stiff.	Jane might be uncomfortable with someone always taking care of her mom.
Shakers got up to leave, but Laura wouldn't let him go or anyone to talk to about the memories.	A cat isn't really interested in her memory string.	Laura was an excuse to talk about her mom so that Jane could hear.
Three of them pushed for the buttons covered in dirt and grime craved on their hands and arms.	Being dirty and grime is something you want to happen.	They knew the buttons were important, or they wouldn't have gone through all that trouble.
Laura remembered the soft look on Jane's face... the way she understood about the true moments on the string.	If someone has a soft look it means they care.	Laura realized that Jane actually cared about her and maybe the wasn't so bad after all.



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Name: Possible Answers Date: _____

The Memory String

Describe Laura's character at the beginning of the story through her thoughts, words, and actions. Then tell how she changed.

traits

selfish

thoughts

She thought it probably hurt Jane to hear about her mom.

words


"I don't talk about my memory string to anyone else, can I? You have to stay here."

actions

She didn't help Jane, and instead she told whispers about her memory string.

How did she change?

She realized Jane wasn't trying to replace her mom and asked her to help restring her buttons. Laura became more friendly.



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Name: Possible Answers Date: _____

The Memory String

Define unknown words in the story.

word

squirming

what I think it means

actual meaning

viggle or twist

word

sifted

what I think it means

actual meaning

look at something carefully

word

murmur

what I think it means

actual meaning

mumble or speak softly


word

substitute

what I think it means

actual meaning

replacement



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Name: Possible Answers Date: _____

Voices in the Park

Summarize the story.

Beginning


Charles and his mother, and Smudge and her father took their dogs to the park. They all sat on a bench. The dogs played.

Middle

Charles talked with Smudge to play and a small dog named trees and played on the sand. They continued to play together. Charles's mother planned dinner and Smudge's father looked for a job.

End

Charles's mother realized he had left the bench, so she called for him to come back. Charles was sad to leave his friend. Smudge hoped she would see him again.



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Name: Possible Answers Date: _____

Voices in the Park

Make inferences about the emotions of each voice.

Charles's Mother

emotion: disgust

evidence: She thinks the other dog is a scruffy mongrel and snags it away.

Charles

emotion: bored

evidence: He wished he was having good time like his dog.

Smudge's Father


emotion: tired

evidence: He wished he had half the energy of the dog.

Smudge

emotion: happy

evidence: She burst out laughing and liked to play with Charles.



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Name: Possible Answers Date: _____

Voices in the Park

Describe a "voice" through thoughts, words, and actions. Draw the character in the oval frame.

traits

bossy

thoughts

Charles should sit next to her and not move.

words


"Charles come here. At once!"

actions

She ordered the dog to go away.

Who?

Charles's Mother



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Name: Possible Answers Date: _____

My School's a Zoo!

Explain the play on words from the book.

Play on Words	Why did the author choose these words?
Computer lab was crazy. The mice were eating slugs. The computers didn't work on account of all the bugs.	You use a mouse to click on a computer, and if a computer doesn't work, sometimes we say it has a bug or a virus.
I tried to call for help, but a stork was on the phone.	If someone talks a lot, you might say they yak too much.
As I glanced around the room, I noticed worms in every book.	Someone who reads a lot is sometimes called a bookworm.
The sturks made quite a stink.	Storks are really stinky. Picking a stink means fuss or cause a problem, so it's funny if storks "made a stink".



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Name: Possible Answers Date: _____

My School's a Zoo

Number the stanzas and draw a circle around those numbers.

Label the rhyme scheme.

1 My parents didn't look the same. A
I watched them snort and drool. B
My sister ate my popcorn. C
I'm glad it's time to go to school. B

2 As I climbed aboard the bus, D
my heart began to race. E
The driver waved his heavy arms, F
with banana cream on his face.

3 Animals crammed in every seat. G
Where'd all the people go? H
There has to be an answer. I
I'll bet Mrs. Wright will know. H

4 I ran into my classroom, J
but my teacher wasn't there. K
I would have told the sub, L
if she hadn't been a bear. K

How many verses does this poem have? 16

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Name: Possible Answers Date: _____

The Boy Who Loved Words

Give evidence to show Selig helped others with his word collection.

A poet found just the right words to use in his poem thanks to Selig.

A baker had more customers because of the way Selig described his pastries.

Selig helped neighbors use longer words with each other and stop fighting.

Peace who felt a loss for words drew Wordsworth (Selig) around when they suddenly thought of just the right word to say.

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Name: Possible Answers Date: _____

The Boy Who Loved Words

Describe Selig's character through his thoughts, words, and actions.

traits: **determined**

thoughts: He didn't want to throw away the words, even when his load was heavy.

words: He proudly proclaimed, "They call me Wordsworth!"

actions: He spread his words to others who needed them.

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Name: Possible Answers Date: _____

The Boy Who Loved Words

Define unknown words in the story.

word: **periphery** → actual meaning: outside edge

word: **slumber** → actual meaning: sleep

word: **legions** → actual meaning: large numbers

word: **periphery** → actual meaning: outside edge

word: **legions** → actual meaning: large numbers

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Name: Possible Answers Date: _____

Each Kindness

Give evidence to support the inference.

Text Evidence: Maya turned to me and smiled but I didn't smile back.

Text Evidence: None of us wanted to play, so Maya played a game against herself.

Text Evidence: Everyday, we whispered about Maya, laughing at her clothes, her shoes, and her food.

Inference: Maya felt **rejected**.

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Name: Possible Answers Date: _____

Each Kindness

Describe Chloe's character in the beginning and middle of the story through her thoughts, words, and actions. Then tell how she changed.

traits: **unkind**

thoughts: Chloe didn't want to be friends with Maya.

words: "She's not my friend!"

actions: Chloe whispered and laughed at Maya with her friends.

How did she change? Chloe realized she had not been kind at all and wished she had been a better friend to Maya.

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Name: Possible Answers Date: _____

Spaghetti in a Hot Dog Bun

Give evidence to show that Lucy practices the Golden Rule.

evidence: Lucy says, "even if we are different on the outside, we all have hearts on the inside."

evidence: Lucy wishes that Ralph would quit teasing her.

evidence: Lucy told Ralph how it made her feel when he teased her.

evidence: Lucy didn't laugh at Ralph when he got stuck on the monkey bars even when others did.

evidence: Lucy helped Ralph down from the monkey bars.

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Name: Possible Answers Date: _____

Spaghetti in a Hot Dog Bun

Describe Lucy's character through her thoughts, words, and actions.

traits: **compassionate**

thoughts: Lucy wonders if Ralph is mean because he thinks being different is bad.

words: "When you do this, Ralph."

actions: Lucy helps Ralph down from the monkey bars when he was stuck and scared.

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Name: Possible Answers Date: _____

Spaghetti in a Hot Dog Bun

Compare Lucy and Ralph.

Lucy: Lucy likes to be different from others.

Ralph: Ralph doesn't understand being different.

Lucy: mothers Lucy to be.

Ralph: Ralph seems to like to tease Lucy.

Lucy: Lucy is helpful to those in need, even if they aren't nice.

Ralph: Ralph realizes it is a better idea to be nice to others.

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Name: Possible Answers Date: _____

The True Story of the Three Little Pigs

Describe the wolf through his thoughts, words, and actions.

thoughts: he'd borrow sugar from his pig neighbors he didn't let food spoil or go to waste.

words: "LITTLE pig, let me in!"

actions: he sneezed down the houses he ate the pigs because they were already dead.

traits: **innocent**

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Name: Possible Answers Date: _____

I Wanna Iguana

Give evidence to show Alex's and Mom's point of view.

Alex	Mom
Stinky's dog, Lurch, will eat it.	Stinky's mom won't let Lurch eat it.
Iguanas are quiet and cute.	Iguanas are quiet and cute.
The iguana could stay on his dresser because he's small.	Iguanas can be 6 feet long and there won't be enough space.
It takes 15 years for it to grow big and he'll be named by then.	There are many iguanas with a 15-year lifespan.
He can be a brother.	He already has a brother.
He could teach it tricks.	He could teach it tricks.
He would feed, water, and clean it.	He would feed, water, and clean it.
He'll pay for the lettuce with his allowance.	He'll pay for the lettuce with his allowance.

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Name: Possible Answers Date: _____

I Wanna Iguana

Describe Alex through his thoughts, words, and actions.

trist persuasive wants to convince Mom he can have an iguana

He convinced her every day. I would have a pet iguana if I had enough water. I would have a pet iguana if I had enough water.

He convinces Mom he can have the iguana.

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Name: Possible Answers Date: _____

I Wanna Iguana

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

Author's Language: That iguana of Mikey's is uglier than Godzilla.

Helps Me Understand: Mom isn't falling for Alex's persuasion- she thinks the iguana is ugly!

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Name: Possible Answers Date: _____

Postcards from Pluto

Make inferences about the evidence given from the book.

Evidence	+ What I Know	= My Inference
The Sun is only a medium-sized star, but it is much bigger than Earth.	Earth is a big planet, bigger than us.	There are stars that are so much bigger than the Sun in the galaxy.
There is enough heat and pressure on Pluto to make ice.	Snowflakes are the only way people can see snow.	No one can see Pluto because they would die.
Pluto has dark spots used to mark craters, rivers, or coasts.	Rivers and oceans are always visible on the Earth, so only some tracks in the ground where they've been.	Snowflakes must have observed water tracks on the planet.
Saturn's Rings (are) Snowballs and stories. Whirling in space. Around the planet. The icy chunks race.	Snowballs and icy chunks can only exist in the cold.	Saturn is an extremely cold planet.

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Name: Possible Answers Date: _____

Why Mosquitoes Buzz in People's Ears

Make inferences about the characters' behaviors given from the book.

Evidence	+ What I Know	= My Inference
The iguana stuck two sticks in his ears and went off through the reeds.	When someone doesn't want to hear someone or is not listening, they stick things in their ears.	The iguana was tired of hearing the mosquito talk.
The python said good morning, but the iguana did not answer. The python but he snickered.	When someone does not say good morning back, they are rude.	The python thought the iguana was being rude to him or was mad at him.
The rabbit said the big snake was coming into her burrow and she scurried out the back way.	Snakes eat rabbits.	The rabbit thought the snake was coming to eat her.
Mother Owl's children told her the monkey killed one of the babies.	Killing is a very bad thing to do.	Mother Owl thought the monkey was cruel.

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Name: Possible Answers Date: _____

Why Mosquitoes Buzz in People's Ears

Identify the word and give evidence from the story to support it.

Lies can cause a lot of trouble.

When the iguana stuck two sticks in his ears so he didn't have to hear mosquitoes, which made Python believe he was mad at him.

Python thought the iguana was being rude to him or was mad at him.

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Name: Possible Answers Date: _____

Last Stop on Market Street

Provide evidence from the book that shows CJ's mood changed.

Text Evidence: At the beginning of the book, CJ wondered why they had to wait for the bus in the rain and why they didn't have a car.

In the middle of the book, he had heard his mother tell him to listen to music and then noticed the guitar player's music.

In the end, he was sure to take the beauty of the art, and he realized they had gone to the soup kitchen.

Inference: CJ had a change of heart.

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Name: Possible Answers Date: _____

Last Stop on Market Street

Give evidence to support the theme of the book.

Theme: Positivity/Optimism

When CJ compares that it is raining, Nana reminds him that the trees get freshly cut.

When CJ is why everything is so beautiful, Nana says it's because it can be a beautiful what is beautiful.

When CJ felt sorry for himself that others get cars and brand new things, Nana says she feels sorry for them that these people never get to go anywhere like they were.

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Name: Possible Answers Date: _____

Chicken Sunday

Give evidence to support the inference.

Text Evidence: They sobbed as they told Miss Eula they didn't throw the eggs, but she didn't let them tell her because she was angry.

Text Evidence: They went when Mr. Kodrski over and show him they didn't throw the eggs.

Text Evidence: They decorate Pysanky eggs and give them to Mr. Kodrski in a basket.

Inference: Patricia, Stewart, and Winston felt sorry.

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Name: Possible Answers Date: _____

Chicken Sunday

Give evidence to support the theme of the book.

Theme: Kindness

When children want to get Mr. Kodrski the Easter eggs, they have been warned.


Mr. Kodrski gave the children the hot and told them to keep their money.

The children make Mr. Kodrski Pysanky eggs even though he thought they had thrown eggs.

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EVERY BOOK HAS:

Titanicat
By Marty Crisp



Monitor: Sentence Focus Standard L.1 (prepositional phrases)

Reading Lesson Ideas:

- R.1: Students give evidence to show cats were good luck, as the legends said.
- R.2: Have students summarize the theme of the book.
- R.3: Students...
- R.4: Students use context clues to determine the meaning of higher-level words (superstition, sprucing) from the story.
- R.7: Watch the movie *Titanic* to see what it was like when J. and F. got off the boat. <http://safeshare.tv/w/rpWEZIX7eP>
- R.9: Read other books about the Titanic. (I also have paired texts about the Titanic [in my TPT store!](#))

Writing Lesson Ideas:

- W.1: Students write to tell if they think 4-0-1 was good luck.
- W.2: Students research and write about the Titanic.
- W.3: Students write the story from the cat's point of view.

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List of lesson activity ideas aligned with Common Core Anchor Standards

Titanicat

Name: _____ Date: _____

Give evidence to support the inference.

Text Evidence


Text Evid

Inference:
Cats were good luck and helpful on ships.

Titanicat

Name: _____ Date: _____

Define unknown words in the story.



word: superstition what I think it means actual meaning

word: sprucing what I think it means actual meaning

word: glowering what I think it means actual meaning

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Multiple organizers you can choose from depending on the skill you are teaching (with ANSWER KEYS!)

Titanicat


Name: _____ Date: _____

ie story:

Titanicat

Name: _____ Date: _____

Do you think the cat was a good luck amert? Why or why not?



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writing prompt based on the theme of the book