

BETTER THAN BASAL

Complete No Prep

CELEBRATING DIVERSITY COMPANION

grades 3-5

COMMON CORE ALIGNED

READING & WRITING UNITS

Name: Possible Answers Date: _____

Red: A Crayon's Story

Infer how the crayons feel about red based on their comments.

Don't be silly. It says red on his label.

Hazelnut probably thinks... He must be red because his label says so.

Give him time. He'll catch on.

Berry probably thinks... He needs more practice. He'll learn how to be red.

Will you make a blue ocean for my boat?

Berry probably thinks... He should be given the chance to be himself.

Red feels sad when he can't be what everyone wants him to be.

© July 2016

Name: _____ Date: _____

Red: A Crayon's Story

Give evidence to support the theme of the book.

Theme: **Be True To Yourself**

Red is a kind that doesn't describe what he is.

Red is happiest when he can draw and color blue things.

Red feels sad when he can't be what everyone wants him to be.

© July 2016

Name: _____ Date: _____

Red: A Crayon's Story

Describe Red through his thoughts, words, and actions.

traits: **passive or insecure**

thoughts: He thought he was supposed to be red because others told him so.

words: "I can't. I'm red."

actions: He tried drawing all the red things the others wanted him to draw.

© July 2016

Name: Possible Answers Date: _____

The Sandwich Swap

Make inferences about the evidence given from the book.

Evidence	+ What I Know	= My Inference
Lily never said it out loud, but she thought Salma's sandwich looked weird and yucky.	People try not to say rude things about friends.	Lily doesn't want to be mean or rude to Salma.
Salma thought Lily misunderstood her when Lily said her sandwich looked yucky.	Salma and Lily are friends, and friends shouldn't use bad words.	Salma didn't believe her friend would be rude about her sandwich.
Salma ate her sandwich at one table and Lily ate hers at another.	People who are mad don't usually be around each other.	Salma and Lily are mad at each other.
The girls went to the principal and suggested a very special event for the school.	A special event would be shared with many people.	The girls wanted everyone to experience what they got to have.

© July 2016

PREVIEW

Name: Possible Answers Date: _____

The Sandwich Swap

Summarize the story.

Beginning
Lily and Salma were best friends who ate different kinds of sandwiches for lunch. Both thought the other's sandwich looked gross, but neither said anything to each other.

Middle
Lily spoke up and told Salma she thought her sandwich looked yucky. They got into a big argument and hurt each other's feelings. All the kids in the lunchroom tried to choose sides. It even caused a food fight.

End
The girls realized how silly it was to end a friendship over a sandwich fight. They tried each other's sandwiches and liked them. This gave them an idea for everyone at the school to try different foods.

© July 2016

Name: Possible Answers Date: _____

The Sandwich Swap

Give evidence to support the theme of the book.

Theme: **Accept Others' Differences**

Salma and Lily were the best friends, even though they didn't eat the same food.

Salma and Lily created an event to help others experience differences.

Salma, Lily, and other kids were yelling insults and hurting each other's feelings, even though they didn't understand the differences.

© July 2016

Name: Possible Answers Date: _____

Ruby's Wish

How are things different today than they were in old China? Use evidence from the book to show how things were different.

The Past	Present Day
Men married many wives when they were rich.	People marry one person no matter their wealth.
Girls were not taught to read and write.	Girls go to school to learn to read and write.
Boys didn't learn about cooking and keeping house, only the girls.	Boys and girls do chores and grow up to have all of these responsibilities.
Girls must get married instead of going to university.	Anyone can go to college.

© July 2016

Name: Possible Answers Date: _____

Ruby's Wish

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

traits: **determined**

thoughts: Only boys get to do what she wants to do.

actions: She wore red every day. She stayed up at night to practice her studies. She talked to Grandfather.

© July 2016

Name: Possible Answers Date: _____

Ruby's Wish

Compare the characters in the two stories.

Ruby's Wish

- Ruby is a girl who should be getting married according to her culture, but she wants to go to university.
- wants education
- wants to learn in hard conditions
- succeeded in getting education
- lived on the continent of Asia

The Royal Bee

- Song-he is a boy who wants to go to school and make a better life for himself and his mother, but he is too poor and isn't allowed according to his culture.

© July 2016

PREVIEW

Name: Possible Answers Date: _____

The Patchwork Quilt

What is the story being told in the quilt?

Ted will probably remember how he tore his red shirt with the scarp Grandma is using.

Jen's favorite blue corduroy pants probably have a lot of memories from all the times she has worn them.

Tony's favorite African princess for Halloween.

Scraps from Mama's gold dress tell the story of the happiest Christmas.

A few squares of Grandma's old quilt will carry the memories of her past in the new one.

© Amy 2016

Name: Possible Answers Date: _____

The Patchwork Quilt

Give evidence to support the theme of the book.

Theme: Family/Tradition is Valuable

Grandma insists the quilt is the best stuff around, a treasure.

Grandma doesn't want a store-bought quilt. She wants to take her time to make one with pieces of cloth from the family to tell a story.

Grandma says she has to make the quilt when Grandma is sick.

© Amy 2016

Name: Possible Answers Date: _____

The Patchwork Quilt

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

trait: thoughtful

thoughts: Something was missing. Not someTHING... someONE.

words: "Your quilt misses you too, Grandma"

actions: She continued working on the quilt because she knew it was what Grandma would have wanted.

© Amy 2016

Name: Possible Answers Date: _____

The Water Princess

Give evidence to show Ge Ge and Paman must go to collect water often, and tell how the evidence helps you infer this.

Ge Ge tries to command the water to come closer, so I can infer that she is hopeful.

Paman wakes Ge Ge and she knows they must walk so far, so I can infer that this happens daily in order to have water.

Ge Ge knows they are halfway to water when they get the water, so I can infer that she has made the journey many times before to know where she is.

Paman tells Ge Ge they will go again tomorrow, so I can infer that this happens daily in order to have water.

© Amy 2016

Name: Possible Answers Date: _____

The Water Princess

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

trait: hopeful

thoughts: She doesn't understand why the water is so far.

actions: She tries to command the water to come closer and be cleaner.

© Amy 2016

PREVIEW

Name: Possible Answers Date: _____

The Water Princess

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

Author's Language: My thirst so heavy, like the full pot. I

SOFTY

How I Understand: Ge Ge is very thirsty - we know she hasn't had anything to drink all day - and the pot is very heavy on her head with all the water inside.

© Amy 2016

Name: Possible Answers Date: _____

One Green Apple

List the evidence the author gives to show Farah's new life is different.

evidence: She doesn't speak the same language as everyone else.

evidence: She expected a cow, goat, or shepherd to live in the apple barn.

evidence: She is teased differently by the teacher to try to make sure she understands.

evidence: She sees a tree that is "small and alone, like me."

© Amy 2016

Name: Possible Answers Date: _____

One Green Apple

Give evidence to show Farah feels isolated.

Evidence	+	What I Know	=	My Inference
"I can't understand them when they speak, and I can't speak to them"	+	Farah doesn't speak the same language as everyone else.	=	I would feel lonely and wouldn't communicate with anyone.
"I have not seen a duplicate, though all the girls and women in my home country do"	+	Farah is the only girl in her class.	=	I would feel like I stand out from everyone.
"I am not that stupid, I am just lost in this new place"	+	She is teased differently by the teacher to try to make sure she understands.	=	Farah feels isolated.
She sees a tree that is "small and alone, like me."	+	She relates to the tree that is out of place and different from the others.	=	Farah feels isolated.

© Amy 2016

Name: Possible Answers Date: _____

One Green Apple

Give evidence to show the symbolism of the green apple.

The green apple is used as a form of symbolism to represent Farah.

The tree does not seem to belong. It is small and alone like Farah. It has green apples, but not like the rest of the trees.

Farah hopes that she will blend with the others the way her apple blended with the cider.

The teacher does not stop her from dropping the different apple in because maybe she recognizes that the apple is different, like Farah, but it is still an apple, as Farah is still a child like the others.

© Amy 2016

Name: Possible Answers Date: _____

The Rainbow Tulip

Make inferences about Stella using evidence given from the text.

Evidence	+	What I Know	=	My Inference
The day of the Play parade, I wake up before anyone in the house. I slip into my costume.	+	When I am expecting an event, I don't sleep.	=	She is excited about the parade.
I wish my friends would play on the playground. I wish I could talk like they do. My hands feel so hot.	+	When I feel out of place, I worry that others might make fun of me.	=	She feels nervous that she will be too different from everyone else.
I wish my mother would come to school. I wish she looked like the other mothers with their make-up and short dresses.	+	If I already felt different, it would be hard to have my parents be so different, too.	=	She is embarrassed that her mother is different.
I wish my teacher could speak Spanish. I wish she could tell my mother that I always raise my hand at school.	+	It would be hard for two people who are proud of me to not be able to tell each other.	=	She wants her mother to be proud of her.

© Amy 2016

PREVIEW

Name: Possible Answers Date: _____

The Rainbow Tulip

Stella says it is hard to be the only rainbow tulip, and her mother tells her it is hard to be different. Explain how Stella's mother can relate to her daughter.

Stella's mother grew up in Mexico, but now lives in a very different culture and place. She is different from the other mothers in her neighborhood. She doesn't dress like them or speak their language. But she likes to be different because it is who she really is and represents her culture.

What do you think Stella's mother means when she says being different is "sweet and sour, like your sherbet?"

Being different can be sour because people look at you more, or they may not understand you. Being different can be sweet because you stand out and are unique, and show who you really are.

©_july_2016

Name: Possible Answers Date: _____

The Rainbow Tulip

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

Author's Language: I feel quiet as a mail inside.

Helps Me Understand: Stella is feeling very shy and nervous because she looks different from the other children.

©_july_2016

Name: Possible Answers Date: _____

I Dissent

Describe major events in each stage of Ruth's life.

EARLY LIFE

- Ruth lived in Brooklyn with many other immigrants.
- Ruth's mother helped her to see and believe that girls should go to school.
- She excelled at school, but not at cooking, sewing, or singing.
- Ruth's mother died the day before graduation.

COLLEGE (LAW SCHOOL)

- Ruth was one of few girls that went to college.
- She met her husband, Martin.
- People did not think Ruth should go to law school.
- Ruth and Martin were married and had a baby, Jane.
- She excelled in law school.

PRESENT DAY

- Ruth is a justice of the Supreme Court.
- She is the oldest member of the Supreme Court.
- Ruth makes change happen, and helps change people's minds.

AFTER-SCHOOL

- Ruth wasn't getting hired at first because she was a woman.
- Finally, a judge hired her, and many others after that.
- She became a professor.
- Ruth fought for equal treatment of women.
- She became a judge, then a justice.

©_july_2016

Name: Possible Answers Date: _____

I Dissent

Describe Ruth's character in the text through her thoughts, words, and actions.

traits: persistent

thoughts: she thought girls could do anything after reading books.

words: "I dissent," she said, even when it was not popular.

actions: She became a lawyer, a professor, a judge, and a justice because she worked hard to speak out for the rights of others and didn't stop when there was disagreement with her.

©_july_2016

Name: Possible Answers Date: _____

I Dissent

Sketch an illustration from the book, and explain how it helped support the mood of the text.

could be the page with the signs announcing judges.

These illustrations show that everywhere Ruth looked, she was reminded that there were people who did not like others because they weren't white or were Jewish. It helped her realize change needed to happen, and would help her work toward that change in the future because she had felt the prejudice herself.

©_july_2016

Name: Possible Answers Date: _____

Mr. Lincoln's Way

List the evidence the author gives to show Mr. Lincoln wants to help Eugene and build a relationship with him.

evidence: Eugene was about to call Mr. Lincoln a bad name, and this made Mr. Lincoln realize he wanted him to be a better person.

evidence: Mr. Lincoln found something Eugene was interested in and made a connection.

evidence: Mr. Lincoln gave Eugene his bird book and asked him to help him with the drum.

evidence: When Eugene was mean to the students from Mexico, Mr. Lincoln wanted to find out why. He didn't give up on him.

evidence: Mr. Lincoln understood how important Eugene's grandpa was to him, so he invited him to come visit.

©_july_2016

Name: Possible Answers Date: _____

Mr. Lincoln's Way

Identify events in the story that caused a change or a reaction in Eugene.

Event

- Mr. Lincoln gave Eugene a bird book.
- Mr. Lincoln wanted Eugene to help with the drum.
- The drum was filled with bird seeds.
- Eugene's dad got mad that he was with Mr. Lincoln.
- Mr. Lincoln told Eugene all the children were like his birds.

Eugene

- He dropped the book in his arms and was without the book.
- Eugene felt his help and was full of pride.
- Eugene was sad and angry.
- He became mean again and called students bad names.
- Eugene promised to be kind and respectful, and kept his promise.

©_july_2016

Name: Possible Answers Date: _____

Mr. Lincoln's Way

Compare the two books and the message the authors present.

Mr. Lincoln's Way

- Eugene is mean to those who look different from him.
- He acts ugly to others because of what his dad told him about people.
- both are able to change into respectful, kind characters.
- The Bad Seed is irresponsible and rude to others.
- He is ugly to others because of the way he was separated from his family and spit out by a human, leaving him feeling lost.

The Bad Seed

©_july_2016

Name: Possible Answers Date: _____

Nadia's Hands

List the evidence from the text of some of the specific customs of a Pakistani wedding.

evidence: There is a flower girl who walks down the aisle and spreads flower petals.

evidence: The flower girl wears a shalwar and kameez—a pair of loose pants and a long tunic.

evidence: Females have mehndi put on their hands.

evidence: There is a wedding feast, and the family cooks the food.

evidence: People wear gold jewelry during the ceremony.

©_july_2016

Name: Possible Answers Date: _____

Nadia's Hands

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

traits: insecure or worried

thoughts: She didn't want to go to school with orange hands on Friday.

actions: Her hands looked like they belonged to someone else.

How did she change? Nadia wanted to share about her hands with her class, and she thought her hands looked like they belonged to her.

©_july_2016

