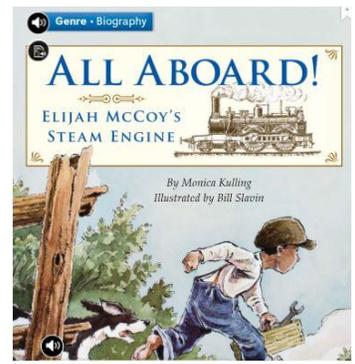




Wonders Unit 1 Week 4 "Inventions"

How can problem solving lead to new ideas?



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 (A) | Read with Someone (B) | Work on Writing (C) | Word Work (D) |
|--------------|--------------------------------------|-----------------------|---------------------|---------------|
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MUST do first, and MUST be attached to this packet.

You may do this in a small group with the teacher, with a partner, or independently.

1. Answer the story comprehension questions for "All Aboard" (attached) **(A or B)**
2. Answer the vocabulary questions (attached) **(D)**
3. Do the Spelling Word Sort (attached) **(D)**
4. Work on Spelling and Vocab "Word Work" papers. Turn in at least 2 of these and attach them to your packet. These papers are in the student supply area. **(D)**
5. Finish the Cause & Effect practice sheets attached **(D)**
6. Do the Long A, Spelling, Cause & Effect, and Simile/Metaphor assignments in BrainPop / BrainPop Jr. **(D)**
7. Watch the Metaphors & Similes videos in Discovery Education, through Clever **(D)**

Read with Someone (B)

- Read a chapter book with a partner

Read to Self / Listen to Reading (A)

- Read an independent reading book
- Take an AR quiz
- Do iReady reading lessons

Word Work (D)

- Practice spelling words – SpellingCity.com
- Practice vocabulary words – VocabCity.com
- View, play and practice grammar and reading skills at the Wonders 1-4 links on www.diveintolearning.com

Work on Writing (C)

- Work on your notes or practice for the CA Regions presentation (from your Discovery Board)

Spelling Words - Word Work - Word Sort

Long a: ay, ai, a_e, ea, eigh, ei, ey

Directions: Please use the key words to place each spelling word in the appropriate column. *The spelling test will be on Feb. 1st.

1. plain
2. braid
3. fail
4. grain
5. snail
6. paint
7. sway
8. tray
9. gray
10. stay
11. state
12. fake
13. same
14. weigh
15. they
16. fine
17. skate
18. globe
19. sleigh
20. afraid

| Long A ai | Long A ay | Long A a and final e | Long A ei | Long A ey | Other |
|--------------|--------------|----------------------------|--------------|--------------|-------|
| | | | | | |

Vocabulary Words - Word Work - Questions

Answer each question in complete sentences.

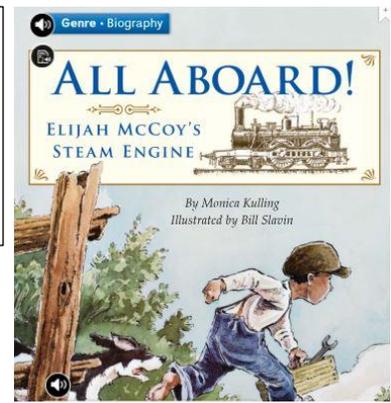
Don't forget to restate the question.

1. If you could **design** a new toy, what would it be and do?
2. Name a person who has **encouraged** you and say how they have encouraged you.
3. What does the word **examine** mean?
4. What can you do during a science **investigation**?
5. Why do people want to buy **quality** products?
6. What is a synonym (word that means the same) as **simple**?
7. What does it mean to find a **solution**?
8. What can you use as a **substitute** for sugar?

All Aboard! Elijah McCoy's Steam Engine

By Monica Kulling

Genre: Biography



Directions: Read or listen to the story on pages 74 - 91 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. Look at the illustration on p. 74-75. What can you learn about the story by looking at the illustration?
- 2.A. Elijah's family lived in Canada. While he grew up, his parents saved money for him. What caused them to save money?
- 2.B. What was the effect of them saving money? p. 76
3. What does a mechanical engineer do? p. 76
4. What inference can you make about locomotives based on the illustration on p. 78-79?
5. What causes Elijah to take the job with the railroad company? p. 80
6. Reread the 2nd paragraph on p. 80. What metaphor do you see in this paragraph and what does it tell you about the steam locomotive?
7. How does the illustration on p. 72 make it easy to visualize the danger of being a grease monkey?
8. What features tell you that this selection is a biography?
9. Cause: The engines ran out of oil. What is the effect? p. 85
10. What was the effect on Elijah's oil cup on the railroads? p. 89

CAUSE & EFFECT

A cause is the reason why something happens. An effect is what happens.

Cause

Because Rachel studied,



Effect

she got an A on her test.

Circle the best way to end each sentence.

Kevin has a fever



because he played in the rain.
because he stayed home yesterday.

The cat is happy



because she is going to eat.
because she is going to the doctor.

Because the team won the game,



the fan was hungry.
the fan was happy.

The family ordered a large pizza



because they forgot to make dinner.
because they were full.

Because the flowers were not watered,



they were strong and healthy.
they were dry and weak.

Because Joe always brushed his teeth,



he had to see the dentist often.
he never had a cavity.

The man went for a bike ride because



the weather was good.
he was tired.

Name _____

CAUSE & EFFECT

Baking Cause and Effect

Directions: Read the story. Then fill in the chart of causes and effects.

I had been begging Mom for days to make some of her delicious chocolate chip cookies. After much persuading, she finally agreed. She gathered all of the ingredients on the counter top and asked me to wash my hands so that I could help. After following her directions, I placed the doughy goodness in the oven. Just as Mom was about to set the timer, the phone rang. Not wanting to answer it, I darted outside to make sure that my dog had plenty of water. When I returned, the smell of the tasty snack made my nose tingle. Noticing that my mom was still on the phone, I plopped down on the couch to watch a little TV. Moments later, my attention returned to the cookies when I smelled what I suspected was a burnt disaster. After re-entering the kitchen, my suspicions were confirmed: the cookies had overcooked and the chocolate chip morsels were not the only thing that had turned black – the cookies were not going to be edible. Disgusted, I removed them from the oven and threw them into the trashcan.



| CAUSE | EFFECT |
|---|-----------------------------|
| They gathered all of the ingredients and placed them on the countertop. | |
| | The timer did not get set. |
| | The child's nose tingled. |
| Mom was still on the phone. | |
| | The cookies had overcooked. |
| The cookies were inedible. | |