

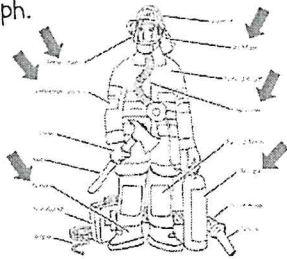
# How do Non-Fiction Text Features Help Us?

- They help us understand non-fiction texts
- They give us more information
- They make non-fiction texts fun and interesting
- They help the reader make sense of what they are reading

## Text Features

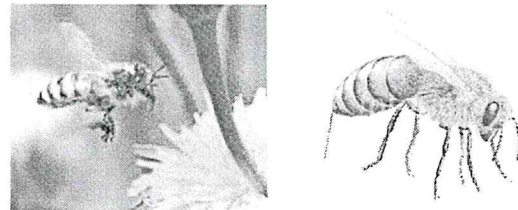
### Labels

- They help us identify the parts of the photograph.



### Photographs (or illustrations)

- They help us know exactly what something looks like.



### Headings

- They tell what that part of the text will be about.

#### Where Bees Live

Bees live in hives. When the hive gets too full, a new queen and some bees will leave the hive and will build a new hive somewhere else.

### Bold Words

- These are important words for us to know.
- These words are **darker** than the other words.

A bee will fly to many different flowers to get **nectar**.

## Caption

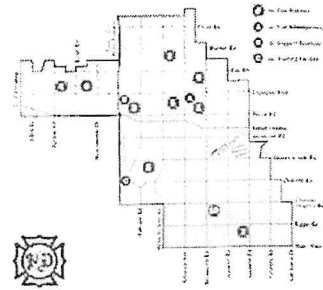
- They give us more information about the photograph.



Firefighters help people who are in danger.

## Map

- These help us understand where places in the text are.



## Table of Contents

- This helps you identify the key ideas in the book. The ideas are in the order that they are in the book.
- We find this at the beginning of the book.

What Firefighters Are.....	2
What Firefighters Do.....	4
What Firefighters Need.....	7

## Glossary

- This tells us what important words in the book mean.

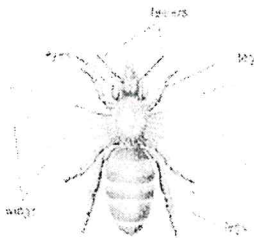
Company: a group of people

Equipment: the items needed to do a job.

Training: the action of teaching a person how to do a skill.

## Diagrams

- They show us the parts of an object.



## Index

- This is a list of the ideas in the book. They are in alphabetical order so it is easy to find.
- The index tells you what page the idea is on.
- It is usually at the end of the book.

Bees, page 2

Flowers, page 6

Nectar, page 3

Pollen, page 9

## Words that Appeal to the Senses or Feelings

Authors sometimes used words to appeal to a reader's senses and feelings. When a reader identifies these types of words they can understand the story better.

### Sensory words

Words that remind you of things you see, feel, hear, touch or taste.

### Example

**The flower was bright red.**

The words bright and red appeal to a reader's sense of sight. The reader can paint a mental picture of what a bright, red flower looks like.

Poems are a great example of the use of sensory words.

### Words that express feeling

In stories characters do and say things that show you how they feel. Authors use words that tell the reader how the character is feeling.

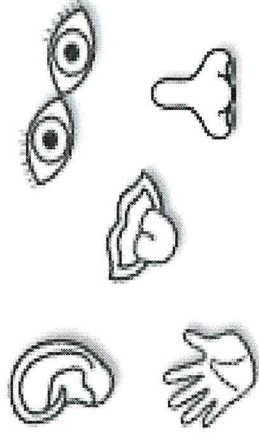
### Example

**I shivered under my covers.**

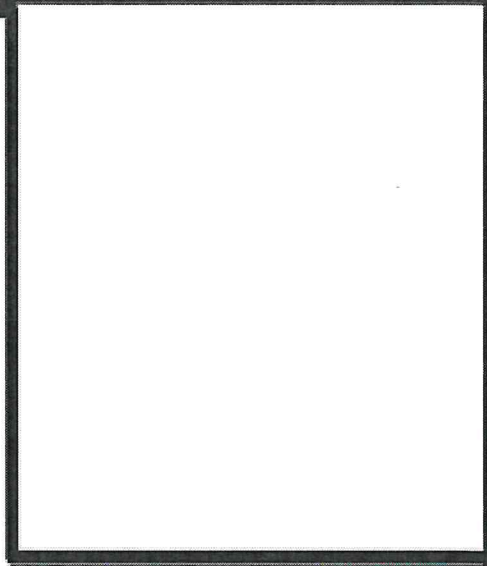
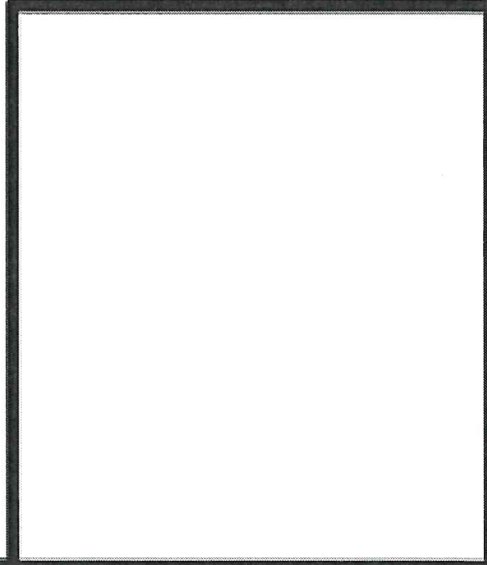
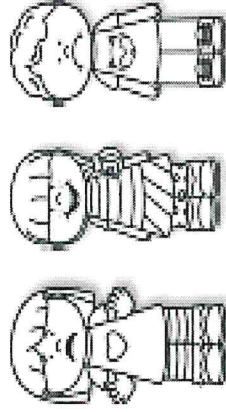
The word "shivered" tells me the character is feeling cold.

# WORD WINDOW

**SENSES**



**FEELINGS**



## Packet 2/Week One/Lesson 21

### Day 1

Read words to know in Journey's reading book page 10-11

Complete practice workbook page 70-71.

Read the story "The tree"

Complete practice workbook pages 72.

### Day 2

Review words to know in Journey's reading book pages 10-11

Reread "The Tree".

Complete Comprehension questions for today. (see next page in this document)

Complete practice workbook page 73-74.

### Day 3

Reread "The Tree"

Complete Comprehension questions for today. (see next page in this document)

Complete practice workbook page 76-77

### Day 4

Read the story "It Comes from Trees" on pages 32-34

Go over Grammar lesson on pages 36-37 in the Journeys Reading book

Complete practice workbook page 78-79.

### Day 5

Reread the story on "It comes from Trees" pages 32-34

Complete comprehension question for today.

Complete practice workbook pages 81-83.

### Answer key for Comprehension Questions:

Students may answer these questions orally or in written form. Students must use the text to answer the questions.

Answers to comprehension questions.

#### Day 2

- 1) Page 18-Poppleton saw the tree's leaves drooping, the leaves turned brown, The bark was peeling.
- 2) Pages 29-30 the leaves turned green

#### Day 3

- 1) Pages 18-25-Poppleton was worried, he called the doctor. He asked his friends what they thought his tree needed. He stayed up all night with it. He tapped it. He stroked it. (any two things poppleton did are acceptable.)
- 2) Page 30-Poppleton felt grateful, he told Cherry Sue she was a pretty smart llama.

#### Day 4

- 1) Students can use photographs or text to answer. We use wood from trees to make pencils, baseball bats, houses, newspapers, books, magazines, toothpaste, gum.

Comprehension questions for week 1 day 2

1) What did Poppleton see that told him his tree was sick? Use details from the story in your answer.

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2) What did Poppleton see that told him he's tree was better? Use details from the story in your answer.

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Comprehension questions week 1 Day 3

1) How did Poppleton feel in the middle of the story? What did Poppleton say or do that told you he felt that way? Use key details from the story in your answer.

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2) How did Poppleton feel at the end of the story? What did Poppleton say or do that told you he felt that way? Use key details from the text in your answer.

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**Comprehension questions week 1 Day 5**

1) What are some things that come from trees? What text features in the text tell you this?

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## Packet 2/Week Two/Lesson 22

### Day 1

Read words to know in Journey's book pages 40-41.

Complete practice workbook page 84

Read the story "Amazing animals"

Complete practice workbook page 85-87

### Day 2

Reread "Amazing Animals"

Complete comprehension questions for this day.

Complete practice workbook page 90.

### Day 3

Reread "Amazing Animals".

Complete comprehension questions for today.

Complete practice workbook pages 92 & 95.

### Day 4

Read the story "The Ugly Duckling" on pages 64-66

Read Grammar Lesson on pages 68-69 in Journey's reading book.

Complete practice workbook pages 88 & 93.

### Day 5

Reread the story "The Ugly Duckling" on pages 64-66.

Complete comprehension questions for today.

Complete practice workbook page 96

### Answer key for Comprehension Questions:

Students may answer these questions orally or in written form. Students must use the text to answer the questions.

Answers to comprehension questions.

#### Day 2

- 1) Page 47 under heading of Polar Bear- Polar bears fur is like glass, it has no color,. I helps polar bears hide in the snow. Their fur is thick to keep them warm.
- 2) Page 51 Camels have two rows of eyelashes. Their eyelashes keep the desert sand out of their eyes.

#### Day 3

- 1) Page 55 I would look under the heading "Giraffe". A giraffe's long neck helps them reach the leaves of trees. A giraffe's long neck helps it reach its baby.
- 2) Page 59- I would look under the heading "Turtle". The turtle's shell is very hard. It helps the turtle hide from and animal that may hurt it. It keeps the turtle safe.

#### Day 5

- 1) Page 65- The ugly duckling felt sad. He felt sad because the other ducklings did not want to play with him.
- 2) Page 66- The ugly duckling was happy, relieved, etc. He found out he wasn't a duckling after all. He was a beautiful swan.

**Comprehension questions week 2 Day 2**

1) Look for the heading "Polar Bear". What is one key detail about a polar bears fur in this section of the text?

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2) Look for the heading "Camel". How do the camel's eyelashes help them live in the desert?

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**Comprehension questions week 2 Day 3**

1) What heading would you use to find out how a giraffe's long neck helps it eat? How does its long neck help it eat? Use details from the text in your answer.

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2) What heading would you use to find out about a turtle's shell? How does the turtle's shell help the turtle? Use details from the text in your answer.

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Comprehension questions week 2 Day 5

1) How did the Ugly Duckling feel in the middle of the story? Why did he feel that way? Use parts of the story in your answer.

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2) How did the Ugly Duckling feel at the end of the story? Why did he feel this way? Use parts of the story in your answer.

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## **Week Three/Lesson 23**

### **Day 1**

Read words to know in Journey's book pages 72-74.

Complete workbook page 98

Read the story "Whistle for Willie" on pages 77-96 in the Reading Book.

Complete workbook page 99-100.

### **Day 2**

Reread "Whistle for Willie"

Have your child complete the written comprehension questions for Day 2.

Complete workbook page 101

Read the Grammar lesson on pages 102-103.

Complete practice workbook page 102.

### **Day 3**

Reread "Whistle for Willie"

Complete practice workbook page 103.

Complete practice workbook page 106.

### **Day 4**

Read the "Pet Poems" poems on pages 98-100.

Have your child complete the written comprehension question for Day 4.

Complete page 109 in the Practice workbook.

### **Day 5**

Read "The Elephant House" in the packet.

Have your child complete the questions at the bottom of the page.

Complete pages 107 and 110 in the Practice workbook.



Written Comprehension Questions  
Week 3/Day 2

Turn to page 93. What does Peter say on this page that tells us that he is excited? Why is Peter excited?

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How does Peter feel at the end of the story? Why did he feel this way? Use parts of the story in your answer.

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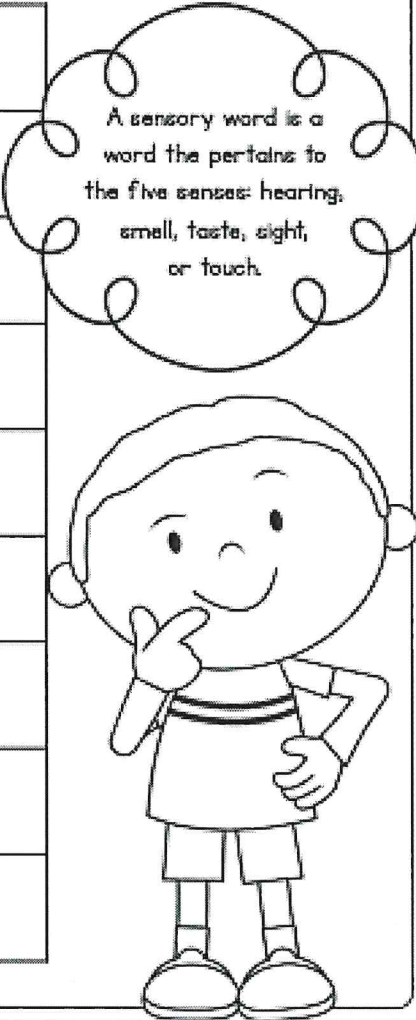
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**Written comprehension question**  
**Week 3/Day 4**

Reread the poem *Pet Snake*. List words from the poem that tell how something feels, looks, or sounds.

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## My Sensory Words

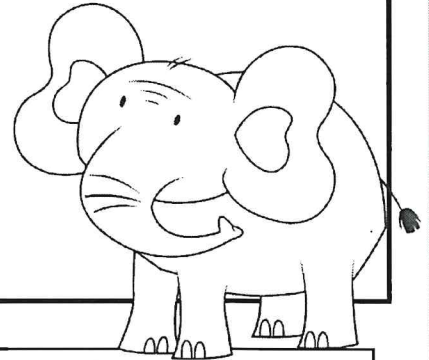
	 <p>A sensory word is a word that pertains to the five senses: hearing, smell, taste, sight, or touch.</p>

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Name: \_\_\_\_\_

# The Elephant House

Nate went to the zoo for the very first time. As soon as he walked in, Nate heard a loud noise. It sounded like a horn on a train or a car. Nate knew he wanted to see the animal that sound came from. He started walking. He heard the loud sound again, so he walked faster. As soon as he got there, he saw a beautiful, large elephant standing in the house.



What does the character hear?	
What words or phrases appeal to hear?	
What does the character see?	
What words or phrases appeal to sight?	

## Week Four/Lesson 24

### Day 1

Read words to know in Journey's book pages 111-126.

Complete practice workbook page 112.

Read the story "A Butterfly Grows" (pages 111-126)

Complete practice workbook page 113-114.

### Day 2

Parents, please use the "Listen and Learn: Asking Questions" sheet to review asking and answering questions.

Reread "A Butterfly Grows"

Complete written comprehension questions for Day 2.

Complete practice workbook page 115

Read the Grammar lesson on pages 132-133.

Complete practice workbook page 116.

### Day 3

Parents, please read page 109 in the reading book with your child to review the sequence of events skill.

Reread "A Butterfly Grows"

Complete practice workbook page 119.

Complete practice workbook page 118.

### Day 4

Read the play "Best Friends" on pages 128-130.

Complete written comprehension questions for Day 4.

Complete page 120 in the practice workbook.

### Day 5

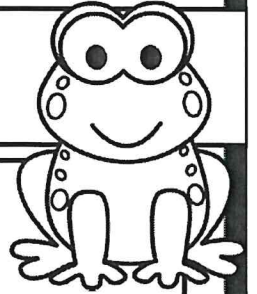
Read "The Pond" passage in the packet.

Complete the questions at the bottom of the sheet.

Complete page 122 in the practice workbook.

Name: \_\_\_\_\_

# The Pond



Down by the pond, I hear the croaks  
Of frogs and toads who are having a soak.

The smell of rain and soil fill my nose,  
Slimy mud and water run over my toes.

Throwing smooth, chilly rocks into the pond  
Is something my brother and I do to bond.

“Tweet, tweet” says the bird loudly overhead,  
“Let’s go,” were the only words my brother said.

What words or phrases appeal to my sense of SIGHT?	
What words or phrases appeal to my sense of SMELL?	
What words or phrases appeal to my sense of TOUCH?	
What words or phrases appeal to my sense of HEARING?	

Comprehension questions  
Week 4/Day 2

Why does the caterpillar look for a place to rest?

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Why do butterflies fly to warm places in the fall?

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Written Comprehension Questions  
Week 4/Day 4

How does the butterfly feel when the bird says it eats seeds and insects?  
What does the butterfly say that helps us know how he feels?

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How does the butterfly feel at the end of the play? Why does he feel this way?

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## Week Five/Lesson 25

### Day 1

Read words to know in Journey's book pages 136-137.

Complete practice workbook page 126.

Read the story "The New Friend" pgs 140-156 in Journey's reading book.

Complete practice workbook page 127.

### Day 2

Reread "The New Friend"

Complete comprehension questions for today.

Complete practice workbook page 128 & 129.

### Day 3

Reread "The New Friend".

Complete comprehension questions for today.

Complete practice workbook page 132 & 134 .

### Day 4

Read the play "Neighborhoods" on pages 158- 160.

Read Grammar Lesson in Journey's reading book page 162-163.

Complete practice workbook pages 130 & 135

### Day 5

Reread the play "Neighborhoods" on pages 158-160. .

Complete comprehension questions for today.

Complete practice workbook page 136

### Answer key for Comprehension Questions:

Students may answer these questions orally or in written form. Students must use the text to answer the questions.

Answers to comprehension questions.

#### Day 2

- 1) All pages- One of the boys or a character is telling the story. I know a character is telling the story because they use the words I, we, us throughout the story.
- 2) Pages 148-149 Makoto's parents were glad. I know they were glad because they are smiling in the picture. They also left Makoto with his friends while they went to buy food.

#### Day 3

- 1) Page 152-153- Makoto missed his friends in Japan. Makoto showed the boys pictures of where he lived and said he wanted his new friends to meet his old friends.
- 2) Multiple pages in the story- They played with Makoto while his parents went to get food, they helped carry the food in the house, they said please and thank you when they were given cookies, they looked at Makoto's pictures of his old home and friends etc.

#### Day 5

- 1) Page 159- It shows me where San Francisco and Laredo are in our county.
- 2) Page 159-160- Laredo is called the "Gateway to Mexico". It is called this because many Mexican Americans live there and it is located very close to the country of Mexico.

**Comprehension Questions**

**Week 5/Day 2**

1) Who is telling the story? How do you know they are telling the story?

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2) Look at pages 148-149. How do you know Makoto's parents were glad that he had made new friends? What did they do that showed you they were glad?

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**Written Comprehension Questions**

**Week 5/Day 3**

- 1) How did Makoto feel about his life and friends in Japan? What did he do that showed you how he felt?

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- 2) What were some of the things the three boys did that showed you they were glad to have Makoto and his parents as a new neighbor?

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Comprehension Questions  
Week 5 Day 5

How does the map on page 159 help you understand the text better?

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Which neighborhood is called the "Gateway to Mexico"? Why do you think it is called that? (hint-look at the map again)

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## Week Six (Scholastic News)

### Day 1

Parents, please use the "Listen and Learn: Asking Questions" sheet to review asking and answering questions.

Read Scholastic News: "Mo Doesn't Give Up"

Complete the "Reading Checkpoint" for "Mo Doesn't Give Up."

Parents, please use "The Doubling Rule" and "The Dropping Rule" to explain when to double the final consonant or drop the final e to add -ed or -ing.

Students will complete practice workbook pages 140 & 141.

### Day 2

Use the "Listen and Learn: Asking Questions" sheet to review asking and answering questions.

Read Scholastic News: "Making Ice Cream"

Answer the questions on the back of the booklet.

Complete the "Reading Checkpoint" for "Making Ice Cream."

Parents, please use "The Doubling Rule" and "The Dropping Rule" to review when to double the final consonant or drop the final e to add -ed or -ing.

Students will complete practice workbook page 142.

### Day 3

Use the "Listen and Learn: Asking Questions" sheet to review asking and answering questions.

Read Scholastic News: "Flip for the Olympics"

Answer the questions on the back of the booklet.

Complete the "Reading Checkpoint" for "Flip for the Olympics."

Parents, please use "The Doubling Rule" and "The Dropping Rule" to review when to double the final consonant or drop the final e to add -ed or -ing.

Students will complete practice workbook page 147.

#### Day 4

Use the "Listen and Learn: Asking Questions" sheet to review asking and answering questions.

Read Science Spin: "Let's Move"

Complete the "Reading Checkpoint" for "Let's Move." Parents, please use "The Doubling Rule" and "The Dropping Rule" to review when to double the final consonant or drop the final e to add -ed or -ing.

Students will complete practice workbook page 150.

#### Day 5

Use the "Listen and Learn: Asking Questions" sheet to review asking and answering questions.

Read Science Spin: "Here Comes the Sun"

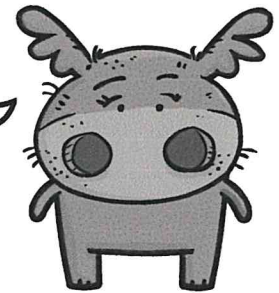
Answer the questions on the back of the booklet.

Complete the "Reading Checkpoint" for "Here Comes the Sun."



# Asking Questions

A **key detail** is an important piece of information. Asking and answering questions can help you find key details.



## Here is how you find key details:

- ▶ Ask a question. Begin the question with one of these words:  
Who            What            When  
Where        Why            How
- ▶ Look for the answer to your question. You can find it in the words or in the text features.

When you ask questions about what you read, answering your questions helps you understand the text.

## The Doubling Rule

The Rule for Doubling the Final Consonant



If a base word ends in one short vowel followed by one consonant, the **final consonant is doubled** before adding a vowel suffix.

**winner, sitting, stopped, thinnest,  
batter, hugged, hotter, beginner**

[ilove2teach.blogspot.com](http://ilove2teach.blogspot.com)

## The Dropping Rule



If a base word ends in **final e**, the **e is dropped** before adding a vowel suffix.

**engaging, excitable, having,  
becoming, hoped, sensible, stony**

[ilove2teach.blogspot.com](http://ilove2teach.blogspot.com)