Grade 3 Summer Learning Plan - Days 1-20

Day	Daily Assignments	
(Day 1)	**bit.ly/3rdsummercms** Math Add To with Numbers to 1,000: Today, you will explore "Add To" problems. These problems are about situations where something is being added. Read the lesson on pg. 5. Complete the word problems for Day 1 on pg. 7. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 1 on pg. 7. Explain any patterns you notice when multiplying by 2's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	**Social Studies Topic: Exploring North Carolina's Regions** North Carolina has three main geographic regions: the Mountains, the Piedmont, and the Coastal Plain. Each one has unique landforms, weather, and ways people live. Activity: Talk with an adult about a place you've visited in North Carolina, was it in the mountains, near the beach, or somewhere in between? Describe what the land looked like and what people were doing there (farming, hiking, boating, etc.). Then, compare that to where you live. What's the same? What's different?[4.G.1.1] Optional Enrichment Resource: Geography website https://bit.ly/3Zi2kqK
(Day 2)	**Reading** **Optional:** Watch the module video for Summer Learning Day 2. http://bit.ly/CMS3Day2 -With a family member, caregiver, or friend, read the excerpts for Day 1 (see pg. 17). -Think about what you know about poetry, then discuss what you think makes a poem a poem. See pg. 17. -Write what you know, notice and wonder in your workbook about what makes a poem a poem. See pg. 13. (W4.6)	**ALL Block** **Optional Video** bit.ly/3rdSummerLearning **ALL Block Introduction (U1W1D1)** - Watch the Day 2 video to learn about the components and purpose of ALL Block. **Independent Activity:** **-Reading and Speaking Fluency/GUM -** Read the poem, *Firefly,* on pg. 19 and self-assess how you did. See pg. 15. (RF.4.5) **-Independent Reading** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)
(Day 3)	Math Take From with Numbers to 1,000: Today, you will explore "Take From" problems. These problems are about situations where something is being removed or taken away. Read the lesson on pg. 6. Complete the word problems and fluency activity for Day 3 on pg. 7. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 3on pg. 7. Explain any patterns you notice when multiplying by 10's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	**Social Studies Topic: Our Communities and Where We Live** Communities in North Carolina can be big cities, small towns, or quiet countryside. Each place has a different look and feel depending on where it is and who lives there. Activity: Take a walk or ride through your neighborhood. Talk with your adult about what type of community you live in—urban (city), suburban (neighborhoods near cities), or rural (farmland or spread-out homes). What do you notice about the buildings, roads, and green spaces? How might life be different if you lived in a different region of the state? [4.G.1.1] Optional Enrichment Resource: Urban, Suburban, and Rural Lesson Video [9:31] https://bit.ly/4dPLWUn
(Day 4)	**Reading** **Optional:** Watch the module video for Summer Learning Day 4. bit.ly/CMS3Day4 -With a family member, caregiver, or friend, read the article "Writer Shows Kids How Cool and Funny Poetry Can Be!" See pg. 17-18. -On p. 13 of your workbook, write what you notice about the different types of poems described in the article, and the characteristics of those types of poetry. See pg. 13. (RL 4.5) -Write the gist of the article, and describe what inspires writers to write poetry, according to the author. See pg. 13. (RI 4.2)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **ALL Block Introduction (U1W1D2)** - Watch the Day 4 video to listen carefully and ask questions of others about their choice reading. **Independent Activity:** **-Word Study and Vocabulary -** Break apart the compound words and find the meaning. See pg. 15. (L4.4) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/ RI.4.10)
(Day 5)	Math Add To/Take From to 1,000: Today, you will explore a mix of addition and subtraction problems. Review the lessons on pgs. 5 and 6. Complete the word problems for Day 5 on pg. 7. (NC.3.NBT.2, NC.4.OA.3,NC.4.NBT.4) Fluency: Complete the fluency problems for Day 5on pg. 7. Explain any patterns you notice when multiplying by 5's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	**Social Studies Topic: Travel Through NC With Your Imagination** Maps can help us understand where things are, what the land looks like, and how people use it. Activity: Close your eyes and imagine you are taking a road trip across North Carolina. Talk to your adult about where you would go: the beach, the mountains, or somewhere in the middle. What might you see? What would the weather be like? Now, describe your imaginary road trip using directions like north, south, east, or west. [4.G.1.1] Optional Enrichment Resource: Use Google Earth (on a phone or computer, if available) to look at North Carolina and locate where you live and where you'd like to go.

(Day 6)	**Reading** **Optional:** Watch the module video for Summer Learning Day 6. http://bit.ly/CMS3Day6 -With a family member, caregiver, or friend, read the poems written in different styles for Day 6. See pg. 18. -Write what you notice in each style of poem and the characteristics of that style in your workbook. See pg. 13. (RL 4.5	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **ALL Block Introduction (U1W1D3)** - Watch the Day 6 video to use a variety of strategies to determine the meaning of unknown words and phrases . **Independent Activity:** **-Writing -** Write a comparing and contrasting paragraph. See pg. 15. (W.4.2) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)
(Day 7)	Math Add To/Take From to 1,000: Today, you will explore a mix of addition and subtraction problems. Review the lessons on pgs. 5 and 6. Complete the word problems for Day 7 on pg. 8. (NC.3.NBT.2, NC.4.OA.3,NC.4.NBT.4) Fluency: Complete the fluency problems for Day 7 on pg. 8. Explain any patterns you notice when multiplying by 5's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	Science Topic: Science Inquiry Think about the question "What does a Scientist do?" and "What does a scientist look like?" Create a t-chart and label it "notice" on one side and "wonder" on the other.Using your background knowledge, list words that are associated with scientists and what you notice or wonder about Scientists. Be as detailed as possible and include equipment that you think scientists may use. Use these questions to help. 1.Where might a scientist be located? 2. Who might a scientist be collaborating with? 3. What actions might the scientist be doing? 4. How might a scientist show their learning? (NC 4th Science and Engineering Practices)
(Day 8)	**Reading** **Optional:** Watch the module video for Summer Learning Day 8. http://bit.ly/CMS3Day8 -With a family member, caregiver, or friend, review your workbook notes and the poems you have read so far. -Think about what inspires you. Choose two styles of poetry and try writing your own in the blank space provided on p. 13 in your workbook, or on a separate sheet of paper. Share them with a family member or friend. See pg. 13. (L4.3.a)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **ALL Block Introduction (U1W!D4) -**Watch the Day 8 video to draw an illustration using details from the text and read your research reading text independently for 10 minutes. **Independent Activity:** **-Additional Work with Complex Text** - Read Fireflies on pg. 19 and select two words you do not know. Complete the chart. See pg. 15. (L.4.4) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)

(Day 9)	Math Add To/Take From to 1,000: Today, you will explore a mix of addition and subtraction problems today. Review the lessons on pgs. 5 and 6. Complete the word problems for Day 9 on pg. 8. (NC.3.NBT.2,NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 9on pg. 8. Explain any patterns you notice when multiplying by 5's, and 10's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	Science Topic: Adaptations and Behaviors of Organisms Select an animal or plant in your local environment (e.g., a bird, squirrel, tree, or flower) and observe it over the course of a few days.Create a t-chart and label it "notice" on one side and "wonder" on the other. Take notes on its behaviors, and how it responds to its environment.Jot down things you notice and wonder about your animal or plant. For example, you might note how a bird uses its beak to find food or how a tree's roots anchor it to the soil. After observing for a few days,create a simple model (using materials like clay, paper, or even drawing) that represents how the plant or animal survives.. (LS.4.1)
(Day 10)	**Reading** **Optional:** Watch the module video for Summer Learning Day 10. http://bit.ly/CMS3Day10 -With a family member, caregiver, or friend, read the poem "Firefly" on p.19. -Write in your workbook to answer the questions about the poem. Use evidence from the poem and notes from previous days to support your answers. See pg. 14. (RL 4.1)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **Word Study and Vocabulary (U1W2D1) -** Watch the video for Day 10 to explain the difference between academic and domain-specific vocabulary words. **Independent Activity:** **-Reading and Speaking Fluency/GUM -** Read two pages of your AIR book and self-assess how you did. See pg. 15. (RF.4.5) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)
(Day 11)	Math Put Together/Take Apart with Numbers to 1,000: Today, you will explore "Put Together/Take Apart" problems that involve putting two parts together to get the whole or taking one part away from the whole to get the other part. Read the lesson on pg. 9. Notice that some Put Together/TakeApart problems can be solved using addition or subtraction. Complete the word problems for Day 11 on pg. 11. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)Fluency: Complete the fluency problems for Day 11 on pg. 11. Explain any patterns you notice when multiplying factors in different orders. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	**Social Studies Topic: Nature and People** How geography affects us: The land, water, and weather in different parts of North Carolina affect how people live, work, and play. Activity: Talk with an adult about how the weather or landscape in your area affects what people do for fun or for work. For Example: Do people fish, farm, or hike? Do they need air conditioning more than heat? Then think about how this might be different in another part of North Carolina. [4.G.1.1] Optional Enrichment Resource: *Back Home* by Gloria Jean Pinkney [18:13] https://bit.ly/4jtS0TD After reading, talk about the differences between Ernestine's life in the city and in the countryside. Then imagine you're visiting a different region in North Carolina and describe what you might see and do there.
(Day 12)	**Reading** **Optional:** Watch the module video for Summer Learning Day 12. http://bit.ly/CMS3Day12 -With a family member, caregiver, or friend, read the article "Fireflies." See pg. 19. -Write the gist and evidence from the text that supports the gist in your workbook. See pg. 14. (RI 4.2)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **Word Study and Vocabulary (U1W2D2) -** Watch the Day 12 video to use your vocabulary log to analyze the meaning of a vocabulary word. **Independent Activity:** **-Word Study and Vocabulary -** Deconstruct words into root and any affixes. See pg. 16. (L.4.4) **-Independent Reading** - Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10))

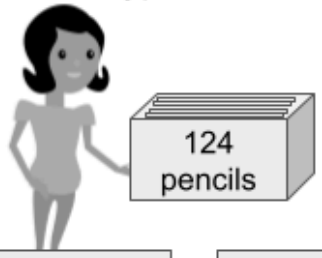
(Day 13)	Math Comparison Problems with Numbers to 1,000: Today, you will explore "Compare" problems that involve comparing two amounts, or considering how much more or how many fewer one amount is than another. Read the lesson on pg. 10. Notice that Comparison problems can be solved using addition or subtraction. Complete the word problems for Day13 on pg. 11. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)Fluency: Complete the fluency problems for Day 13 on pg. 11. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5	**Social Studies Topic: If You Lived in Another NC Region** Life can be very different depending on where you live, even within the same state! Activity: Pretend you've moved to a new part of North Carolina. Would you live in the Mountains, Piedmont, or the Coast? Talk with your adult about what kind of home you'd have, what activities you'd do for fun, and what kind of job someone in your family might have. Explain why this region would be a good place to live. [4.G.1.1] Optional Enrichment Resource: *T is for Tar Heel: A North Carolina Alphabet* by Carol Crane [5:46] https://bit.ly/4dIII4O Pick a few letters from the book and talk about which region of North Carolina they represent - Mountains, Piedmont, or Coast. Then pretend you're visiting one of those places and describe what life might be like there.
(Day 14)	**Reading** **Optional:** Watch the module video for Summer Learning Day 14. http://bit.ly/CMS3Day14 -With a family member, caregiver, or friend, re-read the poem "Firefly" and the article "Fireflies." See pg. 19. -Write one similarity and two differences between the two texts in your workbook. See pg. 14. (RL 4.5)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **Word Study and Vocabulary (U1W2D3)** - Watch the video for Day 14 to use your vocabulary log to analyze the meaning of a vocabulary word. **Independent Activity:** **-Writing**- Revise your comparing and contrasting paragraph. See pg. 16. (W.4.2) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL4.10/RI.4.10)
(Day 15)	Math Comparison Problems with Numbers to 1,000: Today, you will explore "Compare" problems that involve comparing two amounts, or considering how much more or how many fewer one amount is than another. Review the lesson on pg. 10. Remember that Comparison problems can be solved using addition or subtraction. Complete the word problems for Day15 on pg. 11. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)Fluency: Complete the fluency problems for Day 15 on pg. 11. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)	Science Topic: What Causes Day and Night In the morning, look up to see where the Sun is, and in the evening, observe where the Sun sets. At night, go outside and observe the Moon, drawing a picture of it.. Over the course of the next few nights, track how the Moon changes. After observing the Moon for a few nights, create a model of what you've seen. This activity will help you understand the causes of day and night and how the Moon's movement leads to its phases. Have fun observing the sky and creating your models! (ESS.4.2) Optional Video: Phases of the Moon
(Day 16)	**Reading** **Optional:** Watch the module video for Summer Learning Day 16. http://bit.ly/CMS3Day16 -With a family member, caregiver, or friend, read the poem "Turtle Came to See Me" on p. 19. -Write in your workbook to answer the questions about the poem. Use evidence from the poem and notes from previous days to support your answers. See pg. 14. (RL 4.1)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **Accountable Independent Reading (U2W2D4)** - Watch the Day 16 video to read an independent reading text with increasing stamina. **Independent Activity:** **-Additional Work with Complex Text-** Revisit the poem, *Turtle Came to See Me*, on pg. 19 and underline or highlight 3 interesting words or word phrases. Share with a family member why these words or word phrases are interesting to you. See pg. 16. (W.4.3a) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)

(Day 17)	Math Put Together/Take Apart/Comparison with Numbers to 1,000: Today, you will explore a mix of the problem types we have worked on this week. Review the lessons on pgs. 9 and 10. Complete the word problems for Day 17 on pg. 12. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)Fluency: Complete the fluency problems for Day 17 on pg. 12. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4,NC.4.NBT.5)	Science Topic: Light First, gather a flashlight, a mirror, a clear glass of water, a piece of white paper, and a piece of black paper. Start by exploring light reflection. Shine the flashlight at the mirror and observe how the light bounces off (reflects). Draw what you see and change the angle of the mirror to see how it affects the direction of the light. Next, investigate how light refracts (bends the light). Place the flashlight beam through the glass of water and observe how the light bends as it passes through the water. Record your observations and explain how the light changes direction. Finally, explore light absorption. Shine the flashlight onto the white paper and the black paper and feel which one gets warmer. Draw conclusions about how the color of materials affects how light is absorbed. (PS.4.3)
(Day 18)	**Reading** **Optional:** Watch the module video for Summer Learning Day 18. http://bit.ly/CMS3Day18 -With a family member, caregiver, or friend, read the article "Cuban-American Poet Takes Readers on a Visit to Cuba with Writing." on p. 20, which is about the author of the poem "Turtle Came to See Me" from Day 16. -In your workbook explain what inspires writers and the evidence from the text to support your answers. Then write the gist of the section "Becoming a Poet and Plant Scientist". See pg. 14. (RL 4.1, 4.2)	**ALL Block** **Optional Video** - bit.ly/3rdSummerLearning **Reading and Speaking Fluency/GUM (U2W1D1)** - Watch the Day 18 video to read a text fluently and accurately and define fluently and accurately in your vocabulary log. **Independent Activity:** **-Reading and Speaking Fluency/GUM -** Complete a Fluency Performance and Self- Assessment using Day 9 of your ALL Block Handout. See pg. 16. (RF.4.5) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)

(Day 19)	Math Put Together/Take Apart/Comparison with Numbers to 1,000: Today, you will explore a mix of the problem types we have worked on this week. Review the lessons on pgs. 9 and 10. Complete the word problems for Day 19 on pg. 12. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)Fluency: Complete the fluency problems for Day 19 on pg. 12. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4,NC.4.NBT.5)	Science Topic: Rocks on Earth Gather a variety of rocks outside. You will test their hardness, color, streak, and luster. To test hardness, use a nail or metal object to scratch the mineral and determine if it can be scratched. For streak, scrape the mineral across a white porcelain tile and observe the color left behind. Examine the luster by looking for shine (metallic, glassy, or dull) and describe the color.Create a t-chart labeled "Notice and Wonder." Record all observations in a chart under "notice" and any wonderings you still have under "wonder." (ESS.4.2.1)
(Day 20)	**Reading** **Optional:** Watch the module video for Summer Learning Day 20. http://bit.ly/CMS3Day20 -With a family member, caregiver, or friend, re-read the poems and your notes in your workbook. -Write two poems about something that inspires you in the blank space provided in your workbook or on a separate sheet of paper. Share them with a family member or friend. See pg. 14. (L4.3.a)	**ALL Block** **Optional Video -** bit.ly/3rdSummerLearning **Accountable Independent Reading (U2W2D2) -**Watch Day 20 video to read my research reading text independently for 10 minutes and choose and respond to an appropriate reading prompt. **Independent Activity:** **-Word Study and Vocabulary -** Write 4 sentences with the -able words and make sure to show the meaning of the word. Share with a family member or caregiver, See pg. 16. (W.4.3a) **-Independent Reading -** Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)

Day 1 Exploring Add To Problems

When we solve problems that involve getting more, then we are solving Add To problems. There are 3 types of Add To problems:



Ms. Branecky had 124 pencils. Mallory gave her a pack with 20 more pencils. How many pencils does Ms. Branecky have now?

Result Unknown

Ms. Branecky had 124 pencils. Mallory gave her some more pencils. Ms. Branecky has 144 pencils now. How many pencils did Mallory give her?

Change Unknown

Ms. Branecky had some pencils. Mallory gave her a pack with 20 more pencils. Now Ms. Branecky has 144 pencils. How many pencils did Ms. Branecky have to begin with?

Start Unknown

All of these problems include more pencils being added to the ones that Mrs. Branecky already had. However, each question is missing different information that you have to find out.

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over, and retell the story of what is happening in your mind.
2. Write an equation to represent what is happening. Is something being added? That's addition! Is something being taken away? That's subtraction. Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a number line to represent what is being added or taken away in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

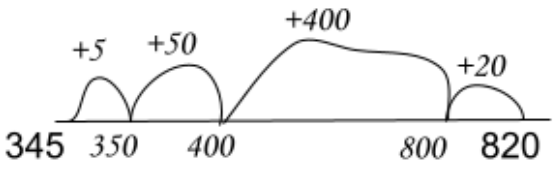
Miguel read 345 pages in June. He read more in July. So far, he has read 820 pages this summer. How many pages did Miguel read in July?

Think A boy is reading LOTS of pages this summer. He read pages in June and July. Now he has read 820 pages.

Represent:

345 + __ = 820

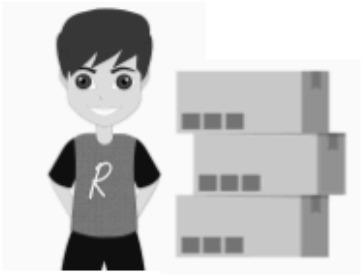
The blank is how many pages Miguel read in July. That's what we need to find out.

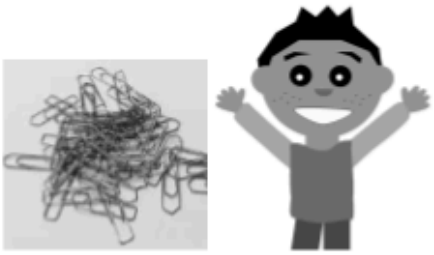


345 + 475 = 820. **This makes sense!** Since this is about 300 and 500, and 300 + 500 = 800, then I know my answer 820 is about right.

Day 2 Exploring Take From Problems

When we solve problems that involve taking from or removing items, then we are solving Take From problems. There are 3 types of Take From problems:





Miguel had 300 paper clips. He gave 50 paper clips to Travis. How many paper clips does Miguel have now?	Miguel had 300 paperclips. He gave some paper clips to Travis. Miguel has 250 paper clips now. How paper clips did Miguel give to Travis?	Miguel had some paper clips. He gave 50 paperclips to Travis. Now Miguel has 250 paper clips. How many paper clips did Miguel have to begin with?
Result Unknown	**Change Unknown**	**Start Unknown**

All of these problems include paper clips being given away, so all of these problems are Take From problems. However, each question is missing different information that you have to find out.

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over, and retell the story of what is happening in your mind.
2. Write an equation to represent what is happening. Is something being added? That's addition! Is something being taken away? That's subtraction. Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a number line to represent what is being added or taken away in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

Smith had a bag of pennies. He lost 35 pennies. Now Smith only has 290 pennies. How many pennies were in his bag before he lost some?

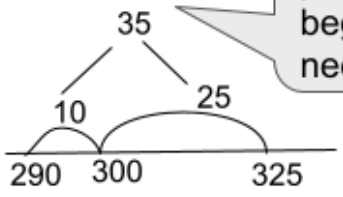
Think

A boy had a bag of pennies, but he lost some. That's subtracting! Now he has 290 pennies.

Represent:

___ - 35 = 290

The blank is how many pennies were in the bag to begin with. That's what we need to find out.



This makes sense!

325 - 35 = 290

If I estimate to the nearest 10, 330-40 = 290. This is a reasonable answer.

Day 1 Fluency

1 x 2 =
2 x 2 =
3 x 2 =
4 x 2 =
5 x 2 =
6 x 2 =
7 x 2 =
8 x 2 =
9 x 2 =

Look at the equations above. Tell a family member or your favorite toy about a pattern you notice.

Day 1 Problem Solving

1. Mylah had 372 rocks in her rock collection. She went for a walk and found more rocks to add to her collection. Now Mylah has 535 rocks in her collection. How many rocks did Mylah find on her walk?

2. At Smithfield Elementary, 172 third grade students attended a dance party in the gym. 235 fourth grade students joined them. Altogether, how many third and fourth grade students attended the dance party?

3. Max had been saving money in his piggy bank. For his birthday, he got $105 and added it to his piggy bank. Now Max has $573. How much money was in Max's piggy bank before his birthday?

Day 2 Fluency

Set 1:
5 x 1 =
5 x 10 =

Set 2:
8 x 1 =
8 x 10 =

Set 3:
7 x 1 =
7 x 10 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 2 Problem Solving

1. Hiro had a pack of paper. He gave his sister 245 sheets from the pack. Now Hiro has 382 sheets of paper left. How many sheets of paper were in the pack before Hiro gave any to his sister?

2. Andy printed 593 T-shirts. He sold 147 of the shirts. How many T-shirts does Andy have left to sell?

3. Mrs. Griffin baked 455 cookies for the students in her class. At the end of the day, 188 cookies were left. How many cookies did Mrs. Griffin's students eat?

Day 3 Fluency

1 x 5 =
3 x 5 =
5 x 5 =
7 x 5 =
9 x 5 =

Look at the equations above. Tell a family member or your favorite toy about a pattern you notice.

Day 3 Problem Solving

1. Paco painted 247 stars on the new mural outside the cafeteria. Angie painted more stars to finish the mural. When the mural was finished, it had 582 stars. How many stars did Angie paint in the mural?

2. Hailey had an old box of markers. After she threw away 142 markers that no longer worked, there were 263 markers left in the box. How many markers did Hailey start with?

3. Austin made 301 origami cranes. He gave 132 of the cranes to his little brother. How many origami cranes did Austin have left?

Day 4 Fluency

2 x 5 =
4 x 5 =
6 x 5 =
8 x 5 =
10 x 5 =

Look at the equations above. Tell a family member or your favorite toy about a pattern you notice.

Day 4 Problem Solving

1. Nola had 685 Pokemon cards. She gave some of her cards to her brother. Now Nola has 483 Pokemon cards. How many did she give to her brother?

2. Ms. Reyes had 297 erasers. Her students gave her 518 more erasers. How many erasers does Ms. Reyes have now?

3. Mike picked some strawberries on Monday. On Tuesday, he picked 317 more strawberries. Altogether, he picked 497 strawberries. How many strawberries did Mike pick on Monday?

Day 5 Fluency

Set 1:
6 x 5 =
6 x 10 =

Set 2:
9 x 5 =
9 x 10 =

Set 3:
4 x 5 =
4 x 10 =

Set 4:
5 x 5 =
5 x 10 =

Set 5:
8 x 5 =
8 x 10 =

Look at the 5 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 5 Problem Solving

1. Last week, Evan spent 218 minutes reading. This week, he read even more. When he calculated the total, Evan found he had spent 540 minutes reading over the past two weeks. How many minutes did Evan read this week?

2. Mrs. Hackett made flyers to hand out about the school book fair. She handed out 483 flyers. Mrs. Hackett had 188 flyers left. How many flyers did Mrs. Hackett start with?

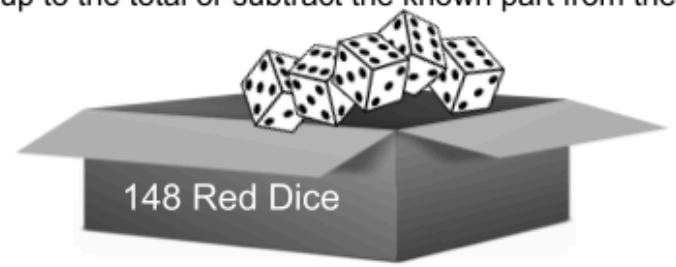
3. Paola had $318. She spent $135 on a new bike. How much money did Paola have left?

4. Amit had 436 fish in his old aquarium. He moved some of the fish to a new aquarium. Now there are 187 fish in the old aquarium. How many fish did Amit move to the new aquarium?

5. Mr. Simpson had 284 books in his classroom library. He ordered 138 more books. How many books does Mr. Simpson have in his classroom library now?

Day 6 Exploring Put Together/Take Apart Problems

Some math problems do not have action or change such as something being added to or taken away from another amount. In these problems there are two parts and a total number. If the total is unknown, you need to add the two parts together. If one of the parts is unknown, you need to start with the known part and add up to the total or subtract the known part from the total to find the unknown part.



Mr. Maione bought 148 red dice and 40 blue dice. How many dice did Mr. Maione buy?	Mr. Maione has 188 dice. 148 dice are red and the rest are blue. How many dice are blue?	Mr. Maione has 188 dice. 40 dice are blue and the rest are red. How many dice are red?
Total Unknown	**Smaller Unknown**	**Larger Unknown**

All of these problems involve Mr. Maione having some red dice and some blue dice. However, each question is missing different information that you have to find out.

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over, and retell the story of what is happening in your mind.
2. Write an equation to represent what is happening. If you know both parts, the use addition to put them together: Part + Part = ___ If you know the total, and need to know one of the parts, then you can record the equation as an addition equation with an unknown part or a subtraction equation with the missing part as the difference. Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Draw a bar diagram to represent the parts and the total in the problem. What is the missing information? You can use an open number line to find the missing part.
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

Rhasheed purchased 465 postage stamps. 290 stamps had animals on them and the rest had flags. How many stamps had flags on them?

Think:

A boy bought a lot of postage stamps. Some of the stamps had animals on them and some had flags on them. Altogether he bought 465 stamps!

Represent:

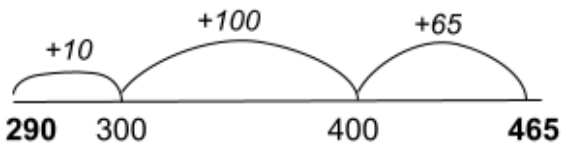
Addition:

290 + _____ = 465

OR

465 = 290 + _____

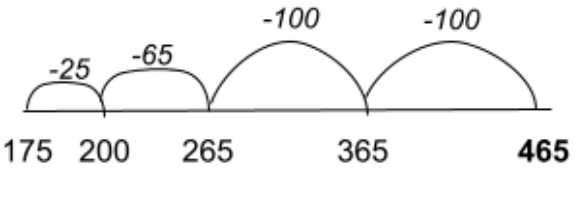
290 Animal Stamps	? Flag Stamps
465 Stamps	



You could write an addition or a subtraction equation to solve this problem!

Subtraction:

465-290 = ___



290 + 175 = 465. **This makes sense!** This is about 300 and 200, and 300 + 200 = 500. Since 465 is close to 500, then I know my answer 175 is reasonable.

Days 7-8 Exploring Compare Problems

When we solve problems that involve comparing two amounts or considering how much more or how many fewer one amount is than another, we are solving Comparison problems. There are 3 types of Comparison problems:

Sam collected 220 cans of food for the food drive. Molly collected 100 cans of food. How many more cans of food did Sam collect than Molly?

Sam collected 220 cans of food for the food drive. Molly collected 100 cans of food. How many fewer cans of food did Molly collect than Sam?

Difference Unknown

Sam collected 120 more cans of food than Molly. Molly collected 100 cans of food. How many cans of food did Sam collect?

Molly collected 120 fewer cans of food than Sam. Molly collected 100 cans of food. How many cans of food did Sam collect?

Larger Unknown

Molly collected 120 fewer cans of food than Sam. Sam collected 220 cans of food. How many cans of food did Molly collect?

Sam collected 120 more cans of food than Molly. Sam collected 220 cans of food. How many cans of food did Molly collect?

Smaller Unknown

All of these problems include comparing the number of cans of food that Molly collected to the number of cans of food that Sam collected, so all of these problems are Comparison problem. However, each question is missing different information that you have to find out.

Problem Solving Strategy:

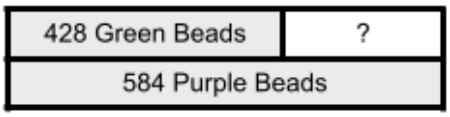
1. Read and think about the problem. Turn the paper over and retell the story of what is happening in your mind.
2. Write an equation to represent the comparison situation. If you are given two amounts to compare to find how many more or how many fewer, you can write a subtraction equation to find the difference between the two amounts, or you can write an additional equation adding the unknown difference to the smaller amount. If you know one amount and how many more or how many fewer the other amount is, then you could write an equation to show adding the more amount or subtracting the fewer amount. Always carefully read the problem to know which is more, adding the more amount to the smaller quantity (even if it is the unknown part) or subtracting the fewer amount from the larger amount (even it its the unknown amount). Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use bars to represent the two quantities and the unknown amount. Once you have your equation, you can use an open number line to find the sum or difference.
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

Keasia made bracelets using purple and green beads. She used 584 purple beads and 428 green beads. How many more purple beads did Keasia use than green?

Think: A girl used purple and green beads to make bracelets. She used more purple beads than green beads.

Represent:



Addition:

428 + _____ = 584

The blank represents how many more purple than green.That's what we need to find out.

You could write an addition **or** subtraction equation to solve this problem!

Subtraction:

584 - 428 = ____

428 + 156 = 584. **This makes sense!** Since this is about 400 and 200, and 400 + 200 = 600, then I know my answer, 156, is about right.

Day 6 Fluency

Set 1:
2 x 6 =
6 x 2 =

Set 2:
5 x 8 =
8 x 5 =

Set 3:
10 x 7 =
7 x 10 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 6 Problem Solving

1. William has 296 yellow Lego bricks and the rest are blue. He has 657 Lego bricks altogether. How many blue Lego bricks does William have?

2. Mr. Soares has 1,000 cookies for school lunches. He has 748 chocolate chip cookies. The rest of the cookies are sugar cookies. How many sugar cookies does Mr. Soares have?

3. Sonya bought a large bag of seashells. There were 219 large seashells and 473 small seashells in the bag. How many seashells were in the bag that Sonya bought?

Day 7 Fluency

Set 1:
7 x 10 =
7 x 9 =

Set 2:
4 x 10 =
4 x 9 =

Set 3:
8 x 10 =
8 x 9 =

Look at the 3 sets above. Tell a family member or your favorite toy how solving the fact you know in each set can help you solve the other fact in each set.

Day 7 Problem Solving

1. Ms. Locke just organized and counted the markers in the art room. Ms. Locke has 129 more orange markers than green markers. She has 376 green markers. How many orange markers does Ms. Locke have?

2. Giancarlo has 968 treasure box tickets. Juan has 731 treasure box tickets. How many more treasure box tickets does Giancarlo have then Juan?

3. Farmer Saunders planted 221 more tomato plants than Farmer Simpson. Farmer Saunders planted 706 tomato plants. How many tomato plants did Farmer Simpson plant?

Day 8 Fluency

Set 1:
3 x 10 =
3 x 9 =

Set 2:
9 x 10 =
9 x 9 =

Set 3:
6 x 10 =
6 x 9 =

Look at the 3 sets above. Tell a family member or your favorite toy how solving the fact you know in each set can help you solve the other fact in each set.

Day 8 Problem Solving

1. Sam's Club has 263 fewer packs of water than Costco. Costco has 927 packs of water. How many packs of water does Sam's Club have?

2. Ms. Vaughn's class earned 453 Class Dojo points in January. They earned 961 Class Dojo points in February. How many fewer Class Dojo points did Ms. Vaughn's class earn in January than in February?

3. Mildred spent 356 fewer minutes on DreamBox in March than in April. Mildred spent 644 minutes on DreamBox in March. How many minutes did Mildred spend on DreamBox in April?

Day 9 Fluency

Set 1:
7 x 5 =
7 x 6 =

Set 2:
6 x 5 =
6 x 4 =

Set 3:
8 x 5 =
8 x 6 =

Look at the 3 sets above. Tell a family member or your favorite toy how solving the fact you know in each set can help you solve the other fact in each set.

Day 9 Problem Solving

1. Jackeia and Rachel jog at the park every day after school. So far this year, Jackeia has jogged 451 miles. Rachel has jogged 549 miles. How many fewer miles has Jackeia jogged than Rachel?

2. Cody and Gracie have been saving quarters to play arcade games at the beach. Cody has 372 quarters. Gracie has 478 quarters. How many quarters have they saved altogether?

3. Mr. and Mrs. Hill went on a road trip. Mr. Hill drove 57 more miles than Mrs. Hill. Mr. Hill drove 846 miles. How many miles did Mrs. Hill drive?

Day 10 Fluency

Set 1:
8 x 10 =
8 x 9 =

Set 2:
4 x 5 =
4 x 6 =

Set 3:
9 x 5 =
9 x 6 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 10 Problem Solving

1. Food Lion just got a shipment of 836 apples. 518 apples are red and the rest are green. How many green apples does Food Lion have?

2. Ms. Melton and Ms. Irving's classes are having a Raz-Kids competition. Ms. Melton's class has read 351 books. Ms. Irving's class has read 403 books. How many more books has Ms. Irving's class read on Raz-Kids than Ms. Melton's class?

3. Mountainview Elementary School is having a March Math Madness competition. The fifth grade team has 254 points. The fourth grade team has 517 points. How many fewer points does the fifth grade team have than the fourth grade team?

4. Ms. DuPre just got a shipment of books in for the school's media center. There are 532 nonfiction books and 468 fiction books. How many books did Ms. DuPre receive in the shipment?

5. Thomas has 251 more Legos than Tatum. Thomas has 627 Legos. How many Legos does Tatum have?

DAY 2 Directions: Read the Day 2 poem excerpts on p. 17. Think about what you know about poetry, then discuss what you think makes a poem a poem. Use the chart below to write what you know, notice and wonder about what makes a poem a poem.

What makes a poem a poem?		
What do I know?	What do I notice?	What do I wonder?

DAY 4 Directions: Read the article "Writer Shows Kids How Cool and Funny Poetry Can Be!" (p. 17-18) Use the chart below to write what you notice about the different types of poems described in the article, and the characteristics of those types of poetry. Then, write the gist of the article, and describe what inspires writers to write poetry, according to the author.

Type of Poetry	What do you notice?	Characteristics of that type of poem:
Haiku		
Concrete		
One Word		
What is the gist of the article? What inspires writers to write poetry?		

DAY 6 Directions: Read the poems written in different styles for Day 6 on p. 18. Use the chart below to write what you notice in each style of poem and the characteristics of that style.

Type of Poetry	What do you notice?	Characteristics of that type of poem:
Acrostic		
Diamante		
Free Verse		
Cinquain		

DAY 8 Directions: Think about what inspires you. Choose two styles of poetry and try writing your own in the space below or on a separate sheet of paper. Share them with a family member or friend.

DAY 10 Directions: Read the poem "Firefly" on p. 19. Answer the questions below about the poem. Use evidence from the poem and notes from previous days to support your answers.

What happens in the poem?

How does the author feel about the topic? How do you know?

What characteristics of poetry do you see in this poem?

What do you think inspired Jacqueline Woodson to write this poem?

What do you think is the theme (lesson/message) of the poem?

DAY 12 Directions: Read the article "Fireflies." (p. 19) Use the space below to write the gist and evidence from the text that supports the gist.

DAY 14 Directions: Re-read the poem "Firefly" and the article "Fireflies." (p. 19). Write one similarity and two differences between the two texts in the chart below.

Difference in Poem	Similarity	Difference in Prose

DAY 16 Directions: Read the poem "Turtle Came to See Me" on p. 19. Answer the questions below about the poem. Use evidence from the poem and notes from previous days to support your answers.

What happens in the poem?

How does the author feel about the topic? How do you know?

What characteristics of poetry do you see in this poem?

What do you think inspired Margarita Engle to write this poem?

What do you think is the theme (lesson/message) of the poem?

DAY 18 Directions: Read the article "Cuban-American Poet Takes Readers on a Visit to Cuba with Writing.", which is about the author of the poem "Turtle Came to See Me" from Day 16. Use the chart below to explain what inspires writers and the evidence from the text to support your answers. (RL 4.1) Then write the gist of the section "Becoming a Poet and Plant Scientist".

What inspires writers to write poetry?	What is the gist of the section, "Becoming a Poet & Plant Scientist"?

DAY 20 Directions: Re-read the poems and notes in your workbook. Use the blank space below or a separate sheet of paper to write two poems about something that inspires you. Share them with a family member or friend.

Day 2 - Reading and Speaking Fluency/GUM - Go to the *Firefly* poem on pg. 19. Whisper read the poem working on being a fluent reader. Read the poem out loud being a fluent reader. Rate how you did on reading fluently by referencing this table: (RF.4.5)

Fluency Self-Assessment Checklist (RF.4.5)	★★★★	★★★	★★	★
★ I can correct myself and reread when what I read was wrong and doesn't make sense.				
★ I can read at a speed that is appropriate for the piece				
★ I can notice and read punctuation.				
★ I can read groups of related words and phrases together.				

Day 4 - Word Study and Vocabulary -Read the compound word. Identify the first word and second word in the compound word. Then use the meaning of each word to help you know the meaning of the compound word. Use the sentence starter below as needed. (L4.4)

Compound Words	**First Word**	**Second Word**	Explain how the individual words help you know the meaning of the compound word. Use the sentence frame and example to help you. Record your responses on your notebook paper labeled day 2. The first word _____ means _____, and the second word means _____, Therefore, this compound word means _____.. **Example**; The first word rain means liquid precipitation, and the second word means to move downward, Therefore, this compound word means liquid precipitation that moves downward.
(ex) rainfall	rain	fall	
fireflies			
glowworms			
sometimes			
hometown			

Day 6 - Writing - Look at the texts *Firefly* and *Fireflies* on pg. 19. Complete the sentence frames below about the texts.

- Both texts explain _____.
- *Firefly* describes _____ but Fireflies describes _____.
- I see a _____ (difference/similarity) in the main ideas because _____.
- I think the supporting details are _____ (different/similar). For example, _____."

Use the sentence frames you just completed to compose a paragraph that compares and contrasts the two texts. Don't forget to tell the main idea. (W.4.2)

Day 8 - Additional Work with Complex Text - Read *Fireflies* on pg. 19. Choose two words you do not know the meaning of. For each of your two words, record: the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch. Recreate this chart on a piece of paper. You will create a chart for both words. See the example below. (L.4.4).

Word #1	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Day 10 - Reading and Speaking Fluency/GUM -Whisper read two pages of your AIR book working on being a fluent reader. Read the same two pages out loud being a fluent reader. Rate how you did on reading fluently by referencing this table: (RF.4.5)

Fluency Self-Assessment Checklist (RF.4.5)	★★★★	★★★	★★	★
★ I can correct myself and reread when what I read was wrong and doesn't make sense.				
★ I can read at a speed that is appropriate for the piece				
★ I can notice and read punctuation.				
★ I can read groups of related words and phrases together.				

Day 12 - Word Study and Vocabulary -Deconstruct the words into the root and any affixes. Then say the words aloud to an adult. Explain how the roots and the affixes helped you to understand the meaning of the word. (L.4.4)

Word	Prefix	Root	Suffix	Meaning of the Affix	Meaning of the Word
believable					
lovable					
excitable					
adorable					

Day 14 - Writing - Finish writing your Comparing Two Texts informative paragraph from Day 6 as needed. After you finish your paragraph, reread it and color-code it using colored pencils. (W.4.2)

- Underline in **red,** the sentences where you introduce the topic.
- Underline in **green** your focus statement.
- Underline in **yellow** the sentences where you talk about the similarities.
- Underline in **blue** the sentences where you talk about the differences.
- Circle the words "main idea" and " supporting details" in your paragraph.
- Put a star over the linking words (e.g., *however, while, but also, in addition, even though, similarly, likewise, although, on the other hand*) you used.
- If you can't find all these parts of your piece, you may revise your paragraph to include them.

Day 16 -Additional Work with Complex Text - Revisit the poem, *Turtle Came to See Me*, on pg. 19 and underline or highlight 3 interesting words or word phrases. Share with a family member why these words or word phrases are interesting to you. (L.4.3a)

Day 18 - Reading and Speaking Fluency/GUM- Whisper read two pages of your AIR book working on being a fluent reader. Read the same two pages out loud being a fluent reader. Rate how you did on reading fluently by referencing this table: (RF.4.5)

Fluency Self-Assessment Checklist (RF.4.5)	⭐⭐⭐⭐	⭐⭐⭐	⭐⭐	⭐
★ I can correct myself and reread when what I read was wrong and doesn't make sense.				
★ I can read at a speed that is appropriate for the piece				
★ I can notice and read punctuation.				
★ I can read groups of related words and phrases together.				

What area did you do well? _____ What is one area you want to work on? _____

Day 20 - Word Study and Vocabulary- Use the words believable, lovable, excitable, and adorable. Write four sentences with a different word in each sentence. Make sure your sentence shows the meaning of the word. Read your sentences aloud to a family member or caretaker. (L.4.3a)

Module Texts: Days 2-20

Day 2 - Poem Excerpts

So much
depends
upon
a blue car
splattered with mud
speeding down the road.

Creech, S. *Love That Dog.* New York: Harper Collins, 2001. Print.

Maybe
you could
copy it too
and hang it on
the wall in our
class
Where we
can see it
When we
are sitting at our desks
doing our stuff.

Creech, S. *Love That Dog.* New York: Harper Collins, 2001. Print.

I have a little shadow that goes in and out with me.
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me,
when I jump into my bed.

Stevenson, Robert Louis. "My Shadow." *Poems Every Child Should Know.* Ed. Mary E. Burt. New York: Doubleday, Page & Company, 1904. Project Gutenberg. Web

Up from the meadows rich with corn,
Clear in the cool September more, The
clustered spires of Frederick stand
Green-walled by the hills of Maryland.
Roundabout them orchards sweep,
Apple and peach tree fruited deep.

Whittier, John G. "Barbara Frietchie." *Poems Every Child Should Know.* Ed. Mary E. Burt. New York: Doubleday, Page & Company, 1904. Project Gutenberg. Web.

Slowly she grew - till she filled the night,
And shone
On her
throne
In the sky
alone,
A matchless, wonderful silvery light, Radiant
and lovely, the queen of the night.

Macdonald, George. "The Wind and the Moon." *Poems Every Child Should Know.* Ed. Mary E. Burt. New York: Doubleday, Page & Company, 1904. Project Gutenberg. Web.

Day 4 - Article

Writer Shows Kids How Cool and Funny Poems Can Be!

By Washington Post, adapted by Newsela staff on 04.26.17

Bob Raczka learned to love poetry when he realized that poems can be silly and fun. Photo courtesy of Bob Raczka.

When Bob Raczka was a kid, he did not like poems. Like many students, he studied poems at school. Most of these poems were very old. They were written hundreds of years ago. They had strange, old-fashioned words in them.

Raczka (sounds like RASS-kuh) grew up in the state of Illinois. He loved climbing trees and playing outdoors. Those activities were more fun than reading old poems, he thought. Poems were just fancy words about pretty flowers or sad people. Raczka thought those subjects were boring. Now, Raczka feels differently about poetry. As he learned more about poetry his opinion changed. Raczka realized that poems do not have to be serious. They can be about anything at all. They can even be silly. Today, Raczka is a poet himself!

Showing Kids That Poems Can Be Cool

Raczka writes books of poems for kids. He wrote his first one in 2010. It was called "Guyuku." Raczka wrote it to show boys and girls that poems can be cool.

Japanese Style Of Poetry

He wrote the book in a Japanese style of poetry. It is called haiku. A haiku poem has three lines. The first and third lines have five syllables each. The middle line has seven syllables. These poems are short. They can still be very descriptive, though. One of Raczka's haikus is:

"The wind and I play
tug-of-war with my new kite.
The wind is winning."

Some of Raczka's poems are funny, too, like this one:

"If this puddle could
talk, I think it would tell me
to splash my sister."

Raczka says that one of the best parts of reading poems is getting to slow down. When you read a book, you read quickly, he says. You want to find out what happens next.
Poems are different. Reading a poem gives you an opportunity to take a break. You can stop and think at every line.

Concrete Poetry Makes A Shape On The Page

Raczka has written poems in many different styles. He wrote one book in a style called concrete poetry. In these poems, words create a shape on the page.

One example of concrete style is Raczka's poem "Hopscotch." It is written in the shape of a hopscotch game. The poem has to be read from the bottom of the page to the top. The reader moves up from line to line. This is the same way a hopscotch player would jump up hopscotch squares.

Poems That Use The Letters Of Just One Word

The poems in Raczka's book "Lemonade" are also very playful. For this book, Raczka set a rule for himself: Each poem would be made up of the letters of just one word. For example, one poem is called "Friends." So the only letters Raczka used in the poem were F, R, I, E, N, D and S. Here is what he came up with:

"Fred
Finds
Ed."

Day 6 - Different Types of Poems

Source:
http://web.archive.org/web/20130810150842/http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html

Acrostic

Vanilla
As I eat it on my brownie
Not doubting it's sweet
Ice cream is a tasty treat
Lots of lingering taste
Lasting to the end
Always my favorite!

Cinquain

Flowers
Pretty, fragrant
Waiting, watching, weeding
Enjoying all the while they grow
Gardens

Diamante

Home
Safe, caring
Loving, sharing, talking
Friendship, food, car, travels
Living, loving, enjoying
Joyous, adventurous
Family

Free Verse

What do the oceans do at night?
Do they tease and tickle the bottom of boats?
Do they ripple away in fright?
Or are the beaches like coats
That keep them still and quiet
And once the day breaks and it's breakfast time
Do the oceans wish for some other diet than fish?

Day 10 & 14 - Poem

Firefly
By Jacqueline Woodson

It's almost May
and yesterday
I saw a firefly.

You don't see
them a lot
in the city.

Sometimes
in the park
in the near dark

one comes out
you'll hear
a little kid shout

Lightning bug! Firefly!

It's almost May
and yesterday
I caught a firefly in my hand.

First firefly I
seen in a
long, long time.

Make a wish,
Miss Edna said.
Make a good one.

Firefly wishes always come true.

Day 16 - Poem

Turtle Came to See Me
By Margarita Engle

The first story I ever write
is a bright crayon picture
of a dancing tree, the branches
tossed by island wind.

I draw myself standing beside the tree,
with a colorful parrot soaring above me,
and a magical turtle clasped in my hand,
and two yellow wings fluttering
on the proud shoulders of my ruffled
Cuban rumba dancer's
fancy dress.

In my California kindergarten class,
the teacher scolds me: REAL TREES
DON'T LOOK LIKE THAT.

It's the moment
when I first
begin to learn
that teachers
can be wrong.

They have never seen
the dancing plants
of Cuba.

Day 12 & 14 - Prose

Fireflies

Fireflies are bioluminescent insects. That means they produce their own light. They do this by combining chemicals in their bodies. When the chemicals mix with oxygen, fireflies light up the rear parts of their bodies. The purpose of this light is to help the firefly find a mate. Each species of firefly has a special code. The code is made up of a pattern of light. It includes the number and length of flashes and the time between flashes. It also includes the flight pattern while flashing. After mating, the female firefly lays about 100 eggs. When the eggs hatch, larvae emerge. The larvae are bioluminescent. They are sometimes called glowworms. The larvae eat during the spring, summer, and autumn months. They sleep through two winters. Then, they progress into the next stage of their lives. They crawl into the soil, where they metamorphose, or change, into pupas. After about two months, they emerge as adult fireflies. Firefly light is not hot. It is, however, very bright. In some countries, fireflies are used as lanterns. People also release fireflies at festivals. It is fun to watch their bright lights flash in the night sky.

Day 18 - Article

Cuban-American poet takes readers on a visit to Cuba with writing

By Washington Post, adapted by Newsela staff

Margarita Engle has returned to the island of Cuba in recent years. Here, she poses with a statue of a Cuban poet named José Martí. Photo from: Curtis Engle by the Washington Post.

Margarita Engle grew up in America. When she was a little girl, she took a trip each summer. She went to Cuba, an island country near Florida. She says that is where she fell in love with the outdoors.

Engle's mother's hometown is located in the middle of Cuba. The town sits near a large nature park. People go there to see its waterfalls. Others go to ride horses. Engle loved riding, too.

Becoming A Poet And Plant Scientist

Her visits to Cuba changed her life. They made her want to become a plant scientist and a poet. Now, Engle wants to share the power and beauty of Cuba with others through her poetry. She encourages young people to write down their emotions.

Engle has always liked poetry. She wrote her first poems at age 6. They were about the outdoors. She wrote a poem about the shapes of California hills. It even rhymed.

Travel To Cuba

In 1960, the U.S. and Cuba began to have problems with each other. People could not travel between the two countries. Engle was 9 years old that year. She would not be able to go back to Cuba for 30 years.

What changed? Cuba became a communist country. Communism is a set of ideas about how the government should work. The U.S. is not communist. For many years, the U.S. did not like any communist countries. So when Cuba became communist, the U.S. government stopped talking to the Cuban government. That made traveling to Cuba almost impossible.

Writing Became A Way To Visit

Engle was sad she could not visit her grandmother. She wanted to see her aunts, uncles and cousins. She missed Cuba's hills and villages, too. So as a teen, Engle wrote rhyming poems about nature. She also wrote stories about the people in Cuba.

Things have changed in the last few years. Now, it is easier to visit Cuba. Still, many Cuban-Americans have not gone back.

Some of Engle's books are set in Cuba. They tell about its people, markets and landscapes. "Forest World" is her most recent book. It is about a boy named Edver. He is 11 years old. Edver lives in Miami, Florida, with his mother. One day he goes to Cuba to meet his Cuban family. He discovers he has an older sister. Then the two go on an adventure in the forest.

Writing Is Therapy

Children who have been taken away from loved ones might understand how the characters feel. Engle said it was important for her to write these stories. Not being able to go back to Cuba was a very painful thing for her. Writing helped her feel better.

"When you sit down to write, it is just you and the words," she said.

AIR (Accountable Independent Reading) Graphic Organizers

Select which graphic organizer matches the genre of your book. Copy the graphic organizer onto notebook paper or print a full-size copy using this link: bit.ly/CMSBookLibrary.

Reading Response Sheet (Front)
Full & Consolidated Phases

Name: _____ Date: _____

Text Title: _____

My Goal for Reading:	Evidence from the Text:
_____	_____
_____	_____
_____	_____
_____	_____

Main Characters:	Setting:
_____	_____
_____	_____
_____	_____
_____	_____

My Favorite Part of the Story or Favorite Characters:

_____

_____

Why This is My Favorite Part of the Story or Favorite Characters:

_____

_____

_____

Reading Response Sheet (Back)
Full & Consolidated Phases

In the beginning...	In the middle...	In the end...

Problem- Use specific evidence/details from the text

_____

_____

_____

_____

Solution- Use specific evidence/details from the text

_____

_____

_____

_____

Nonfiction Reading Response Sheet
Full & Consolidated Phases (front)

Name: _____ Date: _____

Text Title: _____

BEFORE READING

Topic	What I Already Know About the Topic

DURING READING

Connections	Evidence from the Text

Questions I Have About the Text While Reading

Nonfiction Reading Response Sheet
Full & Consolidated Phases (back)

Name: _____ Date: _____

Text Title: _____

Topic	Most Important Thing the Author Wants Me to Know

Topic	Most Important Thing the Author Wants Me to Know

AFTER READING

Three Facts I Learned:		