

Blacker's Bulletin #20

Class News

Khan Academy: This week in math we have our first quiz on reading and interpreting picture and bar graphs. We will also be learning about graphing data on line plots. If you have not already done so, please connect with our class on Khan Academy. Please let me know if you have trouble connecting.

Distance Learning Packets: Our packets this week include a Reading Menu, cursive practice pages, a graphic organizer for practicing the reading focus skill, a leveled reader and a Daze passage. This week, we will use the leveled reader for fluency practice and skill practice.

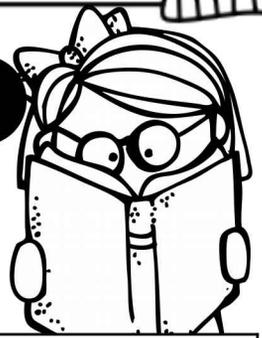
Fluency Practice: This means repeated reading out loud of the first section of the text. Please read out loud with your student each day from the leveled reader, pages two through five. Repeated reading of the same passage builds reading fluency.

Skill Practice: This week we are practicing identifying the story structure and naming the elements. Elements of story structure include characters, setting, problem, events and solution. Please support your student with completing the story map identifying the story elements you find in the leveled reader.

Homework

1. Khan Academy math assignments
2. Read leveled reader pages 2-5 each day out loud
3. Finish leveled reader at least once
4. Complete graphic organizer "Story Structure: Story Map"
5. Reading Menu 25
6. Daze #13
7. Cursive Z-G-S-Q-I
8. Read at least 20 minutes each day

READING MENU 25

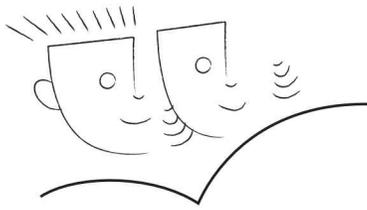


After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.

1. How does the main character feel about the problem in the story? How do you know?	2. How is this story different than the stories you usually read? Explain.	3. What is your least favorite part of the story? Why?
4. Choose one character from the story and explain their likes and their dislikes.	5. Write a letter to the main character and give him or her some advice about solving the problem.	6. If you have not finished the story, what do you predict will happen next?
7. Which fact did you find the most interesting? Explain why.	8. How did you use the table of contents, index or glossary while reading? Give specific examples.	9. Will you read more books about this topic? Why or why not?

SELF CHECK

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.



Name: _____

Practice 1

After playing in the dirt, Sam went

home
summer
was

 to wash her hands.

Practice 2

On her way home, she

chair
sleep
saw

 an ice cream truck.

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C: _____

I: _____

AS: _____

Known for Courage

Leaping across the boulders leading to the lighthouse, Ida pulled her shawl tightly around her.

“What a busy morning it's going to **aloud** ,” she said **aloud**. Ida knew that **someone** she didn't clean **blew** **if** **hear** **be**

the prisms on the **lighthouse** **reached** light, it wouldn't be bright enough to **could** **oars** **help** guide the sailors entering **couldn't**

the harbor.

Busy **Moving** **When** she reached the small lighthouse, Ida **leading** **pulled** **bright** open the heavy door and stepped inside.

She **day** **seconds** **put** out the oil lamp and trimmed the **wick** **pulled** **were** before relighting it. She finished the **rest** **barely** **of** **slid**

her chores quickly. She wanted to **get** **became** **chores** back home before the big storm **lamp** **blew** **short** in. Making her way

back to her **it's** **aboard** **house**, Ida heard the cries of gulls and the **heavy** **waves** **blast** of a horn from a ship at **sea** **island** **someone's**

As the hours passed, the day **back** **became** **heard** gray and bleak. A frosty chill **said** **enough** **settled** on the island. The

wind grew **dangerous** **crying** **more** forceful. Inside, Ida had moved her **grew** **blast** **chair** closer to the fire and picked up her

mending **would** **ran** basket when she heard a voice **arms** **crying** **wind**, “Help! Someone's drowning!”

In an instant, Ida **morning** **gulls** **leapt** from her chair and ran out of the **tilt** **finished** **house**, calling for her brother to

follow. She **halfway lighthouse was** moving too quickly to hear her **going neighbor's basket** plea. "Stop! It's dangerous!" the

neighbor **be shouted one**, but Ida couldn't hear her voice over the **cries crashing noticed** waves.

Seconds later, she was rowing the **boat calling struggle** through the choppy seas. Even though her

neighbor help arms were strong from years of rowing **back big if** and forth to the mainland, Ida had to **neighbor's struggle slamming** to

keep the boat on course. **Quickly Halfway Also** out, a huge wave crashed into the **bow moved**, causing the boat to tilt to

leaping one leapt side. Ida barely noticed the wave or the **water open trimmed** at her feet. Instead, she held her **first too gaze** on

the two men bobbing in the **water later fire** ahead.

Straining to pull the oars through the water, she **small slid men** the boat beside the first man. Ida

gasping tried instead to steady the boat against the **wanted clean slamming** waves. Her brother pulled the man **aboard storm saw**. At that

moment, she saw the **passed saving second** man disappear beneath the water for a **more mainland short** time. She could tell

that his **strength second steady** was running out.

Minutes later, the **oil keep second** man was also safely in the **forceful boat instant**, and Ida had turned the boat

toward

held
guide
shore

 . The two men, gasping for air,

gaze
tried
prisms

 to thank Ida and her brother for

knew
turned
saving

 them.

“What would you do if you

wouldn't
boat
saw

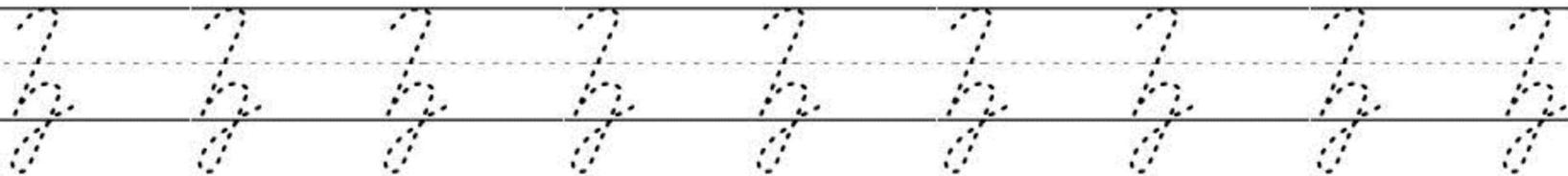
 someone drowning?” she said calmly.



z/z

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

z

Write the connected words. Remember not to lift up your pencil until you get to a space!

zoo

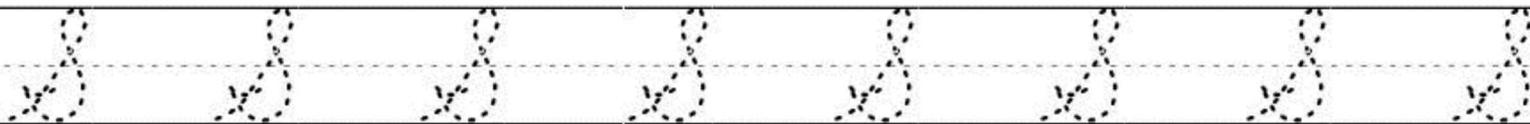
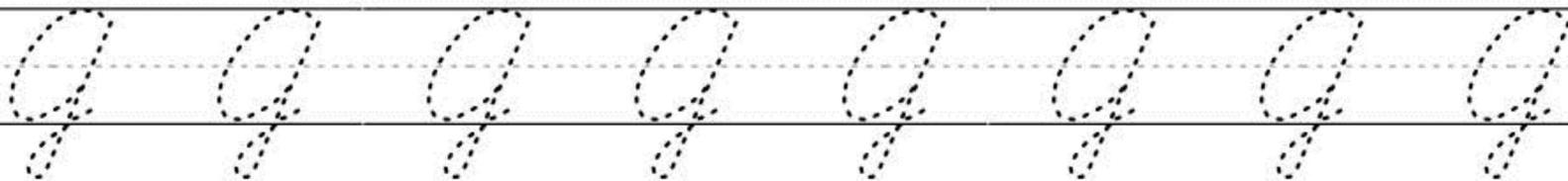
zoo

zipper

G/g and S/s

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

G

S

Write the connected words. Remember not to lift up your pencil until you get to a space!

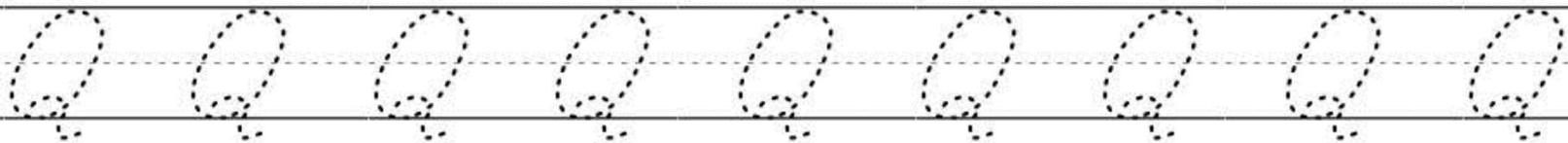
Gary

Sled

Q/q

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

Q

Write the connected words. Remember not to lift up your pencil until you get to a space!

Quit

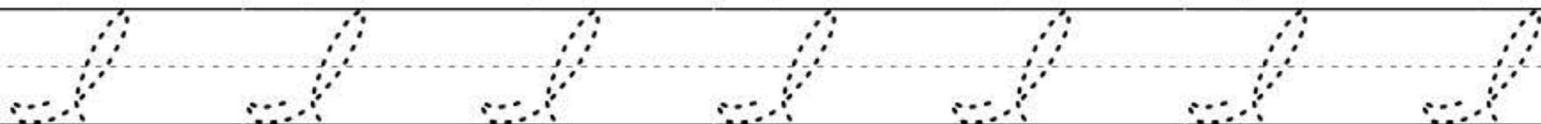
Quill

Question

I/i

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

i

Write the connected words. Remember not to lift up your pencil until you get to a space!

Inside

Ice

Isn't

Name _____ Date _____

Story Map: Story Structure

How Chipmunk Got Her Stripes
Graphic Organizer 11

Title *How Chipmunk Got Her Stripes*

Character: Chipmunk	Setting: Woods
<p>Problem: Chipmunk has to free herself from Bear.</p> <p>Events:</p> <p>Solution:</p>	



How Chipmunk Got her Stripes

A Seneca Myth

Adapted as a Play by Addie O'Connor
illustrated by Maggie Swanson



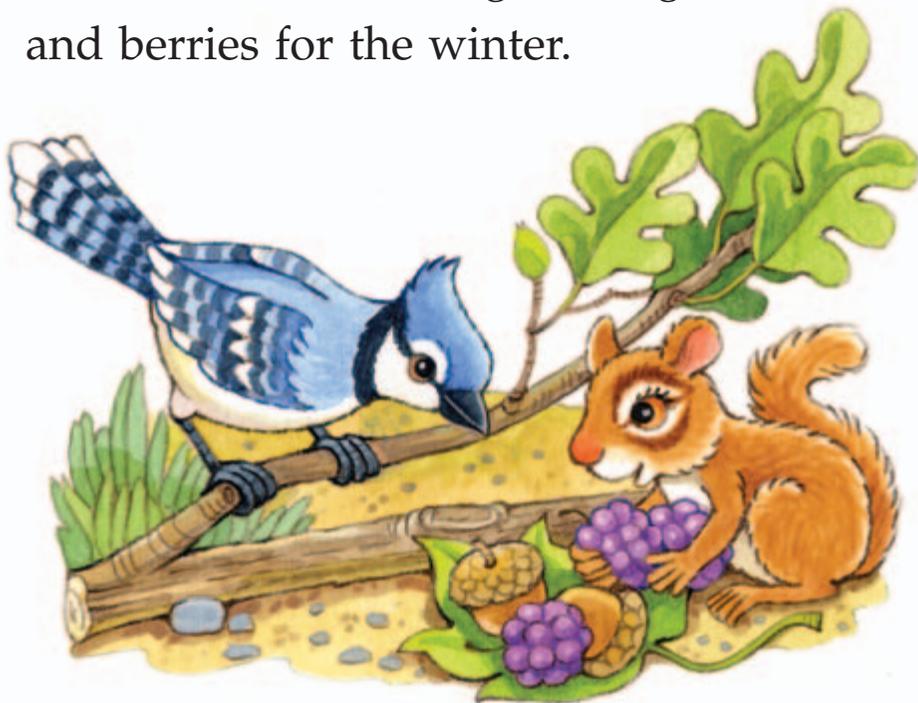
HOUGHTON MIFFLIN HARCOURT

🔊 NARRATOR: Many years ago, chipmunks had soft, brown fur. But they did not have stripes like chipmunks do today. This play explains how chipmunks got their stripes.

CHIPMUNK: Good morning, Bird.

🔊 BIRD: Good morning, Chipmunk. What are you doing?

CHIPMUNK: I'm gathering nuts and berries for the winter.





🔊 BIRD: Be careful, Chipmunk. I just saw Bear in the woods. He is greedily grabbing every nut he sees.

CHIPMUNK: I'm not scared of Bear. He may be big, but he is not very smart.

🔊 BIRD: Don't be foolish, Chipmunk! Bear will eat you for a snack!

🔊 NARRATOR: Just as Bird is scolding Chipmunk, Bear appears. Glancing at Bear's sharp claws, Bird flies away. But Chipmunk isn't scared.





🔊 **CHIPMUNK:** Good morning, Bear.
How are you today?

BEAR: I'm the strongest and scariest
animal in the whole forest. It feels good
to be the best!

🔊 **CHIPMUNK:** You're the biggest
animal, but that doesn't make you the
best! I'm not scared of you.



 BEAR: You should be scared of me, Chipmunk. I could eat you right now.

CHIPMUNK: You could, but I know you won't. You are not as smart as I am.



🔊 BEAR: Oh really?

CHIPMUNK: Yes, really. Can you stop the sun from rising in the morning?

🔊 BEAR: I can do anything!
Tomorrow, the sun will not come up!

CHIPMUNK: Well, we'll see about that.

🔊 NARRATOR: Chipmunk goes back to her burrow, laughing at Bear. Bear lies down at the **base** of a tree. Even though he feels **drowsy**, he doesn't sleep. He is waiting for morning.





🔊 NARRATOR: Early the next morning, the birds begin to chirp. Bear looks at the dark sky, and speaks in a very loud voice.

🔊 BEAR: Sun, today you will not rise in the sky!

NARRATOR: But the sun does rise up into the sky anyway.

🔊 CHIPMUNK: Ha, ha, Bear! You are big and loud, but you don't control the sun!

NARRATOR: Chipmunk rolls on the ground. She cannot stop laughing at Bear. But Bear is very upset. He grabs Chipmunk with his big paw.





🔊 BEAR: Stop laughing at me, Chipmunk! I can scoop you up with my paws and eat you right now.

CHIPMUNK: Please, Bear, let me have one wish before you eat me.

🔊 BEAR: Fine. Make your wish. It will be the last thing you do before I eat you for a snack.

🔊 CHIPMUNK: Please, Bear, let go of me just a little bit. I can't breathe well enough to make a wish.

🔊 NARRATOR: Bear loosens his grip on Chipmunk just a little. Instantly, Chipmunk dashes away. As Bear tries to grab Chipmunk, his claws make three long scratches down her back. But Chipmunk gets away and yells at Bear as she runs into the woods.

CHIPMUNK: You may be big, Bear, but you're not very smart!





 **NARRATOR:** Now Bear is very upset. He can't stop the sun from rising. He can't even catch Chipmunk. Another bear tries to make him feel better, but he is too sad.

BEAR: Chipmunk is right. I'm not the best animal in the forest. I'm just big.

🔊 NARRATOR: Chipmunk doesn't want to see Bear so upset. So she decides to apologize to him.

CHIPMUNK: Bear, I'm sorry I made fun of you.

🔊 BEAR: Chipmunk, I'm sorry I tried to eat you. And I'm sorry I made those scratches on your back!

NARRATOR: Chipmunk's scratches soon healed and they ended up as stripes on her back. And from that day on, chipmunks everywhere have had stripes on their backs.



Responding



TARGET SKILL

Story Structure

What happens to Chipmunk when she meets Bear in the woods? Copy and fill in the chart below.

Characters: Chipmunk	Setting: Woods
Problem: Chipmunk has to free herself from Bear. Events: ? Solution: ?	



Write About It

Text to Self Write a note to Chipmunk. Tell her why you think she was brave or foolish when she met Bear in the woods.



TARGET VOCABULARY

base

burden

console

drowsy

glancing

greedily

heroic

hesitation

ignores

scolding



TARGET SKILL

Story Structure Name the setting, characters, and plot in a story, myth, or play.



TARGET STRATEGY

Summarize Tell the important parts of a story or play in your own words.



GENRE Myth/Play A myth is a story or tale that has a message or a lesson. It can be written as a story or as a play.