

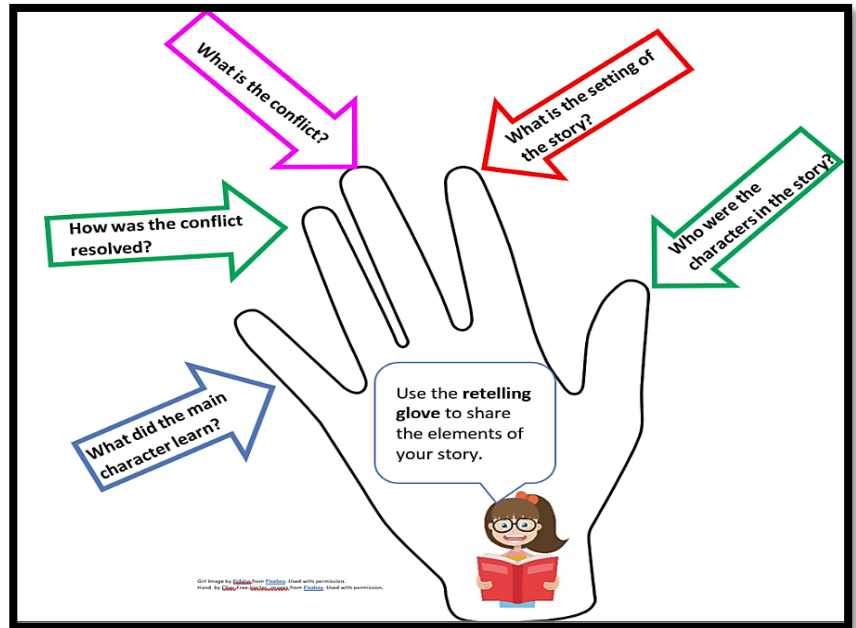
Monday – 30 minutes

Activity / Task

Retelling Glove

- Choose a fiction book to read.
- Today you will retell the story using elements from the text.
- You may trace your hand on paper and leave enough space on each finger to include details about the **main character**, **setting**, **conflict**, **resolution** and **lesson learned**.
- Use the sample to the right to know where to write the details about each element on your retelling glove.

Use the space below to retell your text in complete sentences.



Get image by iStock from Pixabay. Used with permission.

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)



Tuesday – 30 minutes

Activity / Task

Who's Telling the Story?

- Today you will understand how to know who is telling the story.
- By identifying the narrator, or who is telling the story, you can determine the story's point of view. There are two types of point of view described on the anchor chart.
- Stories with a character as the narrator are told in first-person point of view.
- Stories told in third-person point of view are told by an outside narrator.
- Use the chart to the right to understand how to use and pronouns to help us determine if the text is **first person** or **third person**.
- Read the below and circle the clues that support the **point of view**.
- Ask yourself:
 - *What clues tell me if this is first person?*
 - *What clues tell me if this is third person?*



First or Third Person

A Wild Walk from HMH

Today I went for a walk in the forest with my dad and our dog Mac. We thought it would be a peaceful, easy hike. Boy, were we in for a surprise! It started out as a nice, sunny day. Mac was romping along ahead of us on the trail. He liked to stop and sniff things like bushes and logs. "Mac's nose is much more sensitive than a human's," said Dad. "He can smell where other animals have been, even if they left the area a long time ago." "Wow! That's cool," I said. "Hey Mac, you have smelling superpowers!" Unfortunately, Mac was not aware that some of the places he was poking his nose could be dangerous. He stuck his snout right into a hole where some yellow jackets had made their nest. Yellow jackets are stinging insects similar to bees. "Yip!" Mac jumped back when a yellow jacket stung his nose. "We'd better run! Get away from that nest," cried Dad. The three of us sped up the trail. When we reached the top of the hill, we were out of breath. We stopped to rest. That's when I felt a wet drop land on my hand. Then another on my leg, on my neck, and in my eye. "Oh, no! Now it's starting to rain," I said. There was a flash of lightning far in the distance, then a boom of thunder. "Time to head home," said Dad. "We'll have to go for a hike another day."

Evidence

- This evidence connects with...

First or Third Person Point of View

- I can tell that this is (first person/third person) because...

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)



Wednesday –30 minutes

Activity / Task

LOOK at the picture below.



Image by Виктория Бородинова from Pixabay . Used with permission.



THINK about the importance of trying and learning new things. It could be something you learned in class, a sport, or a new hobby.

WRITE about a time when you learned something for the first time.

Be sure to —

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar and sentences

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

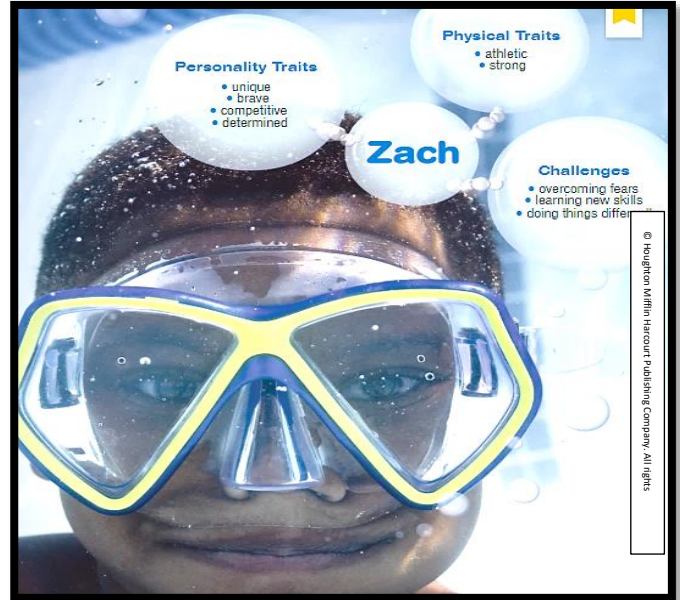
- [Houston Public Library KIDS Reading Lists](#)

Thursday – 30 minutes

Activity / Task

Making Inferences About Characters

- Today you will make **inferences** about the characters in the text.
- Read the tip on the right to understand how to use **personality traits**, **physical traits**, and **challenges** to make an **inference** about the character.
- Choose and read your own book or use the text *A Wild Walk* from Tuesday's lesson to make **an inference** about the main character.
- As you read, ask yourself:
 - *What clues can I find to support my inference?*
 - *Do my clues match my inference?*
- Complete the chart below to share your inference.



I can make inferences about the character!

Personality Traits:

Physical Traits:

Challenges:

Inference:

main character

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)

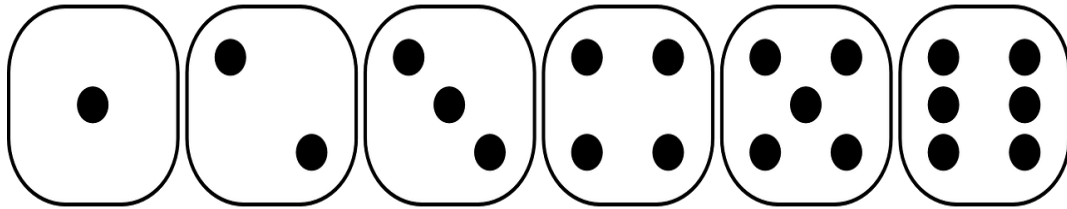


Friday – 30 minutes

Activity/Task

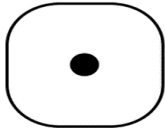



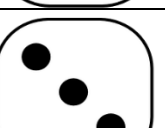
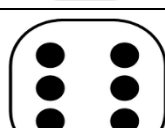
Rock and Roll Vocabulary

- For this activity, you will need dice.
- If you do not have dice, you may cut apart the pictures below, place the pieces into a cup, and pull one out for every turn.

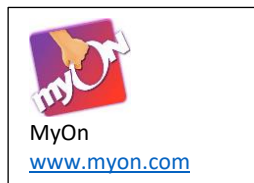
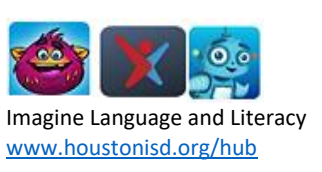


Boy image by Clikr-Free-Vector-Images from Pixabay. Used with permission.

- Use a book or the story *A Wild Walk*, select words to complete the activity.

Rock and Roll Vocabulary	
 Define the word.	 Write the clues that helped you figure out the word.
 Draw a picture of the word.	 Act out the word.
 Write a word that means the same thing as this word.	 Use the word in a sentence.

Resources



- [Houston Public Library KIDS Reading Lists](#)

Monday – 30 minutes

Activity / Task

Draw, Write, Retell

- Today you will choose your own book and **retell** the ideas in the text.
- As you read, STOP and think about what you see in your head.
- Draw a picture of what you see in your head and write a few words about your picture.
- You can use those pictures and words to **retell** the book.
- Read the tip on the right to help you understand how to **retell**.

What I pictured	A few words about my picture
	Dinosaurs were big and small.
	Dinosaurs looked like gators.
	Dinosaurs looked like birds.

Retell: Dinosaurs were big and small. Some looked like alligators and others looked like birds.

Draw, Write, Retell

As I read, I pictured... (draw picture below)	A few words about my picture...
In my mind, I see...	
I drew this picture because...	
This picture is important in my retell because...	
Retell: (Look back at your pictures and words to share what the text was about.)	

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)

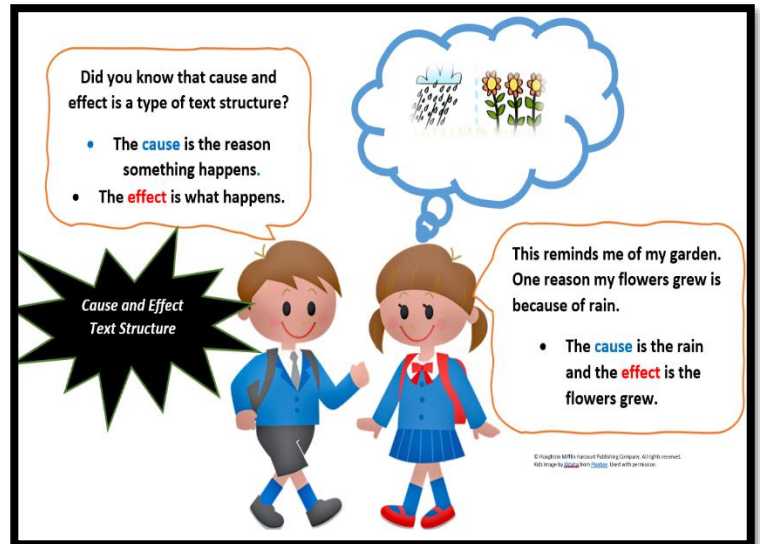


Tuesday – 30 minutes

Activity / Task

Cause and Effect

- Today you will find the **cause** and **effect** of your text.
- Read the tip on the right to understand how to find the **cause** and **effect**.
- Use the following questions to help you think about the **cause** and **effect** as you read:
 - *What happened?*
 - *Why did this happen?*
- Use the chart below to write about **cause** and **effect** relationships you found as you read.



What is Hibernation? from HMH

Hibernation is a fascinating subject. You may know that hibernation is something that happens to animals in places where winters are cold. Perhaps you have learned that some wild animals “go to sleep” until the time of year when the air warms again. That’s not exactly true. Many people are not aware that there are some differences between hibernation and sleeping. When you sleep, you mostly stop moving, but most of your body systems stay the same. A hibernating animal’s body temperature drops. Its breathing slows a lot. Its heart rate nearly stops. The animal may appear dead or frozen. But it’s not! The animal’s metabolism—the process by which its cells make energy—has slowed down. This helps the animal survive during severe winter months when food is scarce. There are different kinds of hibernation, too. Bats are true hibernators, or deep hibernators. Some may hibernate for six months. They take only about one breath per hour! Bears and deer mice are light hibernators. Their body temperature doesn’t lower as much. They may wake and move around from time to time. A signal from inside the animal’s body tells it when to “wake up.” This takes from a few hours to several days. If you were to meet an animal as it was waking up from hibernation, it would appear slow and sleepy. The animal may shiver. This raises its body temperature. Once the animal wakes, it’s time to find food. It needs to prepare for the next winter!

Cause (Why)	Effect (What)
The reason this happened was...	...was the result of...

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)



Wednesday – 30 minutes

Activity / Task

READ the information in the box below.

Sometimes we meet people that are so special that they change our lives forever.

THINK about a person that is important to you. It could be a friend, a family member, or even a teacher.

WRITE about someone who is special in your life. Explain what makes them special.

Be sure to —

- clearly state your central idea
- include details to support your central idea
- organize your writing
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar and sentences



Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)



Thursday – 30 minutes

Activity / Task

Text and Graphic Features

- Today you will read a text and decide the best text and graphic features to add.
- Read the tip on the right to understand the types of text and graphic features you will add to the text below.
- Choose and read your own book or use the text *What is Hibernation* to decide what features you add as you think about why you are adding them.
- As you read, ask yourself:
 - *What feature would best fit this section of the text?*
 - *Why should I add this feature?*
 - *How does this feature improve this text?*
- Complete the chart below by including the feature in the chart.

TEXT FEATURES
present important parts of the text in a different way.

Boldface or *italic* type can show emphasis or indicate a title.

Headings and subheadings name the topic of each section of text.

Sidebars are boxed information that adds to the main text.

Captions tell about a picture.

Bullets or **numbered lists** show main points or examples.


GRAPHIC FEATURES
are visuals, such as timelines, illustrations, pictures, graphs, maps, and tables, that help explain ideas in the text.

Timelines show important events in order.


Graphs plot data in a visual way.

What is Hibernation from HMH	Text or Graphic Feature	Why I Added the Feature
<p>Hibernation is a fascinating subject. You may know that hibernation is something that happens to animals in places where winters are cold. Perhaps you have learned that some wild animals “go to sleep” until the time of year when the air warms again. That’s not exactly true. Many people are not aware that there are some differences between hibernation and sleeping.</p> <p>When you sleep, you mostly stop moving, but most of your body systems stay the same. A hibernating animal’s body temperature drops. Its breathing slows a lot. Its heart rate nearly stops. The animal may appear dead or frozen. But it’s not! The animal’s metabolism—the process by which its cells make energy— has slowed down. This helps the animal survive during severe winter months when food is scarce.</p> <p>There are different kinds of hibernation, too. Bats are true hibernators, or deep hibernators. Some may hibernate for six months. They take only about one breath per hour! Bears and deer mice are light hibernators. Their body temperature doesn’t lower as much. They may wake and move around from time to time.</p> <p>A signal from inside the animal’s body tells it when to “wake up.” This takes from a few hours to several days. If you were to meet an animal as it was waking up from hibernation, it would appear slow and sleepy. The animal may shiver. This raises its body temperature. Once the animal wakes, it’s time to find food. It needs to prepare for the next winter!</p>		

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

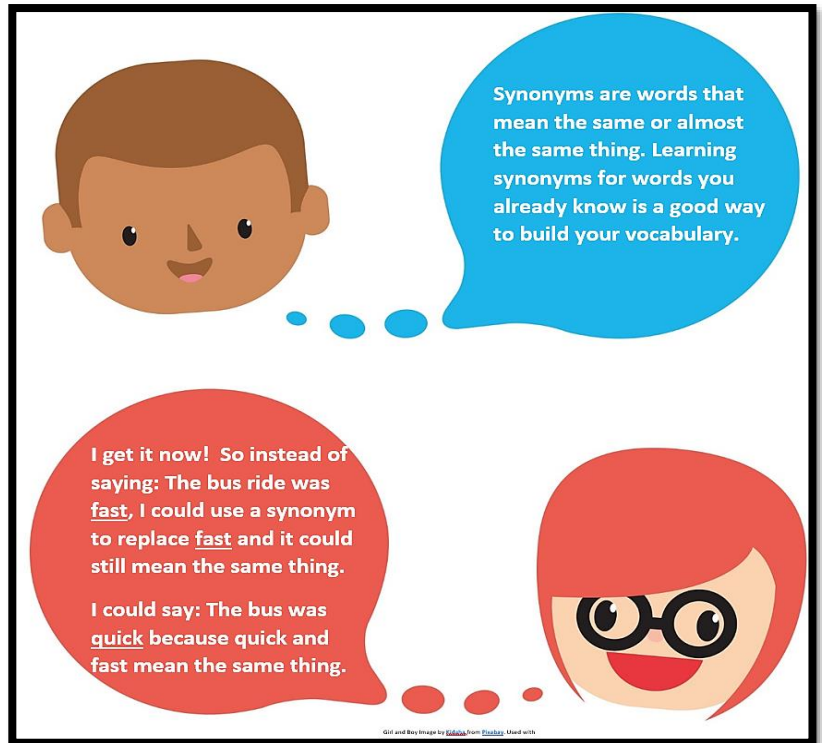
- [Houston Public Library KIDS Reading Lists](#)

Friday – 30 minutes

Activity / Task

Synonyms

- Today you will understand and use **synonyms**, or words that mean about the same thing.
- Read the tip on the right to understand how to correctly find **synonyms** for words in your text.
- Ask yourself:
 - *What does the underlined word mean?*
 - *Which word means the same or almost the same?*
- Use the examples below to replace the underlined word with a synonym.



Sentence	Underlined word meaning	Synonym
Grapes are <u>tasty</u> .	Tasty means something that is good to eat.	Grapes are <u>yummy</u> .
A large <u>number</u> of apples were in the basket.		
I watched the <u>pretty</u> sunset from the sandy beach.		
Julie was always <u>scared</u> to touch beetles.		

Resources



Imagine Language and Literacy
www.houstonisd.org/hub



MyOn
www.myon.com

- [Houston Public Library KIDS Reading Lists](#)