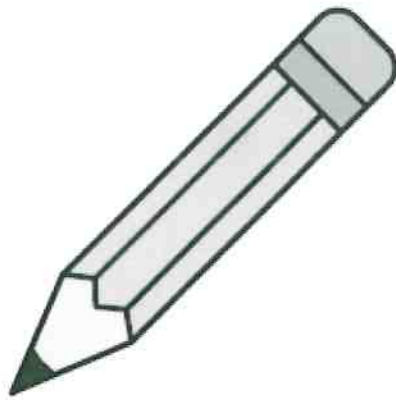


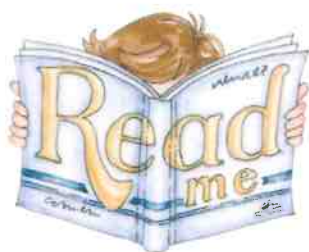
# Literature

## Work



## Grades

### 4 - 6



Name \_\_\_\_\_

Date \_\_\_\_\_

# \_\_\_\_\_

### Book Report: Fiction

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Write a summary statement for this book.

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**Using transitions, write an informal outline.  
Include only the main events from the story.  
\*Don't forget sequence of events, setting,  
characters, problem, solution, ending\***

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Choose one character from the book, and answer the following questions.

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

Describe the character's personality.

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Compare yourself to this character.

Alike: \_\_\_\_\_

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Different: \_\_\_\_\_

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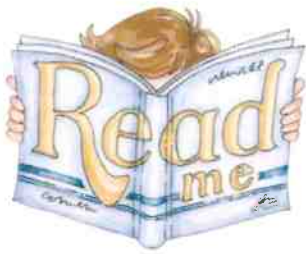
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Name \_\_\_\_\_

Date \_\_\_\_\_

# \_\_\_\_\_

Book Report: Informational Text

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Write a summary statement for this book.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Using complete sentences, write 5 interesting facts that you learned.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Did you enjoy this book or would you have preferred to read another book? Give two reasons why or why not.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How is this text organized? \_\_\_\_\_

\_\_\_\_\_

List 5 new vocabulary words you read about. \_\_\_\_\_

\_\_\_\_\_

What did some of the illustrations, graphs, and/or diagrams describe or explain. \*Hint: Read the captions\* \_\_\_\_\_

\_\_\_\_\_

Write an unanswered question about this topic. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write a summary of the

(Minimum 7 sentences)

*\*If needed, attach a separate piece of paper.\**

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Choose 3 of the 5 vocabulary listed on the front of this paper and write its definition. Next, illustrate each word to demonstrate its meaning.

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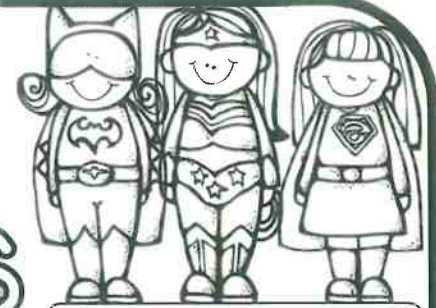
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Name: \_\_\_\_\_



The girls pictured above are Batgirl, Wonder Woman, Supergirl.

# Superheroes

All superheroes have a lot in common. First of all, they often have a hometown, city, or area that they protect. Typically, they have conflicts with governing forces. For example, both Batman and Spiderman were despised by the newspapers and some government officials. This would swing public opinion about them.

Superheroes usually go undercover in public to blend in with society. This gives them a place in the world and allows them to have more than just a superhero life. It also makes a great story because it sets up conflict with personal and professional lives.

Heroes have conflicts and inner struggles. Authors often create an identity crisis. It creates drama for the storyline. Some superheroes have problems with hiding their superhero status.

There are a variety of superheroes. Many of them run "solo" or fight crime by themselves. Every once in a while they need backup. Some get this from the local police and city leaders. Others have a partner. There are also groups or clubs of superheroes that stick together. They form an alliance to battle evil.

Did you know there are just as many female heroes as males? They may be called superheroes or go by the feminine name of superheroines. Today, there is a constant stream of new and old superheroes that continue to inspire and entertain us.

Name \_\_\_\_\_

# Superheroes

Directions: In one or two sentences, write about each paragraph.

What is the first paragraph about?

What is the second paragraph about?

What is the third paragraph about?

What is the fourth paragraph about?

What is the fifth paragraph about?

Directions: Complete each section.

Name \_\_\_\_\_

# Superheroes

Write about your favorite superhero.

Extra: Draw a picture on the back or on another paper.

Interesting Fact #1

Interesting Fact #2

Interesting Fact #3



# Superheroes

## Key Ideas and Details

Name \_\_\_\_\_

Directions: Answer each question using complete sentences. If possible, restate the question.

RI.1

1. What is a superhero?

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RI.2

2. What is the main idea of the passage?

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RI.3

3. Write about the similarities between superheroes.

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RI.3

4. What is a connection or relationship between superheroes and city leaders?

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Restate the question.

Answer in a complete sentence.

Prove with evidence!

# Superheroes

## Craft and Structure

Name \_\_\_\_\_

Directions: Answer in complete sentences.

RI.4

1. Find the word **alliance**. What is the meaning of this word?

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RI.4

2. How does the author help the reader understand the word **feminine**?

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RI.2.10, 3.8, 4.5

3. What is the text structure of the first paragraph?

Text Structure:

Explain:

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RI.2.5, RI.3.5, RI.4.1

4. In the passage, why does the word, **solo**, have quotation marks?

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RI.6

5. What is the author's point of view about superheroes?

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Restate the question.

Answer in a complete sentence.

Prove with evidence!

# Superheroes

## Integration of Knowledge and Ideas

Directions: Answer in complete sentences.  
Cite text evidence to support your answer.

Name \_\_\_\_\_

RI.7

1. Which paragraph does the picture and caption at the top most closely connect with? Explain.

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RI.2.8, RI.3.10, RI.4.8

2. How does the author support the point about where superheroes live?

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RI.2.8, RI.3.10, RI.4.8

3. What reasons or evidence does the author give for the point made about how superheroes form alliances to battle evil?

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RI.2.10, 3.8, 4.5

4. What is the text structure of the fifth paragraph?

Text Structure: \_\_\_\_\_

Explain: \_\_\_\_\_

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Restate the question.

Answer in a complete sentence.

Prove with evidence!





# Snow Day!

Emma pulled the blanket to her chin, feeling the cold draft from her bedroom window through the haze of early morning sleep. She wasn't quite awake, or fully asleep, she drifted between both worlds snuggling deeper into her thick blanket and soft pillow. After a while the morning sun was too bright to ignore. She lay still and tried to hold on to the last images of her dream, but they were gone before she could remember the details. She opened her eyes and yawned. Something was different this morning. She tried to think of a reason. It was Thursday. There was nothing special about Thursdays. It was school as usual, piano practice afterward, a regular day.

Emma sat up in bed and blinked a few times to adjust to the bright sunshine streaming into her room. It was so quiet. Not only in the house, but outside as well. That was it! She scrambled from bed, the icy floor boards penetrated her wool socks making her shiver, and ran to look outside. She squealed and thumped on the windowpane when she saw the scene before her.

The front yard was under a blanket of snow so deep the shrubs had been swallowed up, and the street had disappeared. The storm everyone was waiting for had come during night. The world outside her window had been transformed into a winter wonderland. There was no morning traffic, or neighbors leaving for work, there was nothing but the occasional chirping of winter birds delighted with their new playground.

Emma's window soon fogged over and she had to wipe it clean to see again. A brilliant red Cardinal swooped down from the tree branch it was perched on and began to root around in the snow. Soon more birds joined him. The black and white Chickadees, the playful brown Sparrows and a group of rowdy Black birds clamored at the base of the tree.

Emma knew her mother had a fondness for the winter birds and fed them regularly throughout the season. The snow had not daunted them, the birds dug with their sharp beaks for the seeds that had fallen from the feeder hanging on the branch above.

Emma found her slippers at the foot of her bed, grabbed her pink housecoat hanging on the back of her door and padded to the kitchen.

Her mother sat at the oak table reading a book. She looked up when she saw Emma, and after taking a sip of tea from the oversized mug she smiled and said, "Snow day."

Emma grinned. "No school!"

Twenty minutes later she was bundled up in her pink and white snowsuit, with thick heavy mittens and a wool cap that also covered her chin.

"You look like a snowman," her mother laughed. She was busy tugging on her little brother's boots.

"Are you ready, Simon?" Emma gave him a high five through their mittens.

"Ready!" Simon tried to jump up and down but he was wearing too many layers that he ended up falling backward.

"Good thing you're so cushiony," said Emma pulling him up.

They went out to the front yard wading through the drifting snow. Emma picked up a clump of snow and packed it tightly together. She handed it to Simon.

"Start rolling."

Simon pushed the snowball through the snow squealing when it started growing. Emma went to work on another ball. She packed the snow and rolled it around the yard. Soon she had a giant ball. She rolled it to the center of the yard then packed snow at the base of it so it wouldn't move. Simon heaved his ball over for Emma to put on top of hers.

"Wow, Simon, good job. This one's heavy!" With his help they hoisted the second ball of snow onto the first one. "Now for the head."

It didn't take long to build the head. When they were finished the snowman was taller than Emma. She broke off two branches for the lowest limb of the tree, and stuck them in for arms.

"Use my hat," Simon cried, but Emma knew her mother wouldn't want him to get cold. She went into the garage and rummaged around the winter bin for what she needed.

"Dad won't miss this." Emma pulled out a blue cap with white snowflakes on it, and a matching scarf then hurried over to dress the snowman.


"I've got something for you," called their mother from the front door. She was holding out a carrot, two chocolate cookies and a string of licorice.

"I'm not hungry, mommy." Simon said.

Emma chuckled. "It's for the snowman, silly. A carrot for his nose, two cookies for eyes and a nice red licorice smile!"

Use these symbols to mark the text during your first read.

  
Important

  
Question

  
Interesting

  
Vocabulary

  
Connection

# Visualization

Day 1

Reread the passage, Snow Day. Step into the story and list what you experienced using your senses. Then draw a scene from the story that you visualized in your mind while reading.

I See...

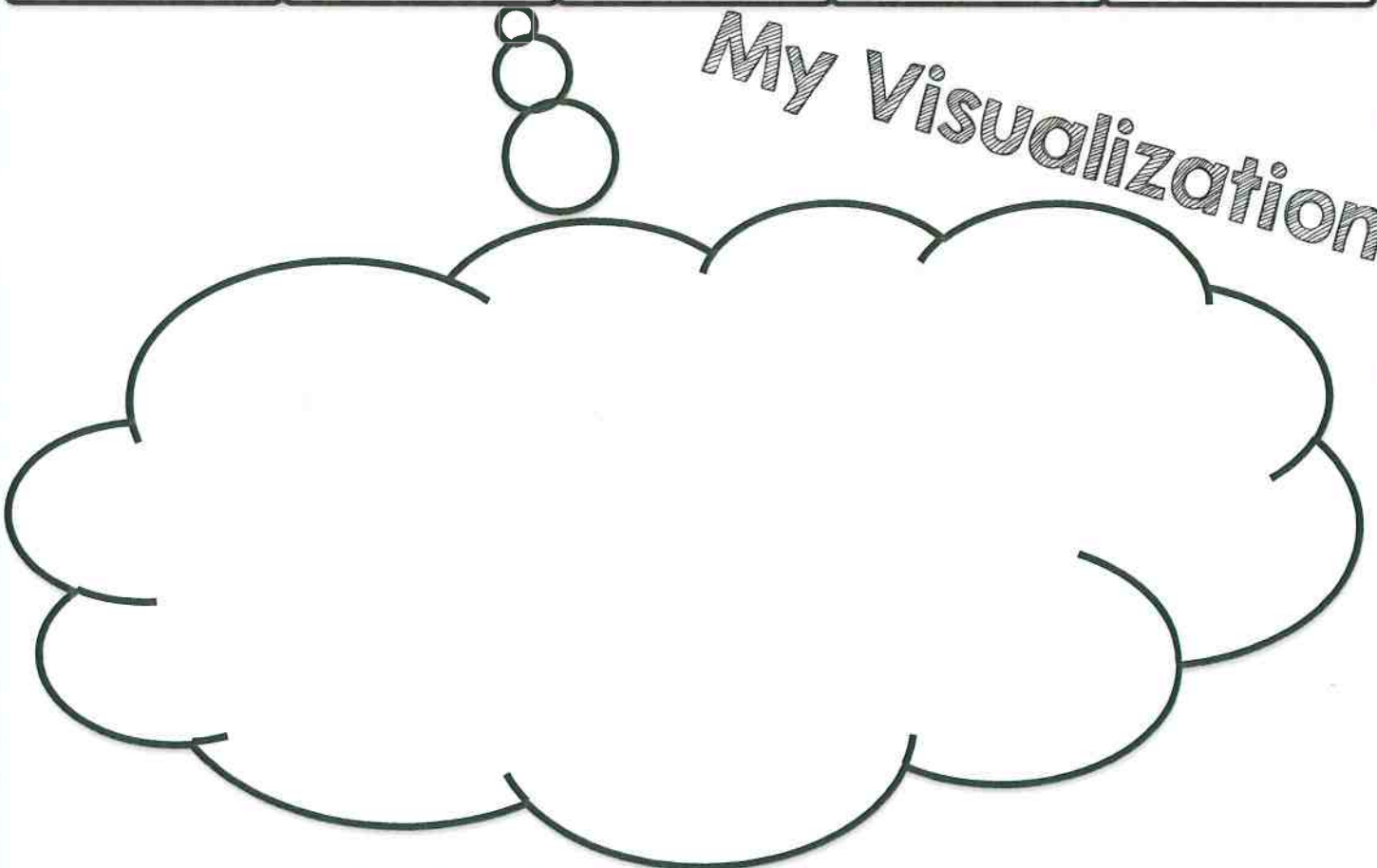
I Hear...

I Taste...

I Feel...

I Smell...

*My Visualization*





# Vocabulary

Day 2

Reread the passage, Snow Day. Circle at least 3 words and fill out the vocabulary diagram below.

Word

Picture

My Sentence

		<hr/> <hr/> <hr/>
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		<hr/> <hr/> <hr/>
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		<hr/> <hr/> <hr/>
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# Comprehension

Day 3

Reread the passage, Snow Day. Use the evidence from the text to answer the following questions.

1. What is the main idea of this passage? \_\_\_\_\_  
\_\_\_\_\_
2. Identify three details that support the main idea.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
3. How was this Thursday different from other Thursdays for Emma? \_\_\_\_\_  
\_\_\_\_\_
4. How did Emma feel when she first woke up in the morning? Why? \_\_\_\_\_  
\_\_\_\_\_
5. Cite evidence from the text that shows you that it was cold outside. \_\_\_\_\_  
\_\_\_\_\_
6. What does the author mean when he writes, "the icy floor boards penetrated her wool socks" in the second paragraph?  
\_\_\_\_\_  
\_\_\_\_\_

# Sequencing

Day 4

After reading, Snow Day, sequence four main events in the story by writing a sentence and creating an illustration.

Event 1

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Event 2

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Event 3

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Event 4

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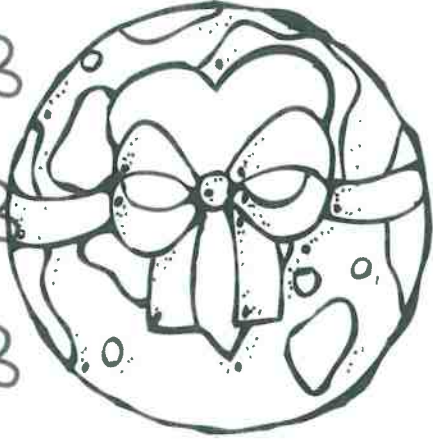
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Word Count 169  
Lexile 450

Name \_\_\_\_\_



The first day of spring is March 20th. On this day, the length of day and night are equal. This is called the spring equinox. It happens because of the Earth's tilt and orbit around the sun. Science is a big part of this season. Plants, animals, and people adapt to spring.

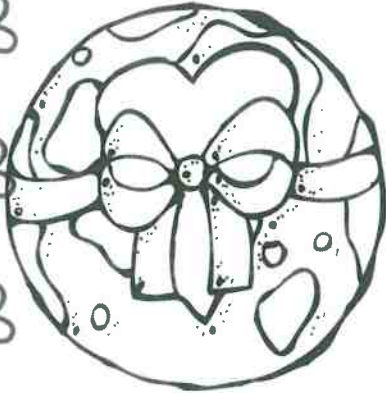
In March, the weather is warmer. There is more rain in the spring. Many plants become dormant during the winter. This helps them save energy. In some places, the ground is frozen over during the winter. When the ground thaws, the seeds underground start to sprout. Plants and flowers grow again.

In the spring, there is more food for animals. Hibernating animals become active. Migrating animals that went south return. Some animals build new nests. Others dig new burrows.

After the spring equinox, the daylight hours grow longer. Children are outside more. Because there is more rain, people are careful of storms. In some places, there are severe thunderstorms or even tornadoes. Many things change in the spring.



Name \_\_\_\_\_



The first day of spring is March 20th. On this day, the length of day and night are equal. This is called the spring equinox. It happens because of the Earth's tilt, orbit, and revolution around the sun. Science is a major part of this season. Plants, animals, and people adapt to spring.

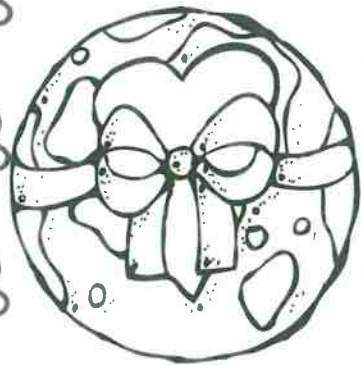
In spring, there is more precipitation and the weather becomes warmer. Many plants were dormant and stopped growing during the winter. Some lost all their leaves. This helped them save energy. In some places, the ground is frozen during the winter. As the ground thaws during the spring, the seeds underground will sprout. Plants and flowers grow again.

In the spring, there is more food for animals to eat. Hibernating animals become active. Migrating animals that went south return. Some animals build new nests and others dig new burrows.

After the spring equinox, the daylight hours grow longer. Because there is more rain, people are careful of storms. In some places, there are severe thunderstorms or even tornadoes. Many things change because of the new season.

Word Count 203  
Lexile 630

Name \_\_\_\_\_



The first day of spring is March 20th. On this day, the length of daylight and night are equal. This day is called the spring equinox. It happens because of the Earth's tilt, orbit, and revolution around the sun. Science is a significant part of this season. Plants, animals, and people adapt to spring.

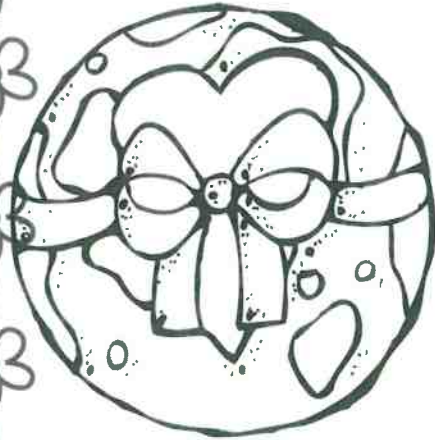
In the spring, there is more precipitation and the weather begins to become warmer. In the winter, many plants are dormant and stopped growing. Some plants lost all of their leaves. Losing leaves helped them to save energy. In some places, the ground is frozen during the winter. As the ground thaws during the spring, the seeds underground will sprout. Plants and flowers start to grow and bloom.

In the spring, there is more food for animals to eat. Animals that hibernated in the winter become active again. Animals that migrated away from the cold to the south return. Some animals build new nests and others dig new burrows.

After the spring equinox, the daylight hours grow longer and longer. Because there is more rain, people are careful of storms. In some places, there are severe thunderstorms or even tornadoes. Many things change because of the new spring season.



Name \_\_\_\_\_



The first day of spring is March 20th. This day is called the spring equinox. It is when the length of daylight and night are equal. It happens because of the Earth's tilt, orbit, and revolution around the sun. Science is a significant part of this changing season. Plants, animals, and people must adapt to spring.

In the spring, there is more precipitation and the weather begins to become warmer. In the winter, many plants are dormant and discontinue to grow. Most plants will lose all of their leaves to help conserve energy. In some places, the ground is frozen all winter and will thaw with the return of spring. This stimulates seeds, plants, and flowers to grow and thrive.

In the spring, there is more food for animals to eat. Animals that hibernated in the winter become active again. Animals that migrated away from the cold to the south return. Birds will return and build new nests and mammals will dig new burrows.

After the spring equinox, the daylight hours grow longer and longer. Because of the sudden change of weather, people must be cautious of severe storms, rain, and tornadoes. Many things change because of the new spring season.

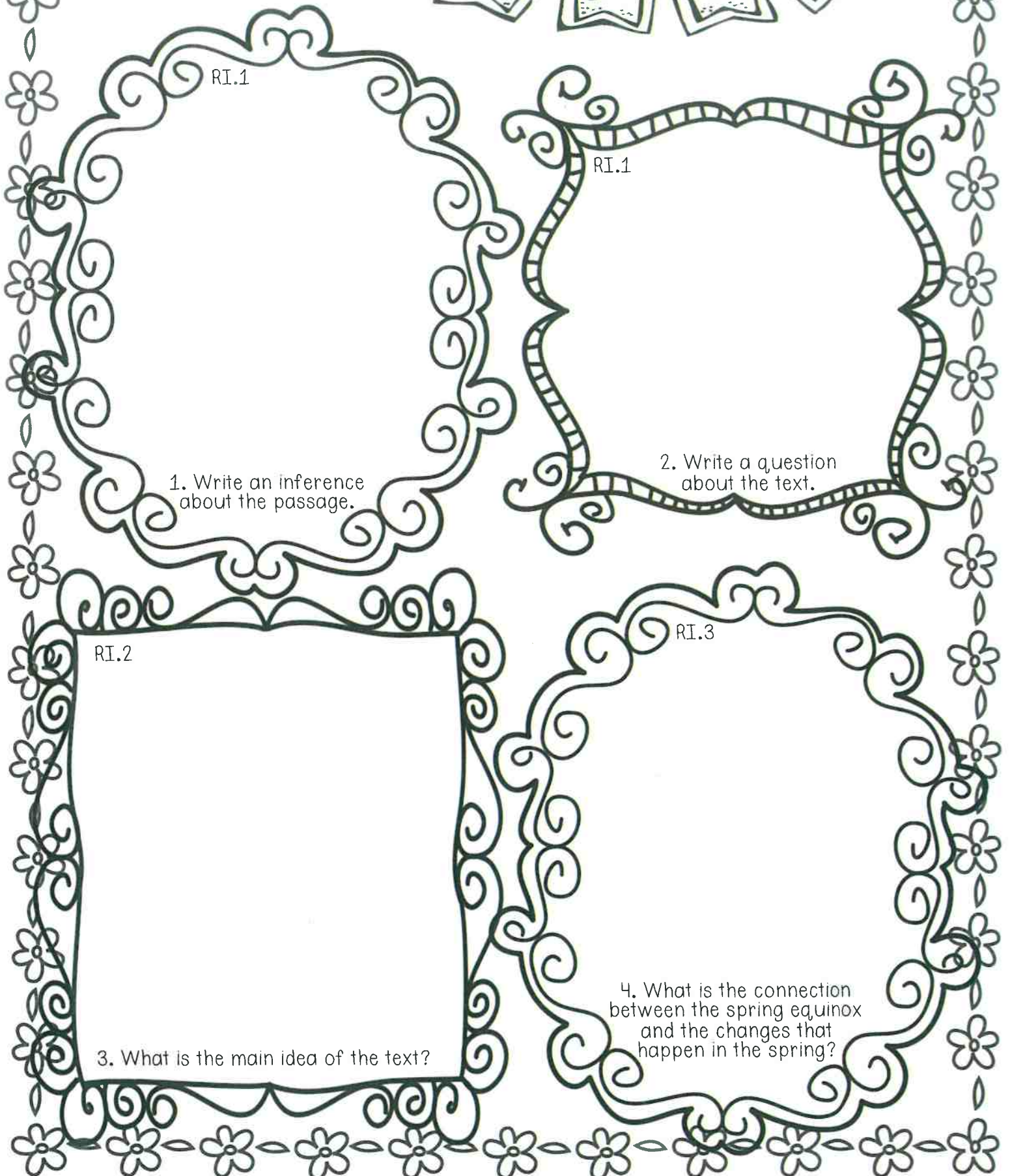




Key Ideas & Details

Name \_\_\_\_\_

Directions: Complete each section.



RI.1

1. Write an inference about the passage.

RI.1

2. Write a question about the text.

RI.2

3. What is the main idea of the text?

RI.3

4. What is the connection between the spring equinox and the changes that happen in the spring?



RI.1

# Spring

Name \_\_\_\_\_ Directions: Write complete sentences for each.

1. Cite evidence from the text to tell what the spring equinox is.

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2. What happens to the ground in places where it is frozen over when spring starts?

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3. According to the text, why does the spring equinox happen?

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4. What do animals do in the spring?

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- Restate the question or prompt where appropriate.
- Answer in a complete sentence.
- Cite evidence to prove the answer.





**Spring  
Key Ideas and Details**

Name \_\_\_\_\_

Directions: Write complete sentences for each.

1. What is the focus of the first paragraph?

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2. What is the focus of the second paragraph?

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3. What is the focus of the third paragraph?

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4. What is the focus of the fourth paragraph?

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## Spring Craft and Structure

Name \_\_\_\_\_

Directions: Write complete sentences for each.

1. Find the underlined word “adapt” in the text.  
How does the author show you the meaning of this word?

RI.4

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2. Find the underlined word “dormant” in the text.  
How does the author show the meaning of this word?

RI.4

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3. Find the underlined word “thaw” or “thaws” in the text.  
How does the author show the meaning of this word?

RI.4

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4. Find the underlined word “spring equinox” in the text.  
How does the author show the meaning of this word?

RI.4

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**Spring**  
**Integration of Knowledge & Ideas**

Name \_\_\_\_\_

RI.7

Directions: Write complete sentences for each.

1. Does the image connect to the text?

Cite evidence from the text to support your answer.

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RI.2.8 RI.3.1 RI.4.8

2. The author made the point about animals adapting in the spring.

What reason or evidence does the author give to support this?

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RI.2.8 RI.3.1 RI.4.8

3. How does the author support the point made in the last sentence of the second paragraph?

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RI.2.8 RI.3.1 RI.4.8

4. The author made the point that people adapt to spring.

What reason or evidence does the author give to support this?

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- Restate the question or prompt where appropriate.
- Answer in a complete sentence.
- Cite evidence to prove the answer.

