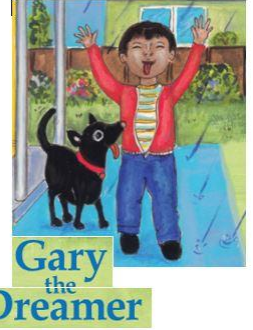
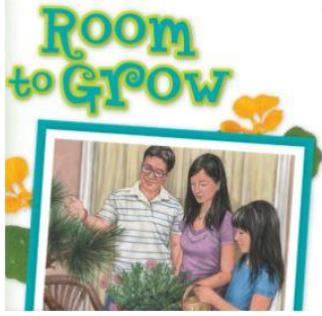


Wonders Unit 1 Week 3 "Communities"

How do people from different cultures contribute to a community?



Name _____

For each day that we do reading, please put a check mark next to the activities you did on that day

Day and Date	Read to Self / Listen to Reading	Read with Someone	Work on Writing	Word Work

Your Choices:

Read to Self / Listen to Reading

- Read the Wonders stories online (ConnectEd) or in the textbooks
- Answer the story comprehension questions (attached)*
- Do the Sequencing activity practice sheet (attached).*
- Read an independent reading book
- Take an AR quiz
- Do iReady lessons

Work on Writing

- Writer's Workshop: Finish your CA Region Discovery Board, then work on the Native American Tribe research report.

*** All items with an asterix (*) MUST be attached to this packet.**

Read with Someone

- Answer the story comprehension questions with a partner (attached)*
- Read a chapter book with a partner

Word Work

- Do the Word Sort (attached)*
- Answer Vocabulary Questions (attached)*
- Work on Spelling and Vocab words with word work papers. Turn in at least 2 of these. (papers are in the supply area)*
- Practice spelling words – SpellingCity.com
- Practice vocabulary words – VocabCity.com
- Practice grammar, phonics, etc. – Go to links at diveintolearning.com in the Reading: Wonders Unit 1, Week 3 section
- Do the grammar, spelling, and phonics activities and games assigned to you at the Wonders online program

Spelling Words - Word Work - Word Sort

Final e

Directions: Please use the key words to place each spelling word in the appropriate column. ***The spelling test will be Fri., Jan. 18.**

- | | | | | |
|-----------|----------|-----------|----------|------------|
| 1. date | 2. grade | 3. wise | 4. smoke | 5. rock |
| 6. lake | 7. fine | 8. smile | 9. come | 10. luck |
| 11. skate | 12. life | 13. rose | 14. used | 15. sneeze |
| 16. plane | 17. rice | 18. globe | 19. step | 20. stripe |

Long a and final e	Long i and final e	Long o and final e	Other

Vocabulary Words - Word Work - Questions

Answer each question in complete sentences.

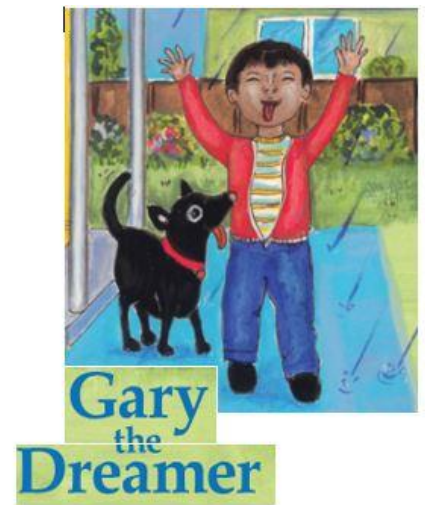
Don't forget to restate the question.

1. What do you **admire** about a friend?
2. What things do you do with a **classmate**?
3. What do you like about your **community**?
4. What could you **contribute** to a bake sale?
5. What skill can you improve by **practicing**?
6. Which word or words are difficult for you to **pronounce** correctly?
7. What do you do when you feel **scared**?
8. What does **tumbled** mean?

Gary the Dreamer

By Gary Soto

Directions: Read or listen to the story on pages 58 - 71 in your Wonders Literature Anthology. Then, answer the following questions.



You may choose to answer these questions either:

1. on a separate sheet of paper & attach it to this packet, OR
2. do this on a Google Doc and share it with me in Google Classroom

Don't forget to:

- use evidence based terms,
- restate the question
- use examples (quotes) from the text to explain your thinking.

1. An autobiography is a type of *narrative nonfiction*. What characteristics of an autobiography can you find on page 59?
2. What did Gary like to do when he was a little boy? p. 60
- 3.A. What did Gary learn in kindergarten? p. 63
- 3.B. What did Gary do in first grade? p. 63
4. What inference can you make about Gary's height? Please include the text evidence (quote the text) that supports your inference/answer. p. 64
- 5.A. What does Gary do in 2nd grade? p. 65
- 5.B. What is Gary like in 3rd grade? p. 65
6. How does Gary describe the way Boots the cat purrs? p. 67
7. How does Gary feel about reading? p. 66 - 67
8. What happens when Gary grows up? p. 69
9. Reread the 2nd paragraph on p. 69. How does the author describe himself?
10. Why is "Gary, the Dreamer" a good title for this selection (story)?

Name _____

SEQUENCE

The Bronx Zoo Trip

Order of Events in Stories



When I woke up the day of the trip, I was so excited! I knew the day was going to be excellent. "I can't wait to get to school," I thought. (That was the first and only time I was ever going to think or say that.) When the bell rang to go to our first period class, I got so excited! My teacher talked to us about the trip and how we should act. Then we went downstairs to get on to the buses. Finally, we were on our way! It took awhile, but we finally arrived. As I stepped off the bus, I almost froze! It was so cold. When Sarah, her dad, and I went to go looking at some animals, they weren't out because it was so cold. After it got a little warmer, we started to see some more animals. (I never knew how big the Bronx Zoo was!)

We saw so many animals. My favorite animal was a certain kind of monkey called a pigmy marmoset. It was the smallest, most adorable, and precious thing ever. There was also a little mouse that had huge feet and hopped around like a kangaroo. I also saw Kodiak and polar bears. You could see the polar bears much better since they were closer to us. They were so gigantic. (I would hate to get into a fight with them!) After that, we saw two animals that are very rare. The first were the snow leopards, which were sleeping. The other was a red faced panda.

As we left the park, the joy that had once come to me in the beginning of the trip was starting to fade away. The ride home was not good because it was a really long way home and so boring. We were even late because we hit traffic. Finally, we were back at school. As I gathered all my things I thought about the great day that I had on my first 4th grade field trip. As I descended the steps of the bus, I was very depressed that the day was over. I hope to go back someday.

Name _____

Date _____

PLACE THE EVENTS IN THE CORRECT SEQUENCE BY USING THE NUMBERS 1-6:

_____ Sarah's dad got off of the bus.

_____ The author saw Polar bears.

_____ The first period bell rang.

_____ The author left the park.

_____ The author woke up excited about the day.

_____ The author saw snow leopards.