

Be a Super Citizen

HELLO, FAMILY!

Over the next three weeks, our class will be learning about what it means to be a good citizen—at home, at school, and in the community.

We will read about characters and real people who are good citizens, and we will learn how our actions can make a difference to others.

Children will also write a personal narrative about something they've done to make the world a better place.

BRING IT HOME! Learning fun for the whole family!

Big Idea Words

Reinforce these important topic words when you read or talk with your child:

citizen
difference
kind

Try to incorporate questions like these into everyday conversations:

- What can you do to show you are a good citizen?
- How can you make a difference in our neighborhood?
- What are some things we could do to be kind to others?

Let's Read Together

Make a special time and place to read with your child every day.

During this module about citizenship, try these activities during your reading time together:

- Find examples of kindness in the texts.
- Clap your hands when a character is giving rather than taking.
- Talk about a character who feels he or she doesn't belong and describe how other characters could help.



Word Play

Play with words to help develop skills that are important for reading.

- **Week 1: Make Some Noise**
Add sound effects to stories, using sounds from consonants and short vowels *a* and *i*.
- **Week 2: I Spy**
Play *I Spy* using words with short *o*, *u*, or *e* sounds. For example: I spy something that has a short *u* sound. (*rug*)
- **Week 3: Let's Compete**
Challenge each other to come up with the most long *a* or *i* words that end in silent *e*. For example: *late*, *bite*.

Name _____

Words to Know

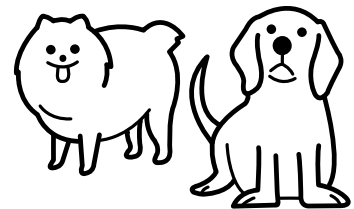
Learn these words. You will see them in your reading and use them in your writing.

Word Bank

a	and	go	got	have
not	the	to	will	you

► Write a word from the box to complete each sentence.

1. Tim has _____ pal.
2. I _____ a pal, too.
3. The pal is _____ a cat.
4. The pal can nip _____ nap.
5. It _____ get big.
6. Do _____ have a pal?



► Write sentences that use two other words from the box.

Name _____

A	A	B	B	C	C	D	D
E	E	F	F	G	G	H	H
I	I	J	J	K	K	L	L
M	M	N	N	O	O	P	P
Q	Q	R	R	S	S	T	T
U	U	V	V	W	W	X	X
Y	Y	Z	Z				

Name _____

a	a	a	b	b	b	c	c	c
d	d	d	e	e	e	f	f	f
g	g	g	h	h	h	i	i	i
j	j	j	k	k	k	l	l	l
m	m	m	n	n	n	o	o	o
p	p	p	q	q	q	r	r	r
s	s	s	t	t	t	u	u	u
v	v	v	w	w	w	x	x	x
y	y	y	z	z	z	,	,	,

Name _____



Handwriting Model

► Trace and write the letters.

I I I

Blank handwriting lines for practicing uppercase letter 'I'. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

i i i

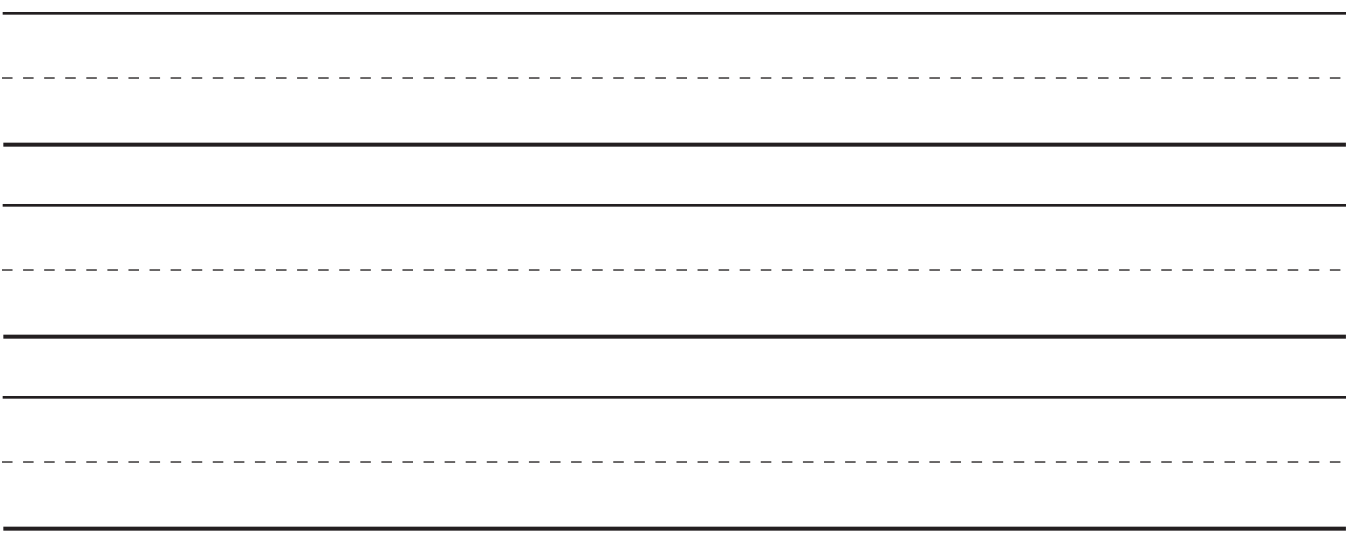
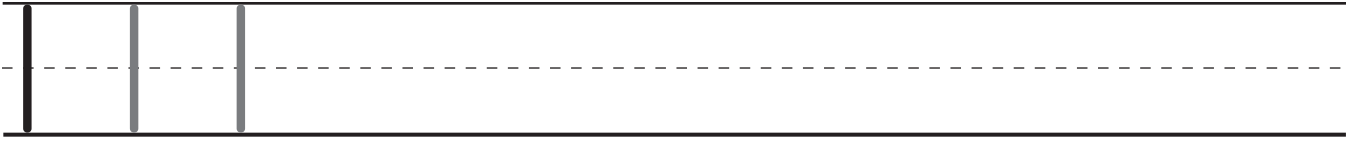
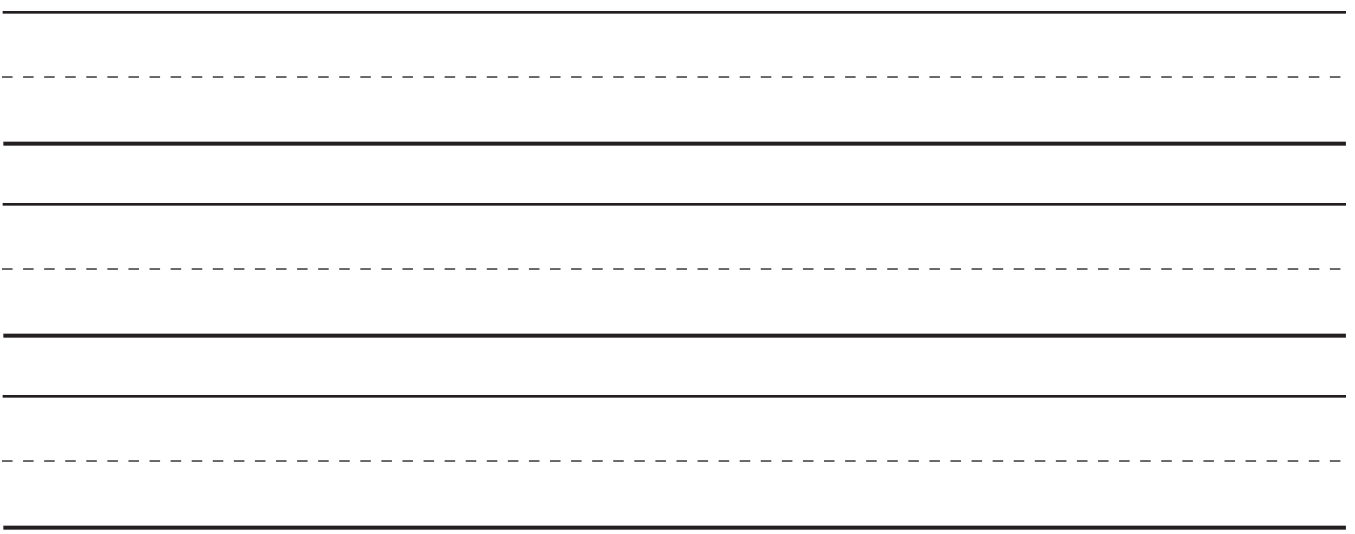
Blank handwriting lines for practicing lowercase letter 'i'. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name _____



Handwriting Model

► Trace and write the letters.



Name _____



Handwriting Model

► Trace and write the letters.

T T T

Handwriting practice lines for uppercase 'T'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such rows provided for practice.

t t t

Handwriting practice lines for lowercase 't'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such rows provided for practice.

Name _____

High-Frequency Words	Spelling Words	
	Basic	Review
a	sad	as
and	bit	his
go	jam	clap
got	glad	chip
have	list	
not	win	
the	flat	
to	if	
will	fix	
you	rip	
		Challenge
	kit	picnic
	mask	sandwich

Name _____

Short a, i

You can spell the short *a* sound with *a*, as in *jam*.

You can spell the short *i* sound with *i*, as in *bit*.

► Write each basic and review Spelling Word in the correct column.

Words with short *a*

Words with short *i*

Spelling Words

Basic

sad

bit

jam

glad

list

win

flat

if

fix

rip

kit

mask

Review

as

his

clap

chip



CENTRAL IDEA

TOPIC

the person or thing the text is about



CENTRAL IDEA

*the most
important idea
or point about
the topic*

SUPPORTING EVIDENCE

*details, facts, or examples in the text
that tell about the central idea*

Name _____

Central Idea

Title _____

The topic is...

Detail

Detail

Detail

Central Idea

Name _____

Agree and Disagree

I think...

Reason

Reason

Reason

Words and Phrases to Agree and Disagree

I agree

I disagree

opinion

reason

because

Be Great When You Participate!

Speakers



- Speak loudly.
- Speak with expression.



Listeners



Look at the speaker.



Sit up and smile.



Don't talk.

Ask questions when the speaker is finished.

Subjects

A **sentence** tells a complete thought. It has a naming part and an action part.

The **subject** is the naming part of a sentence. The subject tells who or what does or did something. The subject tells what the sentence is about.

Children play fun games.

► Draw a line under the naming part of the sentence.

1. Tomi ducks behind a door.
2. Kellie's dog barks.
3. Benny hides under the covers.
4. The boots leave muddy tracks.

► Write the naming part from the box to finish the sentence.

The cat

My uncle

5. _____ tells funny stories.
6. _____ purrs in its bed.

► Revisit a piece of your writing. Edit the draft to make sure subjects are used correctly.

Name _____

Consonants; Short a, i

The word *cat* has a consonant-vowel-consonant, or CVC pattern. A word with a CVC pattern usually has a short vowel sound. *Cat* has the short *a* vowel sound. *Pin* has a short *i* vowel sound.

► Write the word that names the picture.

1.



kid kit Kim

2.



cat sat rat

3.



as is in

4.



pin nip pan

5.



bid dad dab

Elements of a Narrative

Beginning

Meet the characters in their world.

Characters

People and animals



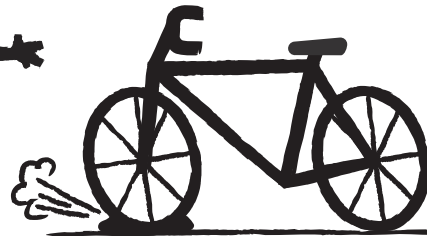
Setting

Time and place



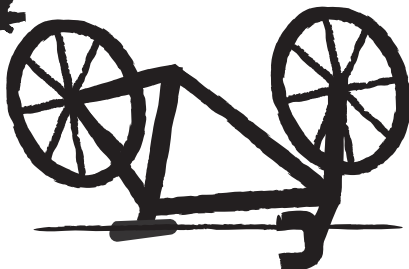
Middle

The characters face a problem.



End

The characters solve the problem.



Predicates

A **predicate** is the action part of a sentence.

A predicate tells what the subject in a sentence does or did. The action part of a sentence uses words that show action.

Daniel runs fast.

► **Circle the word or words that tells the action in each sentence.**

1. Lukas reads a book.

reads a book a book

2. The team goes into the store.

store goes into the store

3. The friends ran down the street.

the street ran down the street

4. The teacher clapped her hands.

clapped her hands her hands

5. Jarred eats a sandwich.

a sandwich eats a sandwich

► **Revisit a piece of your writing. Edit the draft to make sure all predicates are used correctly.**

Ask and Answer Questions

When?

- Before reading
- During reading
- After reading

Why?

- To get information
- To help you understand the text
- To practice being "awake" and thinking while reading
- To be curious and wonder as you read



How?

Use question words to **ASK**:

who what where
why when how



Look around in the text and pictures for evidence, or details, to help you **ANSWER**.

Name _____

Ask and Answer Questions

Title _____

Question Words

Who? What? When? Where? Why? How?

Before Reading

I "Wonder" Questions:

Answers I Found:

During Reading

I "Wonder" Questions:

Answers I Found:

After Reading

I "Wonder" Questions:

Name _____

Short a, iYou can spell the short *a* sound with *a*, as in *jam*.You can spell the short *i* sound with *i*, as in *bit*.

► Write the missing letter in each Spelling Word.
Then write the Spelling Word on the line.

1. s__d _____	2. b__t _____
3. l__st _____	4. m__sk _____
5. j__m _____	6. k__t _____
7. r__p _____	8. fl__t _____
9. gl__d _____	10. f__x _____

► Which two basic Spelling Words did you *not* write?
Circle them in the list. Then write a sentence that uses
both words.

Spelling Words**Basic**

sad

bit

jam

glad

list

win

flat

if

fix

rip

kit

mask

Review

as

his

clap

chip

Name _____

Develop a Research Plan

Identify topic: What topic did the author of *Just a Dream* explore?

Ask a question: Write a research question on that topic.

Identify sources: What sources do you need to answer your research question?

Gather sources: Where can you find those sources?

What do you think? How does developing and following a research plan help an author write a book?

Using Sentences

► Write the subject to finish each sentence.

1. _____ sings a song. (Matt, If)
2. _____ writes a note. (Sophie, To)
3. _____ ask for a book. (Hear, The children)
4. _____ eats her dinner. (Ahmed, Now)
5. _____ liked the story. (Everyone, Throw)

► Write the predicate to finish each sentence.

6. Max _____. (ball, kicked a ball)
7. The scooter _____. (glides, then)
8. Everyone _____. (blew up balloons,
the balloons)
9. Kameko _____. (a bat, swings a bat)
10. Some friends _____. (played jump rope,
the rope)

► Revisit a piece of your writing. Edit the draft to make sure all sentences are used correctly.

Name _____

Phonics Review

The word *nap* has a CVC pattern and the short *a* vowel sound.

The word *kin* has a CVC pattern and the short *i* vowel sound.

The word *napkin* has two syllables, or parts. You can blend the parts to read the word.

► Complete each sentence. Use each word from the box once.

Word Bank

cat

did

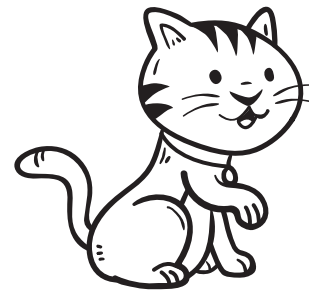
nab

picnic

rabbit

sat

1. Dan and Pam go to a _____ .
2. Bandit the _____ is at the picnic.
3. Dan and Pam _____ a bit.
4. Bandit _____ not sit.
5. Bandit ran to a _____ .
6. Bandit did not _____ it.



Name _____

Power Words: Match

Word Bank

bellowed

bounce

cool

grinned

handle

might

munch

rough

► Write the Power Word from *Clark the Shark* that best fits each item.

1. Which word means almost the same as *smiled*?

2. Which word names a way to chew food?

3. Which word is the opposite of *gentle*?

4. This word means *roared* or *yelled*.

5. Which word describes how you act in a difficult moment?

6. Which word can mean almost the same as *calm*?

7. Which word means that you put all your effort into a task?

8. Which word names an up-and-down movement?

Name _____

Words That Describe Actions

Verbs are words that **describe actions**. They tell exactly what someone or something is doing.

► For each sentence, circle the word that describes an action. Then write an action word from the box that means almost the same as the word you circled. Use a dictionary if you need help.

Word Bank

dances

drop

gobble

turn

wail

wave

1. Those toys spin fast.



2. We eat our snacks.



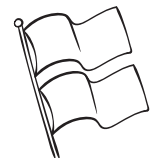
3. The babies cry for their toys.



4. Leaves fall to the ground.



5. The flags flap in the breeze.



6. Maria sways to the music.



SETTING

WHERE

Where does the story happen?



WHEN

When does the story take place?



Ask yourself, "Why is the setting important to the story?"

Name _____

Setting

Title _____

	Where?	When?	Why Setting Is Important
1			
2			
3			

Name _____


Setting

The **setting** tells where the story happens. It also tells when the story takes place. Understanding why the setting is important will help you understand the story better.

► Answer the questions about *Clark the Shark*.

 Pages 24–26 Where do events in the story take place?

Why are the changes to the setting important?

 Pages 27–29 Where at school does this part of the story take place? Why do you think the author chose this setting?

Name _____

Word Bank

Write descriptive language from *Just a Dream*. You can use this Word Bank when you draft and revise your own personal narrative.



Use one or two words from the box in a sentence.

Review Nouns

A noun is a word that names a person, an animal, a place, or a thing.

Nouns for People	Nouns for Animals	Nouns for Places	Nouns for Things
doctor	cow	library	rock
grandmother	horse	school	phone
boy	mouse	street	sink

► **Underline the noun in each sentence. Tell whether it is a person, an animal, a place, or a thing.**

1. The dog is playful. _____
2. Who planted the tree? _____
3. Ana came home this morning. _____
4. The store is open late today. _____
5. Our teacher came in early. _____
6. The truck stopped suddenly. _____
7. Here is my bedroom. _____
8. The birds sang to each other. _____
9. Where is my pen? _____
10. A friend visited us yesterday. _____

► **Revisit a piece of your writing. Edit the draft to make sure all nouns are used correctly.**

Name _____

Blend Phonemes

You can blend sounds together to say a word.




► Blend the sounds to say each word. Circle the picture that shows the word you said.



Isolate Phonemes

You can say the sounds in different parts of words.

► Say each word. Write an X below the picture that has the same sound in the same part of the word.

			
3.			
4.			
5.			

Name _____

Antonyms

Antonyms are words with opposite meanings. The words *asleep* and *awake* are antonyms.

Word Bank

dark

dirty

found

late

narrow

sour

► Read each sentence. Choose the word from the box that means the opposite of the underlined word. Write it on the line.

1. A wide truck drove into a _____ tunnel.



2. I hid the doll and Molly _____ it.



3. He would rather be too early than too _____.



4. The apple smells sweet but tastes _____.



5. In the day it is light but at night it is _____.



6. Before I washed my clean shirt, it was _____.



COLLABORATIVE CONVERSATIONS

Take turns. Build on what others say. Use complete sentences.

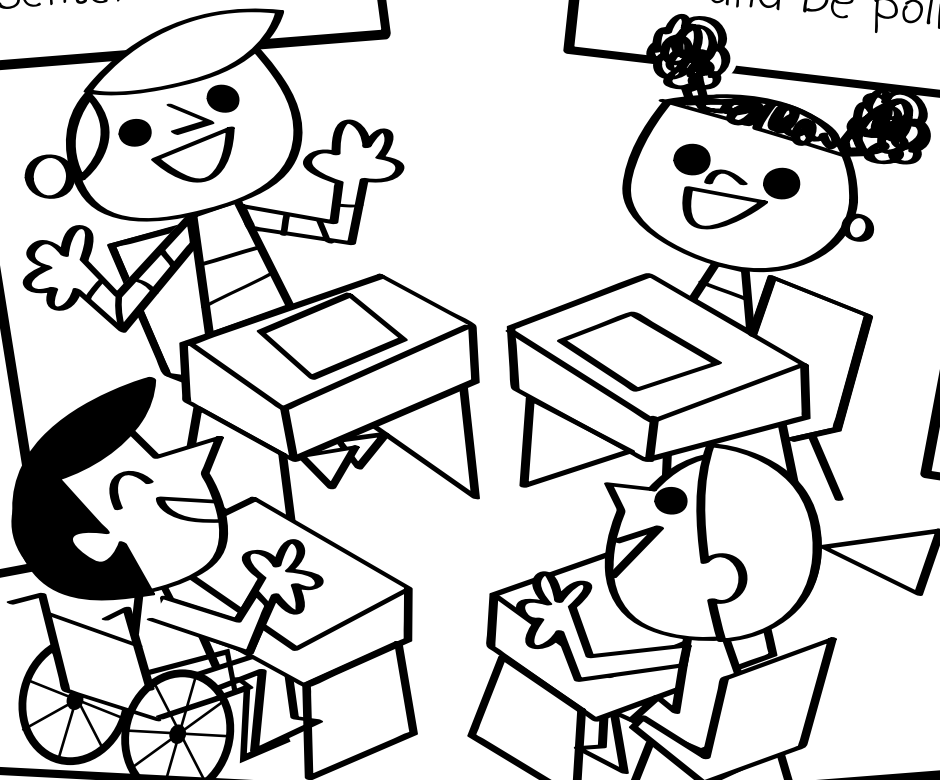
Speak loudly and clearly, use an appropriate pace, and be polite!

Listen to others with care.

Stay on topic.

Ask questions when you don't understand. Answer questions with more than one word.

Decide if you should use formal or informal language.

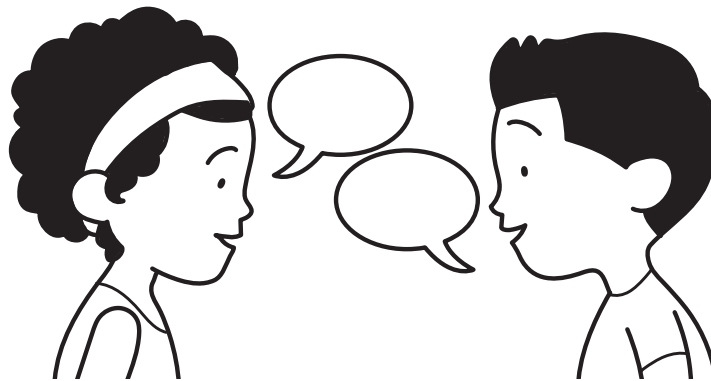


Name _____

Collaborative Conversations

Follow these rules when you have conversations with classmates or teachers. Circle the rules that are easy for you. Underline the rules that you need to work on.

1. Take turns. When someone makes a point, try to add something to his or her ideas.
2. Speak clearly and be polite.
3. Listen carefully and stay on topic.
4. Ask questions when you don't understand something.
5. Decide if you should use formal or informal language.



Name _____

Have a conversation with a friend about a book you read.

Talk about this question:

Do you think others should read this book? Why or why not?

After your conversation, answer the following questions.

Did you take turns?	Yes	No	Sometimes
Did you build on what your partner said?	Yes	No	Sometimes
Did you use complete sentences?	Yes	No	Sometimes
Did you speak loudly and clearly?	Yes	No	Sometimes
Were you polite?	Yes	No	Sometimes
Did you stay on topic?	Yes	No	Sometimes
Did you ask questions?	Yes	No	Sometimes
Did you answer with more than one word?	Yes	No	Sometimes
Did you listen with care?	Yes	No	Sometimes

What rule do you need to practice more?

Steps for Writing

1. PREWRITE

Choose a topic. Plan it out:
first, next, then, last.

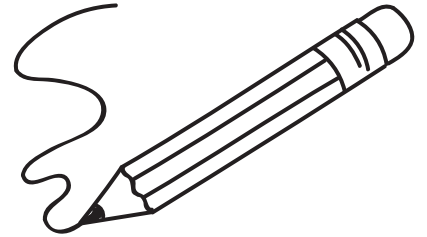


2. DRAFT

Write your ideas.

Draw pictures if you need to.

Add details.



3. REVISE

Add sentences
and words.

Delete words
and phrases.

Move sentences
to make the best order.



4. EDIT

Check for capital letters.

Check for space between words.

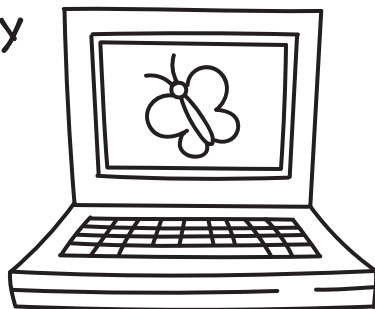
Check for end punctuation.

Check for spelling.

5. PUBLISH

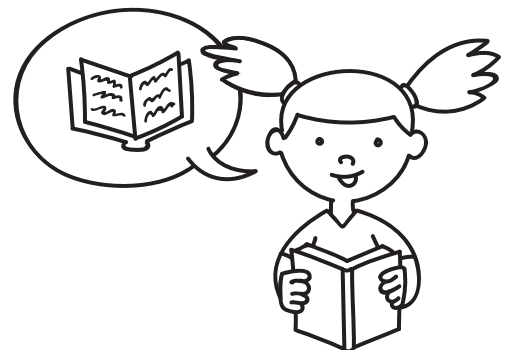
Write your story
one more time.

Add cover,
pictures, and
more to make
your story shine.



6. SHARE

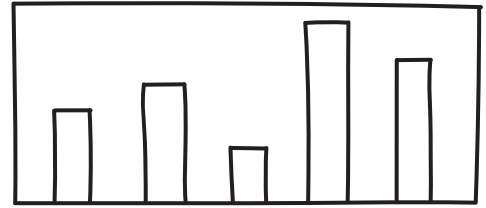
Read your story to others.



How Should I Present My Work?

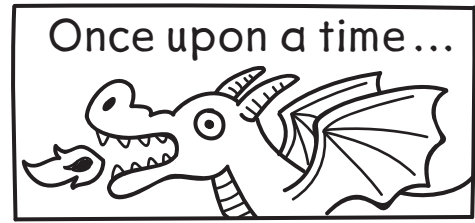
Facts and Numbers?

Use a chart!



Narrative?

Use a story form!



Procedure or How-To?

Use a step-by-step list!



Information or Opinion?

Use an introduction,
body, and conclusion!



**How Can I Share
My Writing?**

Orally
In writing



Connect to Writing: Using Subjects and Predicates Correctly

► Read the selection and choose the best answer to each question.

Riku wrote the following paragraph about playing at his friend's house. Read his paragraph and look for any revisions he should make. Then answer the questions that follow.

(1) I went to Jerome's house. (2) Jerome played on the swings. (3) I threw the ball. (4) Jerome built a sand castle in the sandbox. (5) I built a sand castle in the sandbox. (6) Jerome into the treehouse. (7) We played hide-and-seek. (8) I think I will go to Jerome's tomorrow!

1. Which two sentences have the same predicate?

- A.** Sentences 1 and 2 **B.** Sentences 4 and 5
C. Sentences 1 and 8 **D.** Sentences 7 and 8

2. How can you improve sentence 6 by using a predicate?

- A.** Jerome climbed into the treehouse.
B. Jerome water into the treehouse.
C. Jerome hold into the treehouse.
D. Jerome cat into the treehouse.

► What do you like to do with your friend? Write two or three sentences about it.