

Character Task Card

Read the task card and complete the tasks on a separate sheet of paper.

1. Read the entire story.
2. List the main character of the story.
3. Describe how the character was feeling at the beginning of the story.
4. List two traits about that character.
5. Describe a change the character went through during the story.

Sequencing Task Card

Read the task card and complete the tasks on a separate sheet of paper.

1. Read the entire story.
2. Create your own graphic organizer with four empty boxes.
3. Fill in the empty boxes with the 4 most important events in the story (in order.)
4. List two traits about that character.
5. Describe a change the character went through during the story.

Vocabulary Task Card

Read the task card and complete the tasks on a separate sheet of paper.

1. Define the word *synonym*
2. List 5 pairs of synonyms
3. Define the word *antonym*
4. List 5 pairs of antonyms
5. Define the word *homophone*
6. List 4 pairs of homophones and use each of them in a sentence.

Name: _____ Date: _____

Making Inferences:

Read each question or scenario and respond based on your background knowledge and the text clues.

What does making an inference mean?

- a. making a prediction based on clues from the text.
- b. making a guess
- c. reading the story two times
- d. putting things in order

What are the two important parts of inferencing?

- a. order and guessing
- b. background knowledge and memory
- c. text clues and order of events
- d. background knowledge and text clues

The girl shivered under a blanket as the snow fell outside. She reached to light a candle and grabbed more blankets. Write an inference explaining why you think she is so cold if she is inside.

The man looked down and could see clouds, water, and land. He was nervous but excited, he couldn't wait to explore on his vacation. Write an inference about where the man is right now.

The boy cried as he waved goodbye to his friend. He loaded his teddy bear in the car and took one more look at his house. Write an inference about why you think this boy is sad.

The girl jumped off the bus with a test in her hand. She ran in the door and screamed for her mom. Write an inference about the girl's feelings in this scenario.

Name: _____

Date: _____

Beach Adventures

A beach ball zoomed in front of Erica's face. A young boy shouted for her to join the game but Erica just rolled her eyes and kept reading her book. Going to the beach was her family's idea of fun, not her's. She thought the beach was hot, dirty and boring. In Erica's opinion, there was nothing exciting about a bunch of people swimming and hitting a ball over a net. Books have adventure and are full of interesting places, that is where the real excitement begins! Erica's family could swim and play games, not Erica, she would sit right here with her book until time to leave.

Suddenly Erica heard a little girl crying out! She searched around trying to see what was going on. A huge crowd was formed around the little girl and all Erica could see was a large object on the sand beside the little girl. As much as she hated to walk in the sand, Erica's curiosity was getting the best of her. She began walking a little closer toward the crowd.

Erica could not believe what she saw, there in the sand laid a huge whale, struggling to stay alive. Erica had read a book about this, sometimes whales wash up on the shore and often do not make it back into the water alive! Erica ran over to the crowd and started giving directions about how to keep the whale alive until help could arrive. She almost couldn't believe what she was saying, she was never this outgoing. Desperate times called for desperate actions though! The crowd jumped into action as well and followed every direction Erica gave.

One hour later, help arrived and they were able to save the whale! Thanks to Erica and her quick thinking, the whale was not harmed. As Erica went back to her chair to do some more reading, she looked around and smiled. Suddenly the beach didn't look so boring.

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Read each question and choose the correct answer choice.

In paragraph 2, what does the word **curiosity** mean?

- a. fear
- b. wanting to know
- c. an act of kindness
- d. asking questions

We can infer that after saving the whale, Erica will probably...

- a. became ill.
- b. looked up information on whales.
- c. went straight home.
- d. decided to have some fun at the beach.

In paragraph 4, what does the word **harmed** mean?

- a. saved
- b. excited
- c. hurt
- d. rescued

At the end of the story, Erica can be described as...

- a. adventurous
- b. timid
- c. lazy
- d. unhappy

Which event happened right after Erica heard the little girl crying out?

- a. Erica became interested in what was happening.
- b. Erica went home.
- c. Erica rolled her eyes.
- d. Erica helped save the whale.

In paragraph 1, what is an antonym for the word **interesting**?

- a. captivating
- b. believable
- c. enjoyable
- d. boring

Why does Erica not like going to the beach?

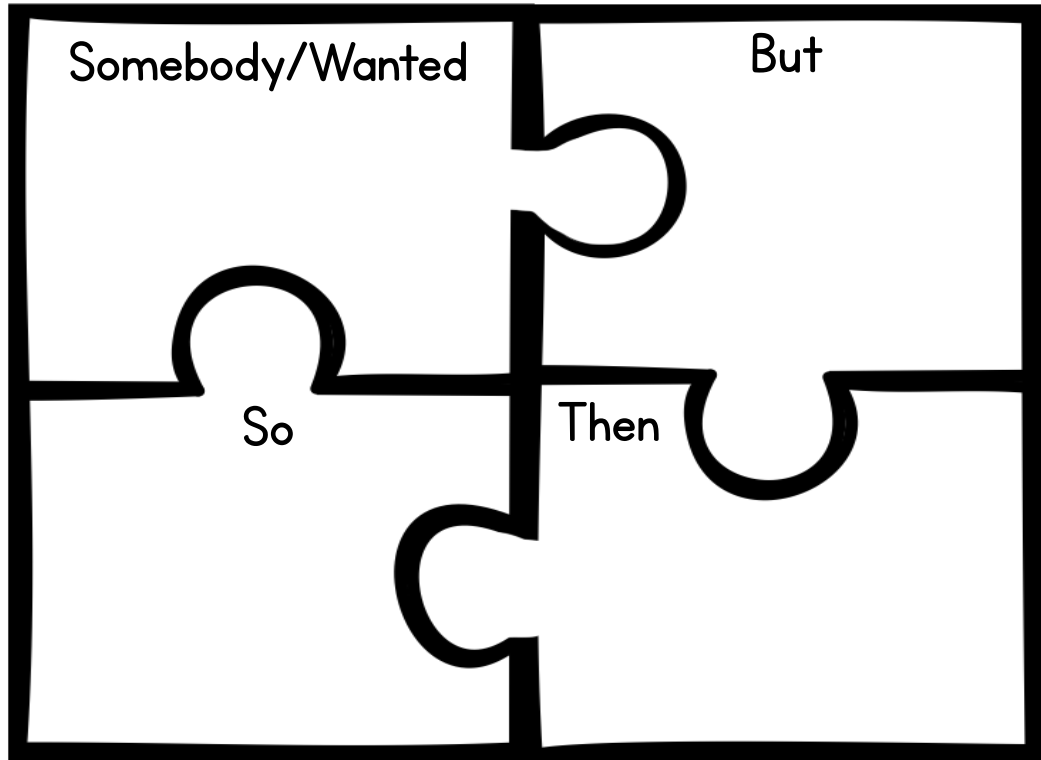
- a. her friends are not there.
- b. the beach smells bad.
- c. she would rather read a book.
- d. she loves the beach.

This story is told from which point of view?

- a. first person
- b. second person
- c. narrator
- d. third person

Write a summary of the story below:

S W B S T



Piece your summary together!

Name: _____

Date: _____

Snow at Last

The clock seemed to almost be creeping on Friday afternoon. Samantha stared and stared, waiting for the 3:10 bell to ring.

Samantha could not wait for Winter Break, she had so many exciting things she was going to do! Her family had been planning a ski trip and the anticipation was growing with each passing minute. Samantha had never seen snow before, living in the south, snow was not common. She could not wait to see it and touch it, what a magical sight it would be!

Samantha's best friend Marta was going on the trip too, Marta had to be equally as excited. Hot chocolate, skiing on the slopes, it was going to be a blast!

The bell rang and the girls jetted for the door! All the way home they talked about the different things they were going to do on their trip. One of which was staying up all night, giggling, talking, and soaking up their Winter Break.

The girls parted ways to their houses so they could finish packing and prepare for the big day tomorrow. After all, Samantha's family was leaving at 6:00 the next morning and there were still many things to conquer on her to-do list.

"Brrriiiinggg." Samantha's alarm was blaring! She awoke and sat up, then immediately laid back down. She felt horrible! Sore throat, chills, and her stomach felt like an elephant was running laps in it. Samantha couldn't believe what was happening, she was going to miss her trip! She called for her mom and moments later, the worst had happened, the trip was cancelled. Samantha's mom had made the decision that she was too sick to go, therefore, no one would go. What an awful way to start what was suppose to be a wonderful Winter Break.

As the day passed on, Samantha was feeling increasingly more gloomy about being stuck in her boring house and missing her chance to see snow. Being sick was the worst!

Two days later, Samantha was feeling much better but still upset about missing out on the fun she was going to have with Marta. Suddenly the phone rang and it was Marta, she told Samantha to go look outside. Samantha couldn't believe her eyes, the ground was white! It must have snowed all night.

Without hesitation, the girls hurried to get dressed and were out in the snow in no time. Marta and Samantha played the rest of the day in the snow, with a few hot chocolate breaks in between. It looked like this would be a great Winter Break after all. The snow truly was a magical sight!

Read each question and choose the correct answer choice.

In paragraph 2, what does the word **anticipation** mean?

- a. snow falling
- b. waiting excitedly
- c. feeling sick
- d. being fearful

What problem did Samantha face in this story?

- a. she became ill and could not go on her trip.
- b. she got into a fight with her friend
- c. she failed a test and was grounded
- d. she lost something very important to her.

In paragraph 5, what does the word **conquer** mean?

- a. complete
- b. fight
- c. passing a test
- d. to make

Who is the main character in this story?

- a. Marta
- b. Samantha
- c. the narrator
- d. Samantha's mom

We can infer that if it had not snowed, Samantha would feel...

- a. excited
- b. thrilled
- c. disappointed
- d. confused

Which phrase from the story creates a visual for the reader?

- a. she felt horrible
- b. the bell rang
- c. the ground was white
- d. Marta had to be excited too

In paragraph 9, what does the word **hesitation** mean?

- a. trying
- b. running
- c. thinking
- d. pausing

This story is told from which point of view?

- a. first person
- b. second person
- c. narrator
- d. third person

Write a summary of the story below:

B M E

Beginning

Middle

End

Piece your summary together!

Commonly Used Prefixes:

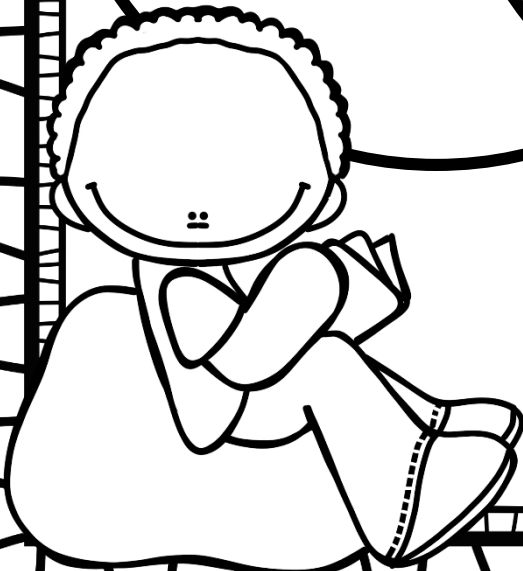
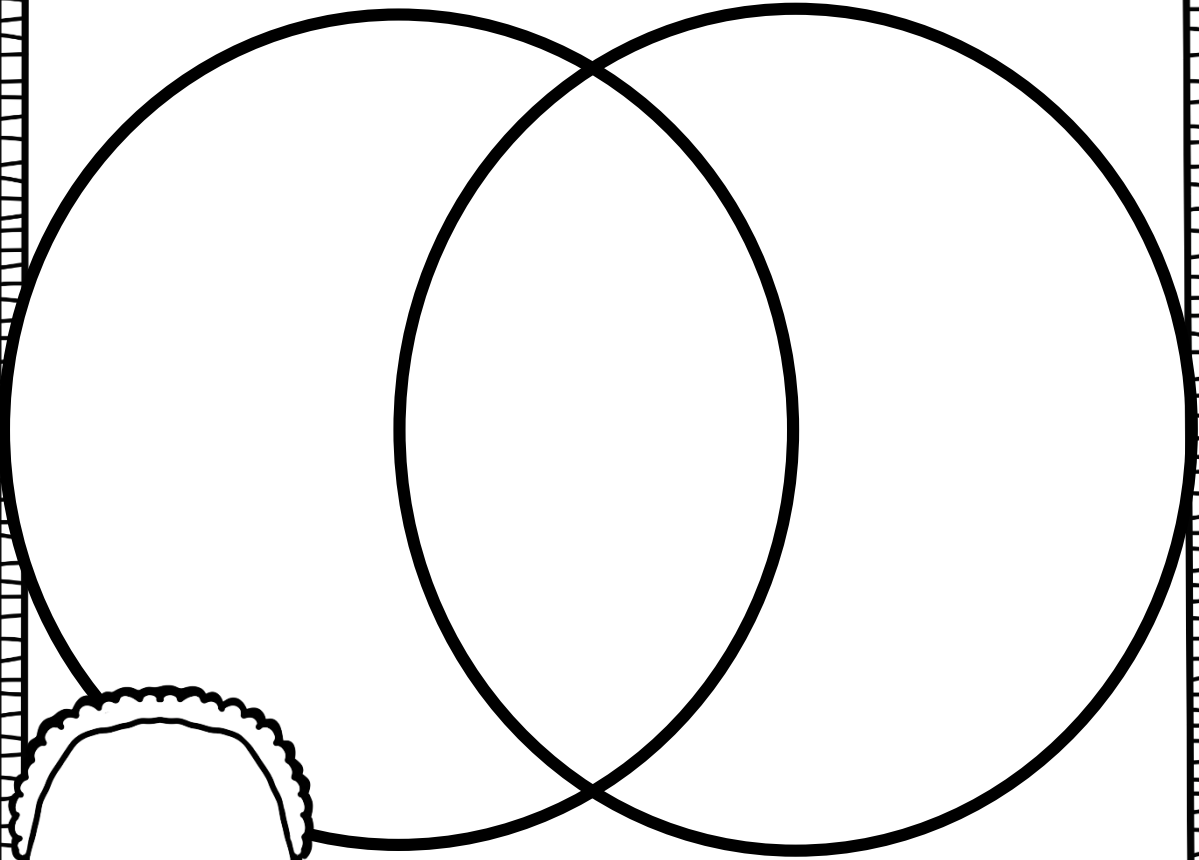
Prefix	Meaning	Example
re-	to do again	rebuild, relearn
un-	against, not	untie, undo
im-	not, without	impossible, improper
dis-	not, opposite	disagree, disapprove
mis-	bad, wrong	mislead, misplace
pre-	before	pretest, pregame
in-	not, without	invisible, inaction
ex-	out of, former	exhale, explode
de-	down, opposite	decrease, decompose
non-	not	nonfiction, noncompliance

Commonly Used Suffixes:

Suffix	Meaning	Example
-able	able to	reliable, comfortable
-ful	full of	helpful, careful
-ly	doing in a certain way	quickly, sadly
-al	relating to	annual, comical
-less	without	careless, mindless
-er	act of doing	teacher, runner
-est	the most of	highest, longest
-ing	showing action	sleeping, driving

Compare and Contrast

Use the Venn Diagram below to Compare and Contrast two topics!

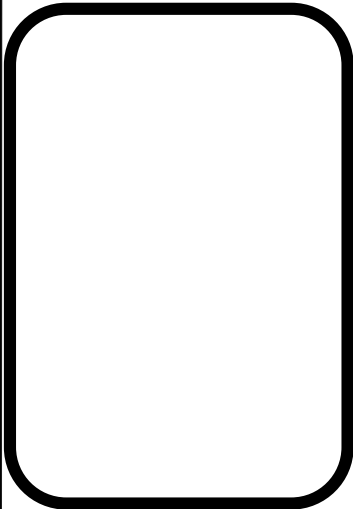
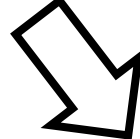
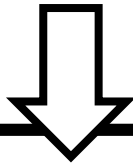


Main Idea and Details

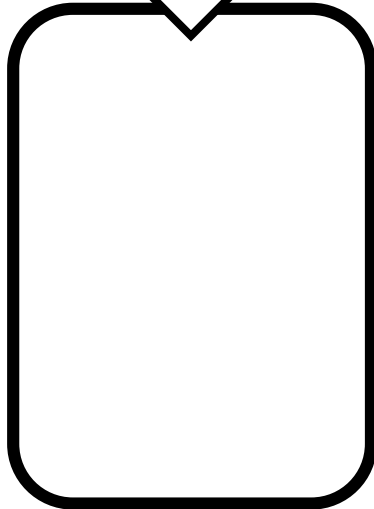
Use the graphic organizer to record the main idea and details to support the main idea.



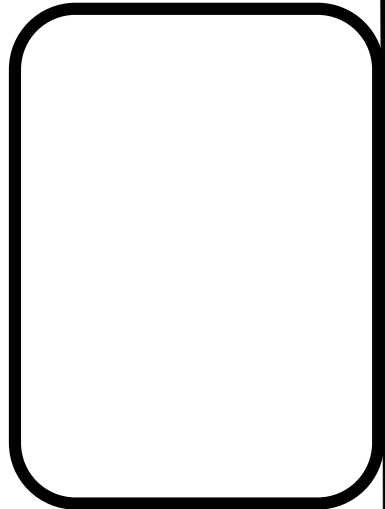
A large, empty rounded rectangular box with a thick black border, intended for writing the main idea.



A smaller, empty rounded rectangular box with a thick black border, intended for writing a detail that supports the main idea.



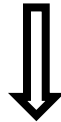
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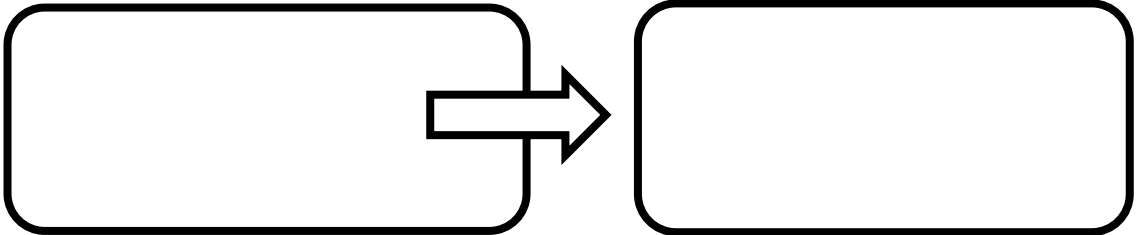
Sequencing

Use the graphic organizer to record the main events from the story in order.

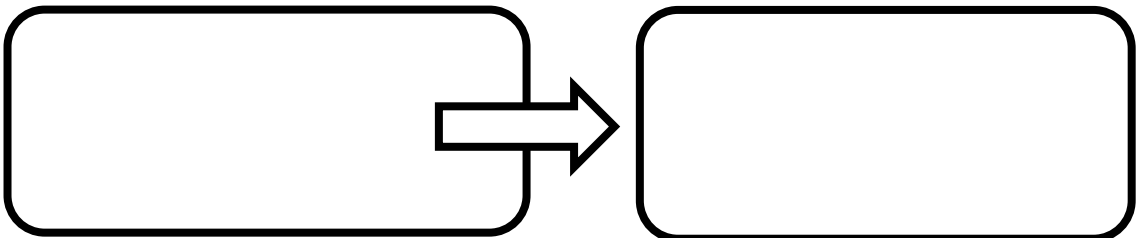


Cause and Effect

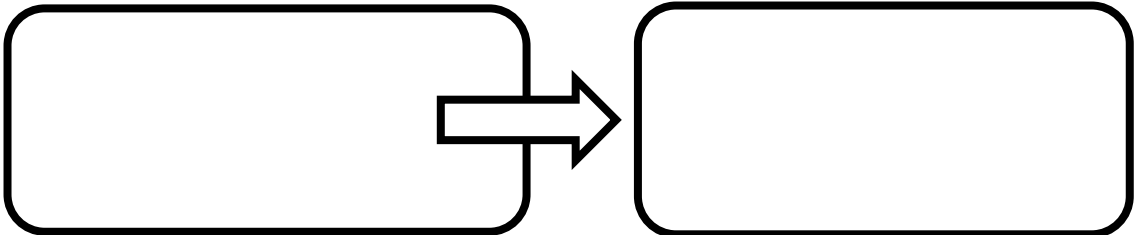
Show five examples of Cause and Effect Relationships



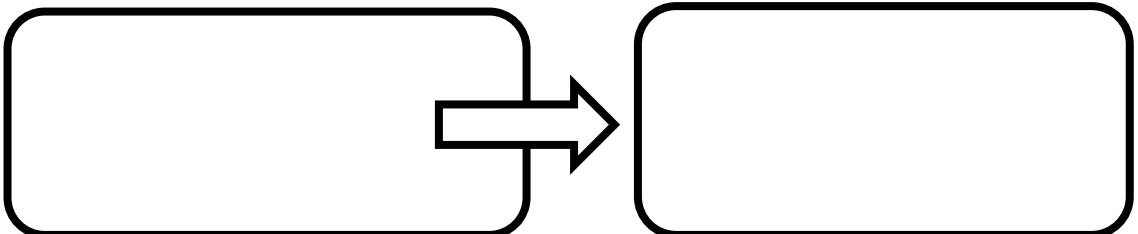
A diagram template for a cause and effect relationship. It consists of two rounded rectangular boxes, one on the left and one on the right. A large, hollow arrow points from the left box to the right box.



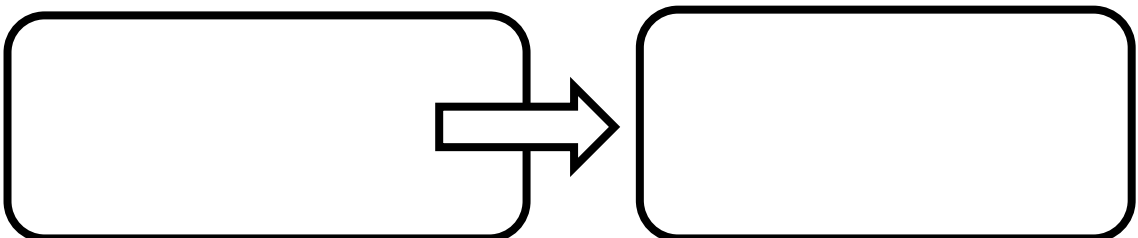
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A diagram template for a cause and effect relationship. It consists of two rounded rectangular boxes, one on the left and one on the right. A large, hollow arrow points from the left box to the right box.

Who is the main character in this story?



What is the problem in this story?



How was the problem solved in this story?



Did the main character go through any changes in this story?



Summarize the story in your own words.



What lesson did you learn from this story?



How could this story have ended differently?



Is this story fiction or non-fiction, how do you know?



Where did this story take place?



Which character did you like the best? Why?



Give an example of a character relationship.



What part of the story was your favorite? Why?



Why do you think the author wrote this book?



If you were the main character, how would you have felt?



Was this a good title for this book? Why?



Are any of the characters like you? Who? Why?



What happened
because of the
problem?



What might have
happened if the
problem did not
get solved?



If you could
change one thing
in the story
what would it
be?



Would you
recommend this
book to a
friend? Why?



Why do you think the author wrote this book?



Is this book fiction or non-fiction? How do you know?



What is the main topic of this book?



What are 3 details that help you know the main topic?



What kind of research do you think the author did to write this book?



What photographs did you find interesting?



Why are there captions under the photographs?



What is a fact you learned from this text?



Did you learn anything that may help you outside of school?



How do you think the author feels about this topic?



How could you learn more about this topic?



What is a word that gave you trouble in this story?



What do the headings at the top of the paragraphs tell us?



Retell the story in your own words.



Could you make any personal connections with this text?



What was the most interesting part?



Do you disagree
with anything
the author said?



Why are some
words bold in
this story?



Would you
recommend this
book to a
friend?

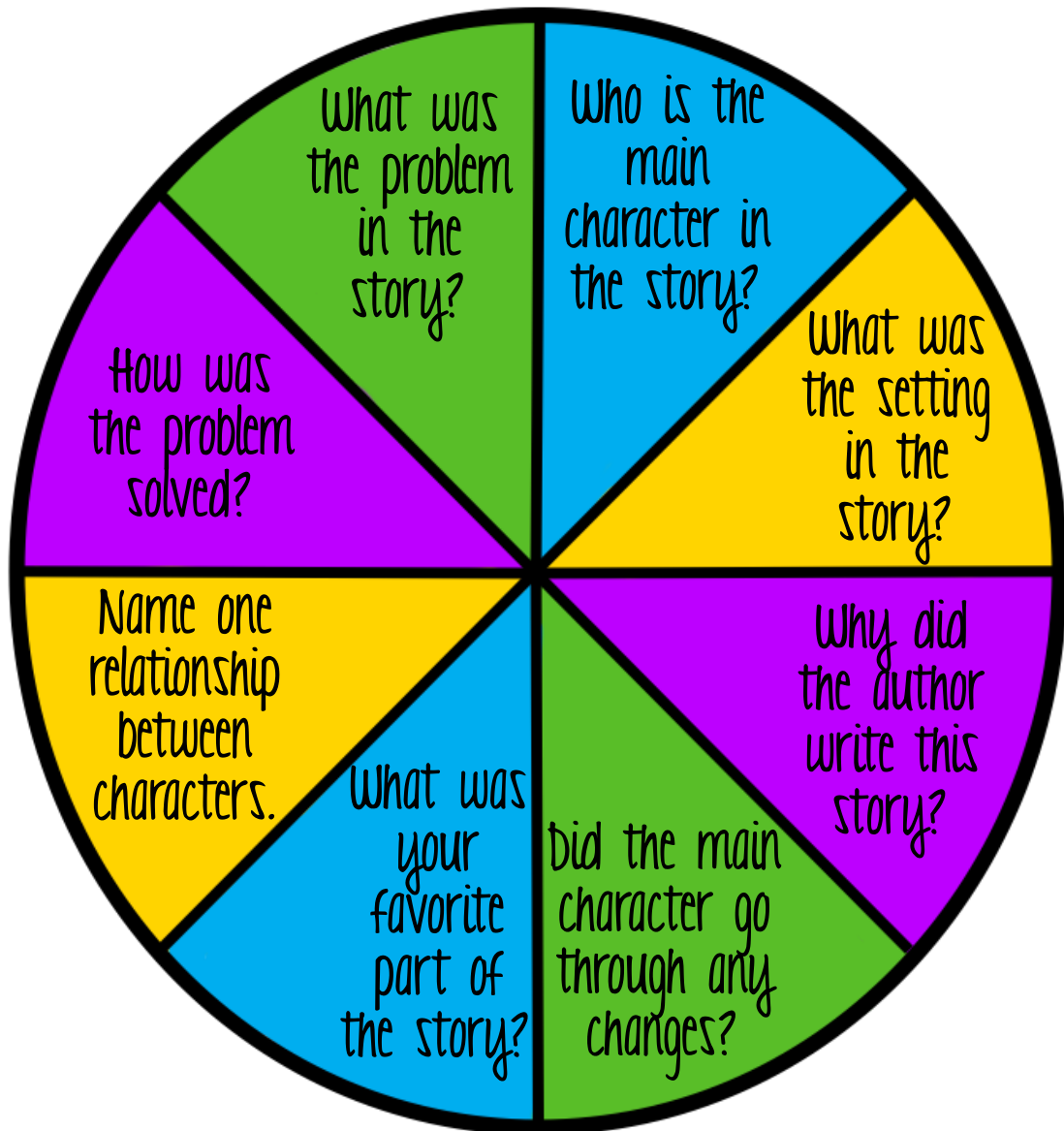


Who is the
author of this
book?



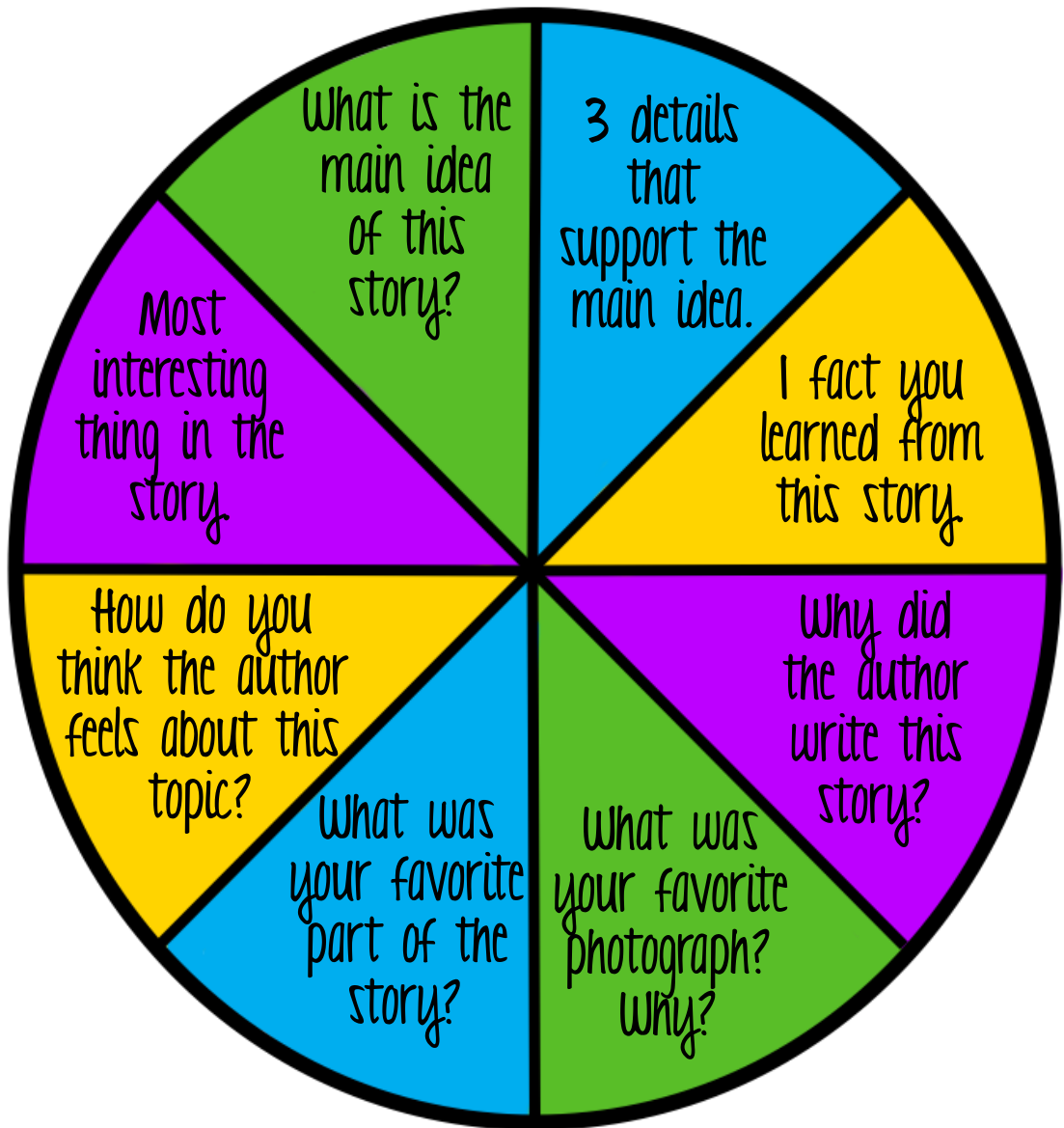
Comprehension Spinner

Fiction



Comprehension Spinner

Non-Fiction



My Favorite Reading Spot

Dear Students,

I am out today, as you can see. Do you have a favorite reading spot? I think everyone does. At home? Here? Where? Describe it to me, why is it your favorite? What special things does it offer you while you are reading? Comfort? Quiet? Please give me details so I can imagine this spot with you! I will tell you about my favorite reading spot when I get back! Enjoy your prompt. 😊

Love,

Your Teacher

My Dream Vacation

Dear Students,

I am out today, as you can see. I want you to write about your dream vacation spot! Where would it be? How would you get there? Who would you take? What is fun about your dream vacation? Why did you choose that spot? Have you ever been there? I can't wait to see what you come up with, I know I will want to go there right away!

Enjoy your prompt. 😊

Love,

Your Teacher

If I Ruled the World

Dear Students,

I am out today, as you can see. Oh boy, it looks like you are ruling the world today in your writing. If you ruled the world, what would you do different? What rules would you create to avoid chaos? What would your ruler name be? Where would you choose to live? Who would you have help you in your massive jobs of ruling the world. Have fun! Enjoy your prompt. 😊

Love,

Your Teacher

Fiction Reading Response Choice Board

Write a summary of the story using parts from the Beginning, Middle and End.

Draw a picture that represents the main character of the story.

Write a paragraph showing a connection between the story and your life or other things you have learned.

Make a four square sheet showing the setting, theme, plot, and point of view of the story.

Create a graphic organizer showing 4 main events from the story (in order.)

Illustrate a picture representing the problem of the story (be sure to add a caption explaining the problem.)

Read two fiction stories and compare and contrast the main characters using a Venn diagram.

Write a letter to a friend explaining if they should read this book (why or why not?)

Write a paragraph telling about your favorite part of the story.

Make a character web showing the different traits of the main character.

Make a comic strip depicting the most important parts from the beginning, middle and end.

Write a summary of the story using the Character, Problem and Resolution.

Non-Fiction Reading Response Choice Board

Write a summary of the entire story using less than 30 words.

Draw a picture that represents the main idea of the story and label the picture with the main idea.

Write a paragraph showing a connection between the text and your life or other things you have learned.

Write a paragraph explaining what the author's purpose was in writing this story.

Write three facts you learned from the story.

Read one section (heading) of the story again; write a short summary of that section.

Recreate a visual image (graph, diagram, map) from the story and explain how it helps the reader.

Draw a graphic organizer that shows the main idea of the story and three supporting details.

Create your own photograph in the story and label it with a caption.

Write three facts you learned from the story.

Locate three bold words in the story and write the definitions. (Use a dictionary if necessary)

Recreate a visual image (graph, diagram, map) from the story and explain how it helps the reader.

Reading Choice Board

Write a letter to someone famous.

Make a set of Text Feature Flash Cards.

Write a poem about a character from a story.

Create a menu for your own restaurant.

Create a "tweet" of a story. (Summary in less than 140 letters.)

Design a poster showing the different forms of government.

Create a poster of examples of text features.

Create a character trait web about a main character in a story.

Using your name, create an acrostic poem that describes you.

Write a journal entry: If I was President...

Using the title, create an acrostic poem describing a book.

Write a new ending to a story.

Free Space

Make a character sketch of the main characters in a story.

Create your own captions for a set of pictures.

Illustrate a book cover for a story you are reading or have written.

Write a story that includes a crime and how the crime is solved.

Create a Venn Diagram: Compare yourself and a character from a story.

Create a timeline showing 4 important events in your life.

Design a weather warning poster.

Write a rap song for a story read in class.

Create a sequence chain using events from a story.

Create a story in a comic strip that includes the elements of fiction.

Write a short play. (include characters, problem and resolution.)

Write a rhyming poem about school.

Name: _____

Fiction Assessment

	the person that is telling the story.
	when the problem is solved in the story.
	when the character faces conflict in the story.
	the central idea of message of the story.
	where the story takes place.
	a made up story.
	the people places or objects in the story.
	the problem in the story and the events that flow from it.

Fiction	Character	Problem	Solution
Setting	Plot	Theme	Point of View

Text Feature Scavenger Hunt Task Card

Find 4 HEADINGS and place **yellow** sticky notes on them.

Find 2 TIMELINES and place **pink** sticky notes on them.

Find 3 TABLES and place **green** sticky notes on them.

Find 2 GRAPHS and place **blue** sticky notes on them.

Find 4 CAPTIONS and place **orange** sticky notes on them.

Now fill out the bottom part of the task card:

Why does an author use CAPTIONS?

Why does an author use HEADINGS in bold print?

How do GRAPHICS (timelines, graphs, and tables) help us understand more about the story?

Text Feature Word Search

T	A	B	L	E	O	F	C	O	N	T	E	N	T	S	A	K	H	J
T	A	B	P	H	O	T	O	G	R	A	P	H	N	H	D	E	E	J
A	I	G	E	D	C	S	E	T	H	R	D	S	C	J	A	Y	T	F
H	H	T	R	Y	H	B	M	G	C	X	D	X	G	D	W	W	N	G
I	T	A	L	I	C	S	T	R	H	C	A	R	I	A	F	O	E	L
L	H	T	X	E	Z	G	D	A	S	A	E	N	C	H	A	R	T	O
Y	Y	I	E	X	W	A	X	P	V	P	G	V	D	E	H	D	M	S
B	O	L	D	W	O	R	D	H	C	T	X	Y	I	P	U	N	T	S
Y	H	U	I	Q	D	V	H	I	M	I	N	D	E	X	Y	D	O	A
F	H	M	E	D	V	G	J	C	A	O	R	G	U	N	F	D	S	R
T	T	A	B	L	E	Z	X	E	C	N	N	T	D	C	Y	J	E	Y
I	E	P	C	W	S	E	N	O	N	F	I	C	T	I	O	N	Y	W

Word Box

nonfiction	chart	italics	glossary	title
graphic	bold word	caption	table of contents	index
photograph	key word	table	heading	map



Text Feature Word Search (Key)

T	A	B	L	E	O	F	C	O	N	T	E	N	T	S	K	H
T		P	H	O	T	O	G	R	A	P	H				E	
	I														A	Y
		T					G							D	W	G
I	T	A	L	I	C	S	R	C		I				O	L	
			E				A	A		N	C	H	A	R	T	O
							P	P	G					D	S	
B	O	L	D	W	O	R	D	H	T							S
								I	I	N	D	E	X			A
		M					C	O								R
T	A	B	L	E					N							Y
	P						N	O	N	F	I	C	T	I	O	N

Word Box

nonfiction	chart	italics	glossary	title
graphic	bold word	caption	table of contents	index
photograph	key word	table	heading	map



Name: _____

Date: _____

Word Work

Word	Definition	Sentence
accurate		
apparent		
benefit		
captivity		
fortunate		
gradual		
revive		
tradition		

Name: _____

Date: _____

Word Work

Word	Definition	Sentence
essential		
plentiful		
recent		
humble		
grasp		
intend		
misery		
shallow		

Name: _____

Date: _____

Word Work

Word	Definition	Sentence
mature		
tragic		
confuse		
carefree		
enable		
ancient		
swift		
vision		

Name: _____

Synonym Assessment

	A word that means the same as another word.
	Means the same as finish.
	Means the same as old.
	Means the same as joyful.
	Means the same as intelligent.
	Means the same as scary.
	Means the same as tasty.
	Means the same as costly.

Complete	Delicious	Happy	Ancient
Expensive	Smart	Frightening	Synonym

Name: _____

Antonym Assessment

	A word that means opposite of another word.
	Means the opposite of dead.
	Means the opposite of old
	Means the opposite of wonderful
	Means the same as intelligent.
	Means the opposite of happy
	Means the opposite of cheap
	Means the opposite of bright

Alive	Dull	Antonym	Young
Expensive	Smart	Terrible	Angry

Name: _____

Synonym Word Search

B	E	A	U	T	I	F	U	L	D	G	N	O	I	S	Y	C	C	Z	W
F	H	B	F	P	K	B	R	D	O	U	S	S	V	X	C	L	O	U	D
D	N	H	F	R	D	H	J	N	F	D	C	J	K	Y	D	C	R	C	H
H	I	N	T	E	L	L	I	G	E	N	T	B	F	H	T	S	R	P	U
Y	C	V	S	T	Q	W	F	K	K	I	N	D	C	D	W	S	E	P	L
E	E	W	F	T	O	F	M	Q	N	C	S	C	R	E	A	M	C	V	A
C	H	Q	S	Y	E	L	L	H	C	E	C	M	J	F	A	A	T	H	A
O	P	K	F	Y	N	G	G	D	G	W	J	O	Y	U	W	D	W	C	H
H	U	M	O	R	O	U	S	S	M	A	D	F	G	N	Q	R	C	S	Y
B	T	Y	H	D	S	W	G	J	D	S	C	H	K	N	P	D	S	G	Z
Z	G	T	V	A	W	D	G	H	H	A	N	G	R	Y	A	D	G	I	E
R	I	G	H	T	S	D	G	H	J	R	S	E	P	Y	H	M	H	V	G
J	Y	U	K	F	X	E	H	K	D	C	S	T	B	D	S	J	R	E	X

BEAUTIFUL	PRETTY	MAD	ANGRY	SCREAM	YELL
FUNNY	HUMOROUS	NICE	KIND	INTELLIGENT	SMART
GIVE	GET	RIGHT	CORRECT	NOISY	LOUD

Name: _____

Antonym Word Search

D	E	C	R	E	A	S	E	F	D	W	O	N	D	E	R	F	U	L	G
F	H	B	F	P	K	B	R	D	O	U	S	S	V	X	C	L	O	L	D
D	N	H	F	R	D	H	J	N	F	D	C	J	K	V	D	C	A	I	H
H	B	R	I	G	H	T	H	H	U	G	E	B	F	E	T	T	R	N	U
Y	C	V	S	H	O	R	T	K	K	U	N	D	E	R	N	S	E	Y	L
E	E	W	F	T	O	F	M	Q	N	C	S	C	T	O	A	M	C	V	O
C	H	Q	S	T	U	D	E	N	T	E	C	M	Z	I	A	A	T	H	N
O	V	E	R	Y	N	G	G	D	G	W	J	I	Y	C	W	D	I	C	G
I	N	C	R	E	A	S	E	S	M	A	R	F	G	A	Q	R	N	S	Y
Y	T	Y	H	D	U	L	L	D	L	O	C	H	K	L	P	D	Y	G	Z
N	G	T	V	A	W	D	G	H	H	O	N	G	R	Y	A	D	G	I	E
I	B	G	H	T	E	R	R	I	B	L	E	N	D	E	R	F	H	O	T
T	E	A	C	H	E	R	H	K	D	D	S	T	B	D	S	J	R	E	X

TEACHER	STUDENT	COLD	HOT	VERTICAL	HORIZONTAL
OVER	UNDER	HUGE	TINY	BRIGHT	DULL
INCREASE	DECREASE	LONG	SHORT	WONDERFUL	TERRIBLE

The Ant and the Grasshopper

One hot day, a grasshopper was hopping about and humming a tune. The grasshopper was content and enjoying his leisurely day. As moments passed, an ant walked by and saw the grasshopper so gleefully bouncing through the grass. The ant had been preparing for winter and was carrying food back home to store for the coming months.

"Hi there, why don't you stop working your day away and come join me in this luscious grass? There is always time for work later," the grasshopper nudged.

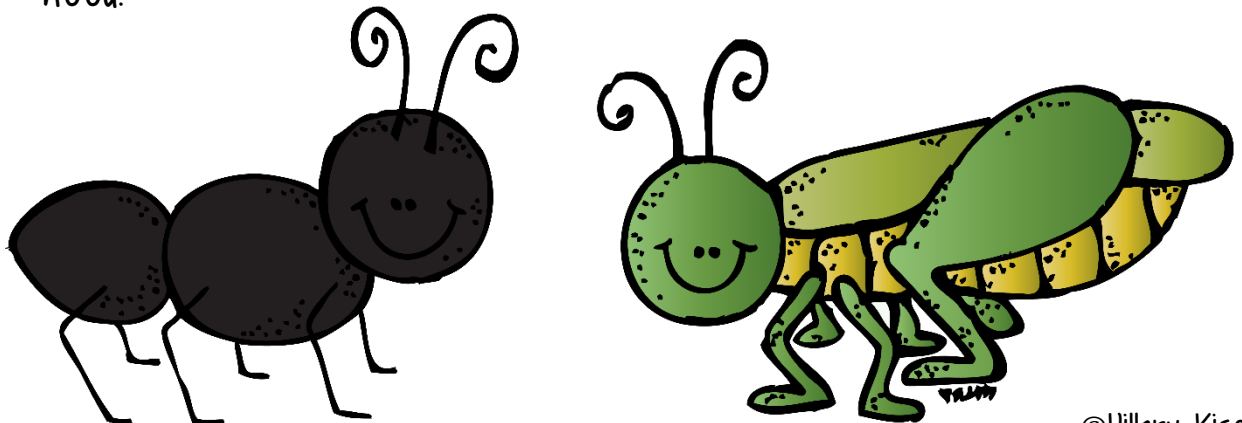
"I am helping store food for winter, those months come quickly and I want my family to be prepared," explained the ant. "I recommend you do the same."

"We have plenty of food for now, there will always be time later to prepare for the winter," the grasshopper scoffed.

The ant continued working while the grasshopper played.

Months passed and winter arrived. The ant had plenty of food stored for his family but the grasshopper found himself going hungry. When the grasshopper asked for help from the ant, the ant only had enough food for his family.

Grasshopper quickly learned, it is better to plan ahead for days of need.



Comprehension Questions

1. In paragraph 2, what does the word **luscious** mean?

- a. healthy
- b. dry
- c. dead
- d. long

2. What is a synonym for the word **gleefully**?

- a. boastfully
- b. in a boring way
- c. happily
- d. healthily

3. What was the grasshopper doing?

- a. relaxing
- b. sleeping
- c. eating
- d. dreaming

4. What was the ant preparing for?

- a. summer
- b. a flood
- c. winter
- d. a blizzard

5. What was the purpose of this story?

- a. to teach the reader a lesson about not wasting time
- b. to inform the reader about ants and grasshoppers
- c. to entertain the reader with a story about two critters
- d. to persuade the reader to gather food

6. What is one way to describe the grasshopper's feelings at the end of the story?

- a. disappointed
- b. prepared
- c. joyful
- d. angry

Critical Thinking

1. What is the theme of the story? How do you know?

2. What are three things the grasshopper could have done to prepare for winter?

1. _____
2. _____
3. _____

3. The grasshopper was unhappy at the end of the story, why?

4. In what paragraph did the ant try to warn the grasshopper? Did the grasshopper listen?

5. What do you think might happen to the grasshopper next time he needs to prepare for something?

Fiction

reader's response

Title: _____ Author: _____

Theme	Problem	Resolution
-------	---------	------------

In your own words, write a different ending to this story.

A Streak of Tigers

Tigers are fascinating animals that can be loving but also vicious. You may have seen some tigers at the zoo, but people rarely see them in the wild. Tigers, just like other animals, have many characteristics that are special to their species. You can look at a tiger from afar, but don't get too close, you might regret it!

A Streak? And Stripes?

The stripes on a tiger are the most recognizable feature with a pattern of dark vertical stripes on reddish-orange fur with a lighter underside. What is a streak of Tigers? Well, a group of tigers is usually referred to as a streak or an ambush. Tigers often like to roam in "streaks" in the wild to protect themselves from predators. When tigers travel alone, they are an easy target for a midnight snack.

Habits of Tigers

Tigers are strong swimmers and enjoy to bathe in ponds. These creatures live in large open areas to have easy access to prey. Tigers are mainly nocturnal predators and generally feed on animals smaller than themselves. However, these fascinating creatures have been known to take down elephants and other large animals.



The Softer Side

Tigers may seem tough and ferocious but when it comes to family, they have a softer side. Both male and female tigers take care of the young, and tigers will do just about anything to protect their families. No matter how frightening an animal may seem, there is usually a soft side to them all.

Comprehension Questions

- In paragraph 3, what does the word **nocturnal** mean?
 - awake at night
 - asleep at night
 - awake during the day
 - never sleeps
- What is an antonym for the word **ferocious**?
 - sweet
 - lazy
 - weak
 - smart
- What is a group of tigers called?
 - streak
 - herd
 - family
 - pack
- One main idea or topic of paragraph 2 is...
 - tiger stripes
 - tiger homes
 - tiger food
 - tiger sleep
- What was the purpose of this story?
 - to teach the reader about tigers
 - to inform the reader about tiger stripes
 - to entertain the reader with a story about a tiger
 - to persuade the reader to pet a tiger
- Tigers can be described as...
 - weak
 - fierce
 - kind
 - healthy

Critical Thinking

1. What is the main idea of the entire text? How do you know?

2. What are three facts from the text?

1. _____
2. _____
3. _____

3. Why is the text titled "A Streak of Tigers?"

4. Tigers can be described as fierce but also kind. Which should we see them? Why?

5. Why are tigers kind to their family but not humans?

Informational

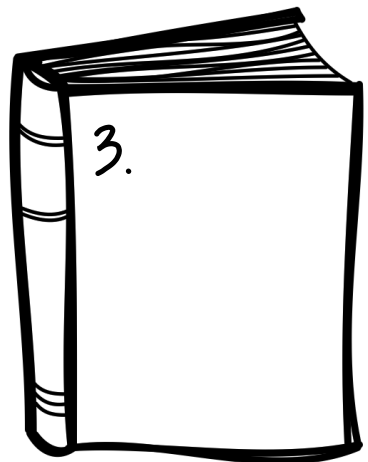
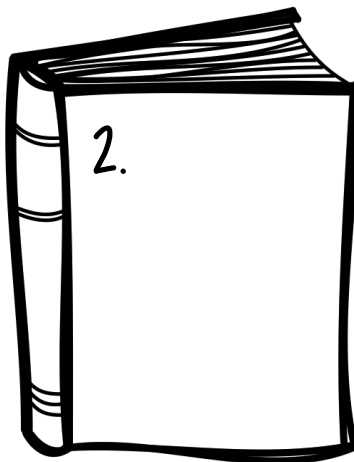
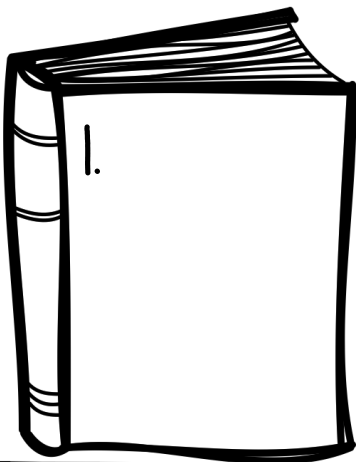
reader's response

Title: _____ Author: _____

Author's Purpose
for Writing the
Text:



3 Important Facts in the Text



End of Year Word Search

S	U	M	M	E	R	F	T	R	A	S	G	E	N	J	O	Y	D	R
N	U	I	M	G	D	C	D	J	U	F	H	K	N	B	F	A	G	E
A	Z	F	A	M	I	L	Y	V	G	S	B	H	T	R	A	V	E	L
C	I	W	O	H	R	V	N	J	U	C	K	F	G	A	R	A	X	A
K	N	M	F	R	I	E	N	D	S	X	E	N	U	J	C	C	W	X
S	D	O	F	O	S	A	W	F	T	G	L	L	Y	U	X	A	E	I
D	V	V	I	U	S	N	N	A	X	Q	V	V	L	L	W	T	W	N
D	B	I	C	T	E	G	B	E	R	E	P	L	A	Y	Q	I	B	G
Y	D	E	E	S	G	A	M	S	C	M	E	F	G	Y	B	O	E	C
G	D	S	W	I	M	M	I	N	G	V	E	H	B	G	C	N	M	H
P	C	D	G	D	S	E	T	W	C	G	L	D	H	F	J	S	R	S
F	H	O	M	E	H	S	B	F	T	E	S	U	N	S	H	I	N	E

Word Box

Summer	sunshine	vacations	June	July
August	friends	sleep	relaxing	play
family	outside	games	swimming	enjoy
movies	snacks	home	travel	warm



End of Year Word Search (Key)

S	U	M	M	E	R			A		E	N	J	O	Y	R		
N								U							E		
A	F	A	M	I	L	Y		G			T	R	A	V	E	L	
C								U						A	A		
K	M	F	R	I	E	N	D	S		E	N	U	J	C	X		
S	O	O			W	T						U	A	I			
	V	U			A							L	T	N			
	I	T	G			R			P	L	A	Y	I	G			
	E	S	A					M	E				O				
	S	W	I	M	M	I	N	G		E				N			
			D	E					L					S			
	H	O	M	E	S					S	U	N	S	H	I	N	E

Word Box

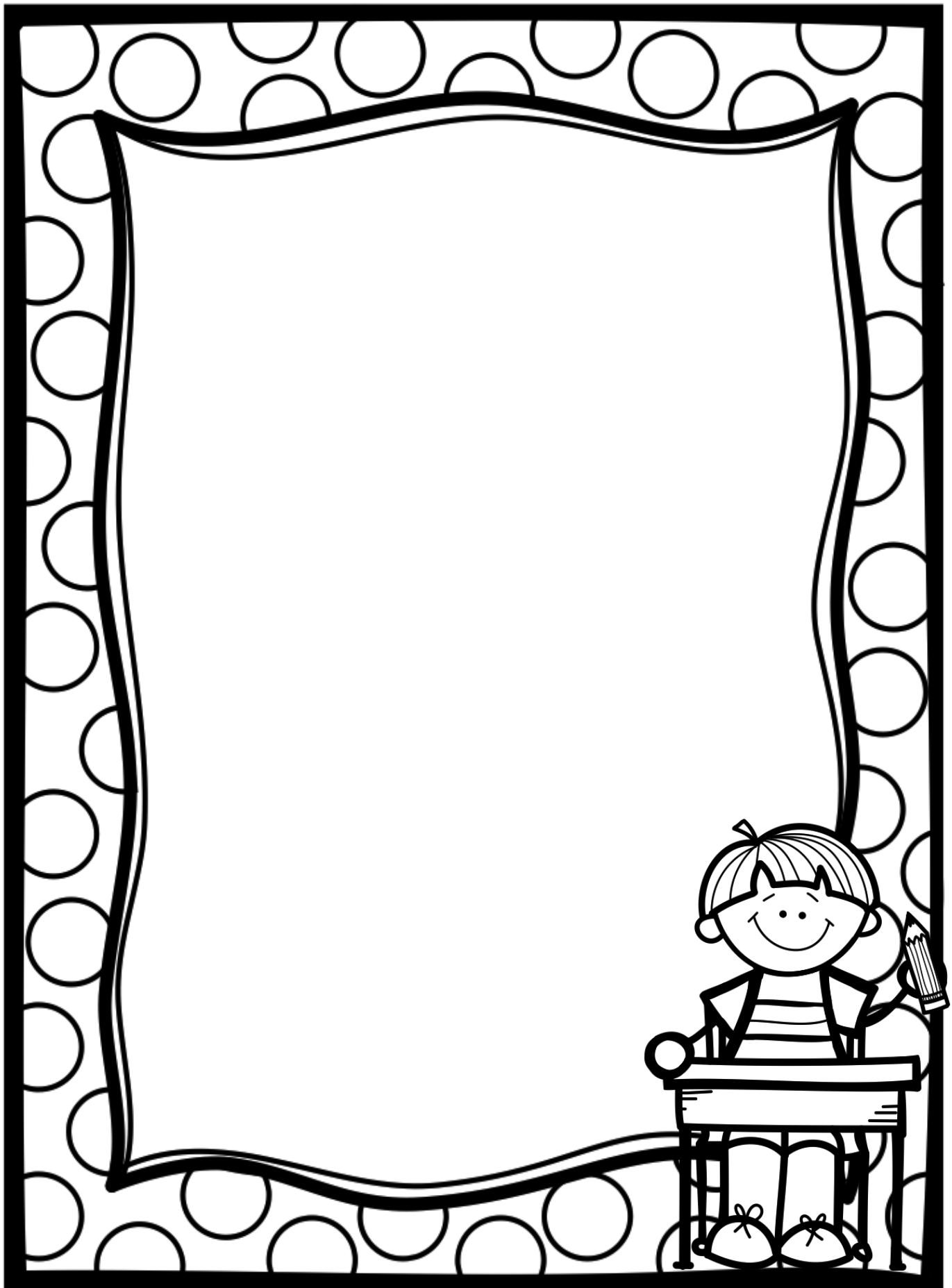
Summer	sunshine	vacations	June	July
August	friends	sleep	relaxing	play
family	outside	games	swimming	enjoy
movies	snacks	home	travel	warm



A large rectangular area with a wavy border, containing 20 horizontal dashed lines for writing.

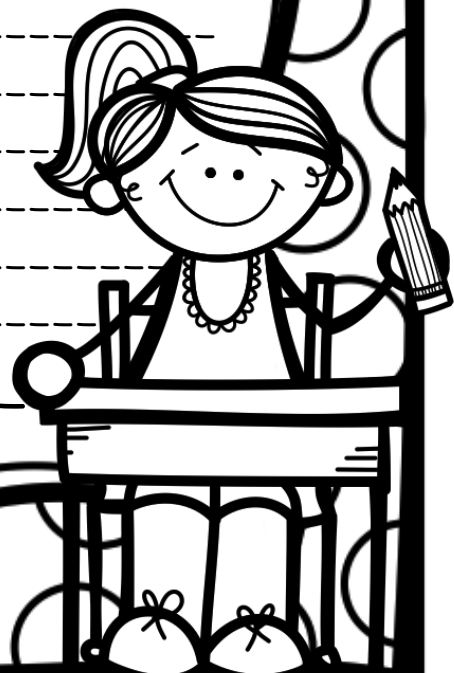
By: _____

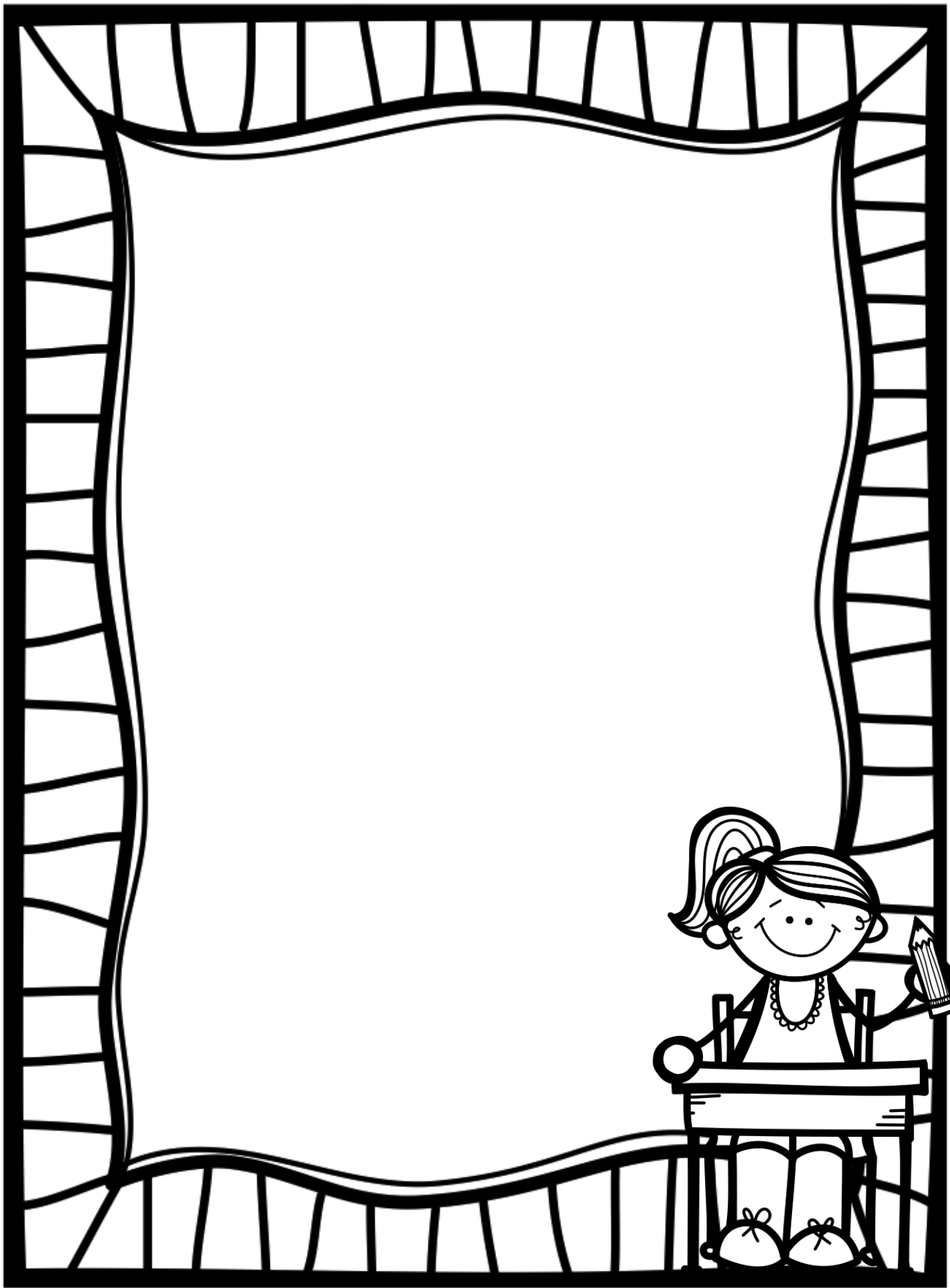




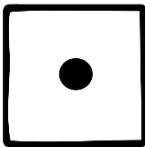
A large rectangular area with a decorative border of circles. Inside, there are 20 horizontal dashed lines for writing.

By: _____

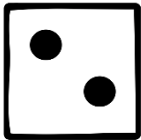




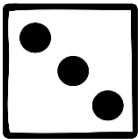
roll and write task card



Create a story in a comic strip that includes the elements of fiction.



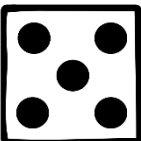
Make a sequence chain using events from a book you have read.



Write a letter to the author of a book you are reading.



Write a short play with characters, a problem and a solution.

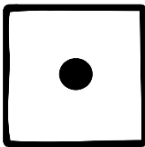


Write a new ending to a story you have read.

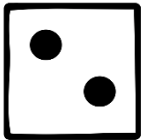


Free Reading Time.

roll and write task card



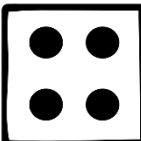
Compare and Contrast two characters in a story.



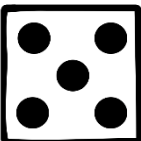
Write a paragraph explaining why you think the author wrote the book you are reading.



Find a book about math and read it.



Find a non-fiction book and write down all of the text features you see.

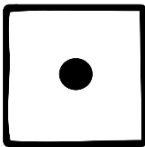


Create a poster of text features.

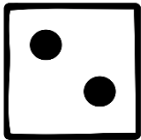


Free Reading Time.

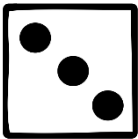
roll and write task card



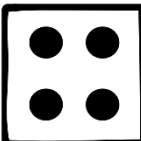
Create a poster about the elements of fiction.



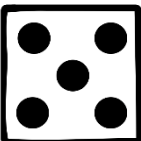
Using the title of a book, create an acrostic poem describing the book.



Find a book about science and read it.



Write a summary over the book you are reading.

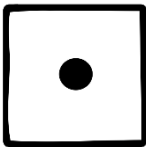


Read a factual book about an animal.

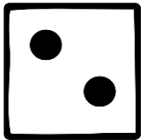


Free Reading Time.

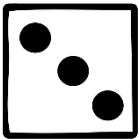
roll and write task card



Create a character trait web about the main character in a story.



Create a timeline showing 4 important events in your life.



Make a character sketch of the main characters in a story.



Write 3 facts you learned from a book you are reading.

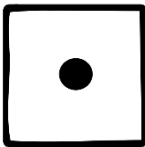


Pick a book from your favorite author and read it.

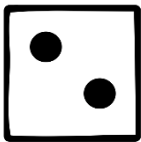


Free Reading Time.

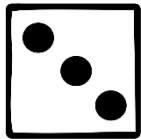
roll and write task card



Write and illustrate a short children's book.



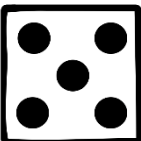
Draw a picture that represents the main idea of a non-fiction story and label the main idea.



Make a four square sheet showing the setting, theme, plot, and point of view of the story.



Read a book about animals.



Read a teacher recommended book.



Free Reading Time.